

Research group on Applied Cognitive Linguistics (CLaRe; GIUV2025-671)



I International Conference on Applied Cognitive Linguistics (CLaRe)

*Cognition in Action: Language, Meaning, and
Communication in Context*



**Facultat de Filologia,
Traducció i Comunicació,
Universitat de València
Blasco Ibáñez 32, Valencia**

19-21 November 2025

BOOK OF ABSTRACTS



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WELCOME

It is our great pleasure to welcome you to the *I International Conference on Applied Cognitive Linguistics (CLaRe 2025)*, to be held at the Faculty of Philology, Translation and Communication, University of Valencia, from November 19–21, 2025. Organized by the *Research Group on Applied Cognitive Linguistics (CLaRe2025-671)*, this event is designed as a forum to explore how Cognitive Linguistics sheds light on fundamental processes of conceptualization, meaning construction, and communication in real-world contexts.

The conference programme reflects the scope and richness of the field, with plenary talks and invited lectures addressing topics such as pedagogical grammar and Construction Grammar, translation and specialized discourse, figurative language, pragmatics and functionalism, as well as applications of Cognitive Linguistics in technological and educational settings.

Our aim is to highlight how applied cognitive linguistics not only advances theoretical research but also provides practical tools for language teaching, translation, intercultural communication, and technological innovation. With the participation of distinguished plenary speakers and contributions from colleagues across universities and countries, we hope this conference will become a reference point for scholarly exchange and international collaboration.

We warmly invite you to enjoy these days of scientific debate, shared learning, and interdisciplinary collaboration, whether in the welcoming city of Valencia or by joining us online.

Welcome, and thank you for joining us.

The Organizing Committee

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PLENARIES

Variation in proverbial sayings and snowclones

Annalisa Baicchi

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Abstract

Proverbial sayings pass on a community's wisdom and represent group identity. They are cultural concepts that are verbalized in constructional templates and motivated by complex conceptualisations.

This talk explores how canonical proverbs (fully filled construction, as in Goldberg 2006, 2019) can be fruitfully employed to achieve some pedagogical purposes, such as the teaching/learning of grammatical patterns (Ruiz de Mendoza & Mairal-Usón 2009), communicative functions (Brdar et al 2024) and cultural schemas (Sharifian 2017) to figurative language (Colston 2019), and the idealised cognitive models (Lakoff 1987) that underpin them. Additionally, a contrastive approach to proverbs highlights similarities and differences in the linguistic means of expression and, most importantly, in figurative thinking.

Another aspect that this talk will focus on is the variation of proverbs, i.e. “an allusive distortion, parody, misapplication or unexpected contextualisation of a recognised proverb, usually for comic or satirical effect” (Doyle, Mieder & Shapiro, 2012: x). Modified proverbs create new patterns through lexical substitution. However, only when variants become significantly frequent does the emergence of snowclones occur. Snowclones are semi-schematic constructions that emerge from a process starting with lexical substitutions or modifications that occur systematically in the same paradigmatic slots (Lieberman, 2006; González-García, 2011; Mollica, 2018; Hartmann & Ungerer, 2023; Mellado Blanco, 2024; Ivorra Ordines, 2025). Proverbial snowclones are an even more suitable tool for teaching language patterns, focusing on the role of figurative thinking, improving learners' cognitive flexibility and cultural competency, and helping them behave in social situations (Littlemore & Low, 2006).

Keywords: Proverbs; snowclones; creativity; language Pedagogy.

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Shaping thought in a foreign language – The construal approach to teaching English grammar

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Abstract

That Cognitive Grammar (Langacker 1987; 1999; 2008; 2017) can be applied in the area of language pedagogy is no longer controversial (e.g. Achard & Niemeier, 2004; De Knop & De Rycker, 2008; Robinson & Ellis, 2008; Tyler, 2018; Bielak & Pawlak, 2013; Drożdż & Taraszka-Drożdż, 2020, etc.). Still, the question how to apply it in the classroom has not received an ultimate answer (Bielak & Pawlak, 2013, p. 217; Achard, 2018, p. 47). In my talk, I want to propose an approach to grammar teaching that relies on one of the Cognitive Grammar notions: construal.

Construal is an ability to adopt “multiple perspectives simultaneously on one and the same perceptual situation” (Tomasello, 1999, p. 9). One of its implications in the classroom is that if a creature can be correctly construed as “a dog, an animal, a pet, or a pest” (Tomasello, 1999, p. 9), though with a difference in meaning, so can entities and events by means of such grammatical categories as, e.g. countability and uncountability (*a banana – some banana; a table – some table*), definite or indefinite articles (*look at the sun – look at a sun; answer the phone – answer a phone*), or different temporal or aspectual constructions (*I go/ I am going/ I am going to go/ I will go/ I will be going to London next week for a wedding*). More specifically, I focus on the dimension that Achard (2018, p. 55) characterised as: “teaching students to make the kinds of conventionalized choices target language speakers make in particular situations”.

I want to look at this idea from several perspectives. Among others, I show it is congruent with the prototype model of categorisation, and it is a tool by means of which students not only get acquainted with the categories of a foreign language but also learn to think by means of them. This entails making choices comparable to those made by native speakers and, by doing so, learning to think and talk about the world in a new manner – by means of the foreign language categories.

The remainder of the talk is devoted to the challenges of equipping students with the knowledge that virtually any entity or event can be construed in more than one manner. This includes the modification of the philosophy of practising and testing grammatical knowledge, and proposals of techniques that can be implemented to achieve such a goal.

Keywords: construal; countability and uncountability; articles; tenses.

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From Pedagogical Cognitive Grammar to Pedagogical Construction Grammar: The case of the family of subjective-transitive constructions in Spanish

Francisco González-García
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Abstract

This talk explores the pedagogical implications and implementations of a Cognitive Construction Grammar (Goldberg, 2006) approach for the teaching of construal in the L2 class of Spanish at an advanced level (Achard 2008). To this end, this talk focuses on instances of secondary predication (involving a direct object and an object-related XPCOMP) with *decir* ('say') and other verbs of saying and calling in present-day Spanish, under the rubric of the denominative subjective-transitive construction, as illustrated in (1).

- (1) Me dicen tonto por fumar marihuana, y le dicen inteligente al creador de la bomba atómica. (CREA)

This construction comprises a number of lower-level configurations involving a reflexive direct object (the reflexive subjective-transitive construction), and an imperative verb (the imperative subjective-transitive construction). The verb *decir* ('say') is also frequently attested in the reflex passive construction (the impersonal subjective-transitive construction), under which two different, though closely connected, lexically-filled *lo que se dice* XPCOMP ('what you may call XPCOMP') configurations can be posited, which may function as a focusing/emphasizer subjunct or as a summative conjunct in present-day Spanish. A default inheritance system of the type invoked in Cognitive Construction Grammar is shown to capture broad and specific generalizations at a horizontal level (among the verbs attested in the (sub-)construction(s)) and a vertical level (among constructions of varying degrees of specificity) and can thus be informally used to optimize the pedagogical efficiency of the input for the explicit instruction of grammar in the advanced Spanish L2 class (González-García 2019). Our proposal will draw on insights gathered from Pedagogical Cognitive Grammar (Ruiz de Mendoza & Agustín Llach 2016) and Applied Construction Grammar (De Knop & Guilquin 2016) as well as Pedagogical Construction Grammar (Herbst 2016; Boas 2022).

Keywords: construal; coercion; inheritance; Pedagogical Cognitive Grammar; Pedagogical Construction Grammar.

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Embodied Translation: Cognitive Linguistics, Psychology, and the Role of Emotion

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Abstract

To what extent do a translator's political and ideological beliefs influence their translation? Can metaphorical translation help us *feel* a text more vividly? How can accessible translation provide a richer, more engaging experience for people with disabilities?

This presentation addresses these questions by drawing on insights from cognitive linguistics and psychology, with a particular focus on the framework of embodied cognition. Within translation and interpreting studies, embodied cognition offers a powerful lens through which to explore how meaning is not merely abstract or linguistic, but grounded in bodily, emotional, and sensory experience.

Meaning remains a central concept in any theory of translation. Regardless of the theoretical orientation, most models presuppose some degree of correspondence—whether partial, complete, distant, or overly close—between a translation and its original (Muñoz & Rojo, 2019). However, many of the challenges and interpretive tensions in translation can be better understood when viewed through the prism of how cognition operates in and through the body.

This talk presents findings from a series of cognitively oriented empirical studies that have investigated the role of ideology and emotion in both the production and reception of translation. These studies adopt a paradigm grounded in embodied cognition and employ experimental methodologies to explore how individual variables—such as beliefs, personality, and emotional engagement—shape the translation process and its outcomes (Ramos & Rojo, 2014; Rojo & Meseguer, 2021; Rojo & Ramos, 2014; Rojo et al., 2014; Rojo et al., 2021).

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Enhancing Cognitive Pedagogical Grammar through cognitive modeling: A cross-linguistic approach to L2 instruction

Francisco José Ruiz de Mendoza Ibáñez

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Abstract

Initially, Cognitive Pedagogical Grammar (CPG) (Dirven, 1989) integrated Cognitive Linguistics with second-language teaching by emphasizing meaningful pattern recognition over rote memorization. It prioritized core meanings (e.g., spatial prepositions grounding abstract grammar), metaphorical extensions (e.g., *go crazy*), and holistic “chunks” (e.g., *Would you mind...?*). Dirven (2001) later included cross-linguistic analysis to address specific conceptual mismatches and false friends. The principles of CPG persist in Applied Cognitive Linguistics (ACL), particularly in usage-based L2 instruction (Cadierno, 2015; Llopis, 2024).

This presentation argues that CPG’s efficacy can be advanced through systematic cognitive modeling, i.e., analyzing how combinations of cognitive operations shape meaning construction (Ruiz de Mendoza, 2021). Such modeling enables contrastive analysis of L1/L2 conceptual-formal mismatches, informing targeted pedagogical strategies. Two key applications are explored: (1) figurative language in grammar and (2) argument-structure constructions (Ruiz de Mendoza and Agustín, 2016).

For (1), explicit instruction can bridge conceptual gaps. Teaching English *get an idea across* to Spanish speakers, for instance, requires unpacking the metaphorical amalgam IDEAS ARE MOVABLE OBJECTS+UNDERSTANDING IS SEEN/TOUCHING and its collocational preferences (e.g., ability modality markers like “manage to” and “be able to”, which relate to the goal of making the ideas accessible to visual/tactile inspection by “moving” them). Similarly, *push an idea through* combines IDEAS ARE MOVABLE OBJECTS and CAUSES ARE FORCES with metonymy linking physical traversal to social acceptance (i.e., the endpoint of the movement, the final position of the object, metonymically represents physical reception, which metaphorically maps onto social acceptance). For (2), constructional families offer a pathway: an L2 “source” construction with an L1 equivalent (e.g., English/Spanish manipulative constructions: *They wanted him out/Le querían fuera*) can scaffold more complex L2 patterns; e.g., resultatives (*hammered the metal flat/the hot iron into knives*) and fake reflexives (*He drank himself to sleep*). Strategies must be formulated accessibly and paired with exercises to reinforce conceptual alignment.

The proposed strategies demand empirical validation through longitudinal studies measuring fluency, accuracy, and conceptual transfer. By grounding CPG in cognitive

modeling and cross-linguistic analysis, this approach aligns with ACL's broader goals while offering a replicable framework for L2 syllabus design.

Keywords: Applied Cognitive Linguistics; cognitive modeling; Cognitive Pedagogical Grammar; constructions; cross-linguistic analysis; figurative language.

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INVITED TALKS

***Language at the Edge of Nature:
Cognitive Linguistic Approaches to the Other-than-Human in English***

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Abstract

This paper explores how English conceptualizes the other-than-human world through naming and framing practices, drawing on cognitive linguistic theories such as Conceptual Metaphor Theory, Idealized Cognitive Models (ICMs), and Frame Semantics (Lakoff 1987, Kövecses 2020). Integrating insights from ecolinguistics (Virdis 2022) and ethnobotany, the study examines a range of lexical and discursive data – from the common names of fungi (Bagli 2024) and *-wort* plant names (Bagli 2021) to stylistic framings in the discourse of contemporary foragers (Bagli 2025, *forthcoming*). Across four interconnected case studies, the analysis reveals how language reflects and reshapes human relationships with non-human life. Figurative strategies such as anthropomorphism, relational metaphors, and ecological frames are shown to challenge anthropocentric norms and foster post-dualist perspectives rooted in interdependence and response-ability (Haraway 2016). Particular attention is paid to the stylistic and conceptual repertoires used to recast fungi as collaborative agents in forest ecologies, and to the cultural memory encoded in traditional plant names. By applying an array of mixed methodologies and theories, this research foregrounds the cognitive mechanisms that underpin how nature is lexicalized and narrativized, and it highlights the role of language in mediating environmental perception and constructing ecological worldviews. It argues that the lexicon is not merely a repository of referents, but a dynamic site where cultural values, sensory salience, and ecological ethics converge. In doing so, the paper contributes to a growing body of cognitive ecological research that situates language as a vital interface between human cognition and the more-than-human world.

Keywords: ecolinguistics; onomastics; conceptual metaphor; mushroom; nature.

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The Champion of Champions: Cross-Linguistic Perspectives on Discontinuous Reduplicative Constructions

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Abstract

This study investigates *reduplicative genitive superlative constructions*—a subtype of *discontinuous reduplicative constructions*—in Italian, English, Spanish, French and German. These structures involve lexical reduplication with intervening material (e.g., (1)–(5)) and have traditionally been considered non-canonical due to their non-adjacent syntactic configuration (cf. Masini, Mattioli 2022; Mattioli, Masini 2022; Masini, Di Donato 2023). However, recent research within Construction Grammar has begun to reframe these patterns as meaningful grammatical constructions with broad cross-linguistic relevance.

- (1) SP. Sacha Hormaechea es sin duda **el cocinero de los cocineros**. Este Fogón y Botillería es el lugar de culto de muchos de los chefs de más renombre y otras personalidades [...]. (esTenTen18, 1195744645)
'Sacha Hormaechea is without a doubt **the chef of chefs**. This Fogón y Botillería is a place of worship for many of the most renowned chefs and other personalities'
- (2) FR. Récemment décédé, Anders Ericsson n'était pas seulement un expert du management : c'était **l'expert des experts**. (frTenTen23, 19119107178)
'Recently deceased, Anders Ericsson was not just a management expert: he was **the expert of experts**.'
- (3) IT. Persino in questo giornale che dovrebbe essere sempre diverso, ecco **il paradosso dei paradossi italiani**: si toglie ai giovani per dare ai babbioni. (itTenTen20, 192440111349). 'Even in this newspaper that should always be different, here is **the paradox of the Italian paradoxes**: it takes away from the young to give to the suckers.'
- (4) EN. Darwin was amazed by the colonization of plants and the start of life over this terrain. He thought this process could easily compare to the origin of life in our planet. **The mystery of mysteries** ... The pioneer cactus growing over the country of lava is contrasted with stunning oasis. (enTenTen18, 29400013280)
- (5) GER. Heute Abend steht **das Spiel der Spiele** an: Der FC Bayern tritt nach der bitteren 1:2-Niederlage in der Champions League zum Halbfinal-Rückspiel bei Real Madrid an (deTenTen20, 55690233811)
'Tonight, **the game of games** is on: FC Bayern, after their bitter 2–1 defeat in the Champions League, face Real Madrid in the semi-final second leg.'

Adopting a usage-based, constructionist approach (Goldberg 2006, 2019; Hoffmann 2022), this study uses data from the TenTen corpus family in Sketch Engine

to examine these constructions along three main axes: (1) Syntagmatic profiling, analyzing contextual features, genres, and the macro-syntactic properties to understand their usage both intra- and cross-linguistically (cf. Fuentes Rodríguez 2024); (2) Productivity, assessed through type frequencies, type-token ratios, and potential productivity (Baayen 2009; Boas 2013); (3) Semantic classification, identifying “pockets of productivity” by clustering slot fillers and examining the inverse relationship between type frequency and semantic coherence (Barðdal 2008; Cappelle 2014).

Findings suggest that these constructions are not only productive and lexically diverse across the five languages, but also functionally analogous in their expression of intensification and evaluative meaning, despite exhibiting language-specific formal constraints. The research highlights the grammatical status (i.e. discourse structuring) and cross-linguistic potential of reduplicative genitive constructions across different genres, contributing to a broader understanding of reduplication beyond the word level.

Keywords: Reduplicative Genitive Superlative Construction; Construction Grammar; cross-linguistic perspective; corpus-based approach; qualitative and quantitative study.

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From the Visual to the Oral: The Influence of Linguistic Typology on the Audio Description of Children's and Youth Films

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Abstract

This paper examines the encoding of motion events in the audio description (AD) of children's films from a cognitive-linguistic perspective, with a special focus on cross-linguistic variation between English (a satellite-framed language) and Spanish (a verb-framed language) (Talmy, 2000; Slobin, 2004; Molés-Cases, 2025; Alonso & Cifuentes-Férez, in press). Through a qualitative analysis of authentic excerpts from AD scripts aimed at young audiences, the study shows how the typological features of the target language influence the level of detail and dynamism in action descriptions, directly affecting the construction of mental models by visually impaired viewers.

The findings reveal systematic patterns in the verbalization of manner and path of motion: ADs in English tend to be more detailed, incorporating information about manner of movement and displacement, camera perspective, and characters' emotional states. In contrast, Spanish ADs tend to focus on the outcomes of actions, often omitting aspects related to manner (Cifuentes-Férez, 2024). These differences reflect the lexicalization patterns identified by cognitive linguistics in the domain of motion events, and highlight how language and narrative conventions shape the perceptual experience of the audience.

This research underscores the need to consider not only the technical and temporal constraints of AD (Chaume, 2004; Snyder, 2005), but also the linguistic and cognitive factors involved in audiovisual mediation. In the case of content aimed at children and adolescents, this issue is particularly relevant, as narrative comprehension and emotional development are closely linked to the descriptive richness of the content. The paper concludes with a reflection on the didactic implications for the training of audio describers, the need to move toward interlinguistic standardization that is more sensitive to the cognitive structures of the audience, and the importance of further research on cognitive accessibility in audiovisual translation.

Keywords: motion; manner; path; audio description; young audience.

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Some contributions of Cognitive Linguistics to Discourse Analysis

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Abstract

In this presentation, I review some of the contributions of Cognitive Linguistics to Discourse Analysis and explain the main tenets of Socio-Cognitive DA. I focus on the concepts of metaphor and simile, image-schemas, framing and perspectivization. The application of these concepts to Discourse Analysis are illustrated with several studies on catastrophes. Departing from George Lakoff's paper "Metaphors can kill", the role of metaphor as a tool to express ideology or to influence others' opinion will be shown. Research on the use of metaphor and similes on Covid-19 puts forward how these mechanisms allow for different framing of a crisis situation. Among them, the disaster frame and the war frame stand out as alternatives with important interpretive implications. The next example is about the conceptualization of catastrophes. I will analyze the Valencian President intervention at the Regional Parliament after the floods in Valencia in October 2024 and the responses by the other political spokespeople. Specifically, the general conceptualization and discourse strategies, the metaphors and the image schemas used by the politicians will be illustrated. Finally, some examples of alternative framing, re-framing and perspectivization will be commented on.

Keywords: Socio-cognitive discourse analysis; metaphor; simile; image-schemas; frame; perspectivization.

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Beyond the kitchen: A contrastive frame-based study of the metaphorical senses of cooking verbs

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Abstract

Although certain human sensorimotor experiences are universal, conceptual and linguistic metaphors may differ across languages, since culture plays a vital role in metaphorical conceptualization (Ibarretxe-Antuñano, 2013; Kövecses, 2005, 2020; Lakoff, 1993; Littlemore, 2019; Mussolf, 2016; Yu, 2015). Hence, cross-linguistic studies of metaphor as the present one could offer insights into how speakers of various linguistic backgrounds conceptualize reality, which can also manifest at the linguistic level.

The aim of the current study is to offer a fine-grained cross-linguistic comparison of cooking metaphors in American English and Peninsular Spanish. To this end, the main metaphorical extensions of a set of cooking verbs are examined in both languages. The research questions addressed are: 1) What is the scope of metaphors activated by the selected cooking lexical items in English and Spanish? 2) What is the degree of cultural relevance of those cooking metaphors in each language?

This study draws on data from two corpora: the *Corpus of Contemporary American English* and the *Corpus del Español: Web/Dialects*. The metaphorical expressions were identified using an adaptation of MIP (Pragglejaz Group, 2007) and incorporating semantic frames as a tool for examining the specific core frame elements participating in the metaphorical mappings (Esbrí-Blasco & Navarro i Ferrando, 2023; Navarro i Ferrando & Esbrí-Blasco, 2024).

On the whole, the results indicate that the scope of metaphors evoked by the cooking terms does not coincide in English and Spanish. Alternative metaphors were identified in both languages, which entails that in certain cases each culture places the experiential focus on different frame elements, revealing differential cognitive preferences or styles. Furthermore, the relative frequency of the cooking metaphors analyzed suggests a divergent degree of cultural salience and entrenchment in each language.

Keywords: contrastive semantics; metaphor; semantic frame; domain.

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***Towards a cognitive linguistic account of noun incorporating constructions in
English: motivating factors and figurative dimensions***

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Abstract

The term “incorporation” has been used to refer to a morphological process in polysynthetic and more analytic languages, in which a verb and noun combine to form a new verb (Mithun, 1984, p. 848). By virtue of this process, *Sah is sharpening the knife diligently* typically becomes *Sah is diligently knife-sharpening* (Mithun, 1984, p. 851). Feist (2003, p. 162) shows that noun incorporation is also well established and productive in English under definable constraints, accepting “that some constructions that may be called ‘compounds’ are instances of incorporation”.

Lexicalized incorporated forms frequently occur as *-er* and *-ing* nominalizations, but it is not easy to determine when (and why) a novel compound becomes a lexicalized compound with a unitary function (see Downing, 1977). In this paper I explore the motivating factors of noun incorporation in a corpus of non-finite constructions in English, paying special attention to the cognitive mechanisms underlying the formation of incorporating constructions in English. The data compilation for my analysis involved a random extraction of 1156 concordances from the English Web Corpus enTenTen21 (Sketch Engine), with the search queries [tag="N.*"] [tag="N.*"&word=".*er|.ing"] and [tag="N.*"&word=".*er|.ing"].

The analysis of the corpus data has revealed that activity verbs with inherent second arguments are often the base for noun incorporation processes in lexicalized formations such as *storytelling*, *filmmaker*, *goalkeeper* or *songwriter* (see also Cortés & Pérez Quintero 2002, p. 237). The transparency and compositionality of noun incorporation, as well as its unitary function and “nameworthiness” (Downing 1977) also encourage the use of more innovative formations (e.g. *money laundering*, *whistleblower*), where the semantic relation between noun and verb is not necessarily so close, and where the incorporated form often conveys a metaphorical sense (see Price & Prideaux, 1991). Drawing on the latest developments of cognitive modeling (Peña Cervel, 2022; Ruiz de Ruiz de Mendoza & Galera, 2014) this study shows how the content cognitive operations of correlation and resemblance play an important role in the creation of noun incorporating constructions in English.

Keywords: noun incorporation; nameworthiness; cognitive modelling; correlation; resemblance.

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Politeness across cultures: A pragmatic study of requests in Urdu and English

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Abstract

Requests, as a type of directive speech act, are central to everyday communication but pose interactional challenges due to their potential to threaten the listener's face. This study investigates how requests are formulated and interpreted in Urdu and British English, with particular attention to how speakers manage politeness, social roles, and context in real-life communication. Understanding these strategies is essential not only for cross-cultural awareness but also for improving pragmatic competence in second language learning.

The research draws on key theoretical frameworks: Speech Act Theory (Austin, 1962; Searle, 1969) provides the foundation for understanding the illocutionary force of requests, while Politeness Theory (Brown & Levinson, 1987) offer tools for analyzing indirectness, mitigation, and sociopragmatic variation. Pérez-Hernández's typological studies (2001, 2013, 2021) on English directive acts serve as the comparative base for English data.

The data were collected using a sociopragmatic questionnaire given to fifty native Urdu speakers. It included situations meant to make people respond with natural requests. The questionnaire was tested and adjusted to make sure it was clear and culturally appropriate. For English, data came from published studies and were supported with examples from language corpora to allow comparison.

Results indicate that Urdu speakers employ high levels of indirectness and honorific language, reflecting cultural norms around hierarchy and respect (e.g., Rahman, 1996; Mahboob & Ahmar, 2004). However, English influence is increasingly observed in formal contexts, particularly through lexical borrowing and reduced formality, an effect possibly linked to globalization and language contact (Kachru, 1986; Baumgardner, 1990). The comparative findings highlight both universal pragmatic tendencies and language-specific conventions in request realization.

The study offers valuable insights for educators, curriculum designers, and language learners seeking to foster effective and culturally sensitive communication across languages.

Keywords: directive speech acts; request constructions; politeness strategies.

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Conceptual Mappings Revisited: Exploring Intra-mapping and Inter-mapping Relationships

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Abstract

Within Cognitive Linguistics, the study of conceptual mappings has primarily focused on *intra-mapping* cases (i.e., *within* the projection existing between the source and target domains), comprising not only single metaphoric and metonymic projections, but also cases which involve the interaction between these two ICMs (e.g., instances of metonymic expansion/reduction of a metaphoric source/target). By expanding the scope of the analysis and going beyond the mapping boundaries, the literature from the field has incorporated cases which operate at an *inter-mapping* level. This is the case of chains and amalgams: consecutive mappings of one domain onto another and models backed up by a different one, respectively. However, other instances which illustrate how mappings can interact have been overlooked. In this paper, we aim to identify several inter-mapping relationships that, to the best of our knowledge, have received little attention from cognitive linguists, namely: mapping completion & activation, mapping replacement, mapping co-occurrence, and mapping deactivation.

In order to do so, we compiled an *ad hoc* corpus with more than 150 original adverts from <https://jackfundcreative.com/>. Then, the instances employed for the analysis were shortlisted manually on the basis of the *Metaphor Identification Procedure* (MIP, cf. Steen, 2004; Steen et al., 2010), which was slightly adapted for metonymy.

For the sake of illustration, let us focus on the following case based on metaphoric replacement via a metonymy.

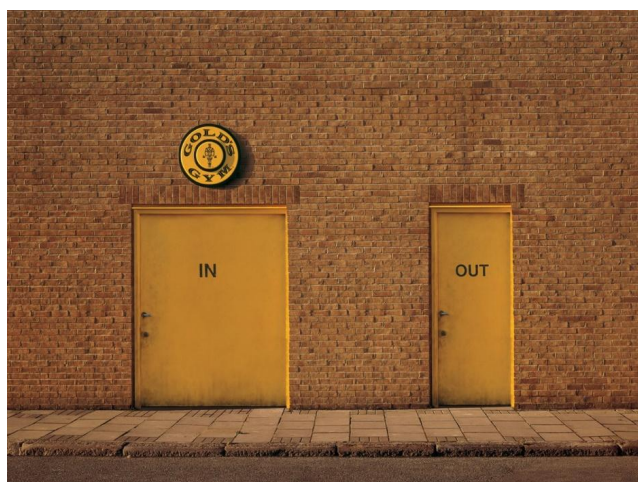


Figure 1. Advert 1.

This advertisement was intended to emphasize weight loss through exercise. On the wall, there are two doors, the one on the left is considerably wider than the one on the right and has the gym logo above. If we consider the viewer's perspective, the door on the left (with the word IN on it and the logo of the gym brand above) constitutes a visual metaphor representing an obese body (i.e., a wide space is needed to let very fat people enter the gym). However, the door on the right is narrower, metaphorically depicting a fit, slender body that leaves the building. The advert can be explained as the result of metonymic activity on the door-based visual metaphors: after observing the gym logo above the wider door, a CAUSE FOR EFFECT metonymy is brought about. By means of this metonymic mapping, it can be inferred that going to the gym leads to an athletic body, which is represented by the narrower door, replacing the first visual metaphor and thus emphasizing weight loss.

Keywords: Cognitive Linguistics; conceptual mapping; intra-mapping and inter-mapping relationships.

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Illocutionary Constructions Across Languages: A Cross-Linguistic Analysis of Requests in Basque and English

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Abstract

This paper presents a cross-linguistic analysis of request constructions in Basque and English from a cognitive-constructionist perspective. Requests are directive speech acts that inherently involve interpersonal negotiation, where speakers assess factors such as social distance, power relations, and the cost of the requested action. These contextual variables significantly influence the degree of politeness, which is often realized through conventionalized linguistic constructions (Pérez Hernández, 2021).

Using the Cost-Benefit Cognitive Model (Pérez-Hernández and Ruiz de Mendoza, 2002; Ruiz de Mendoza and Baicchi, 2007), a questionnaire was designed to explore how native speakers of Basque formulate requests in various everyday situations. The instrument included 20 scenarios that manipulated three sociopragmatic variables: distance, power asymmetry, and imposition. A total of 109 bilingual participants (Basque-Spanish), with varying levels of English proficiency, responded to the survey. The results show clear trends: imperatives and neutral constructions are preferred in contexts of low distance and low cost, whereas polite and indirect forms dominate when distance or imposition increases. Additionally, generational differences emerge: younger speakers tend to downplay traditional family power dynamics, favouring more informal forms of request even when addressing authority figures like parents.

The data enabled the identification of a preliminary inventory of Basque base constructions for request acts. These range from imperatives to more elaborate polite configurations (e.g., "*Gatza pasako zenidake, mesedez?*" – "Would you pass me the salt, please?"). The identified Basque constructions were systematically compared to their English counterparts. Some asymmetries emerged: for instance, constructions based on the English verb *wish* (e.g., *I wish you would close the window*) have no pragmatic equivalents in Basque, where the notion of 'wishing' is not used for directive purposes. This supports the idea that illocutionary meaning is culturally and linguistically bound (Del Campo, 2011).

This study represents the first systematic attempt to analyze request constructions in Basque using a constructionist approach. It contributes both to the theoretical understanding of directive speech acts and to applied linguistics. Pedagogically, the findings provide valuable insights for teaching Basque as a second language, enabling learners to select appropriate request strategies based on context. They are also relevant for Basque speakers learning English, who may otherwise transfer context-inappropriate constructions across languages.

Ultimately, this work demonstrates the analytical power of construction grammar in the domain of pragmatics and speech acts. It opens new lines of inquiry in intercultural pragmatics and highlights the dynamic interaction between culture, cognition, and grammatical form.

Keywords: pragmatics, construction grammar, speech acts, Basque, linguistic politeness, cross-linguistic comparison.

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A study of irony and sarcasm from a cognitive-linguistic perspective

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Abstract

This paper examines sarcasm as a subtype of irony within a cognitive-linguistic framework. While everyday discourse and scholarship often conflate the two (Kreutz 2020), sarcasm is here defined as an irony-based figure characterized by a hostile attitudinal component. Historical perspectives reveal that sarcasm has long been associated with mockery and derision, in contrast with irony's broader link to dissociation and pretense (Booth 1974; Hutcheon 1994). Building on cognitive-pragmatic models (Ruiz de Mendoza & Lozano 2021; Lozano & Ruiz de Mendoza 2022), the study argues that both irony and sarcasm rely on a clash between an echoed belief and an attested scenario, giving rise to dissociation. However, sarcasm parametrizes this dissociation as contempt or ridicule, thereby serving communicative goals such as humiliation or in-group bonding. The paper further explores the relationship between sarcasm and other irony-related phenomena, including antiphrasis, prolepsis, banter, and satire (Ruiz de Mendoza 2020), distinguishing figures of speech from discursive practices. By situating sarcasm within this wider ecology, the analysis highlights its role as an attitudinally specialized form of irony. The conclusion sheds light on the implications of this account for linguistic theory, humor studies, and emerging applications in fields such as political rhetoric and artificial intelligence.

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Unlocking the secret power of irony: Cognitive Linguistics and Foreign Language mastery

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Abstract

This research reports on an empirical investigation (Martín-Gascón, 2023) into the use of cognitive-based teaching materials designed to instruct learners in the understanding and use of irony within the Spanish as a foreign language (FL) classroom. The pedagogical approach was informed by prior research on linguistic and non-linguistic ironic markers in Spanish and American English tweets (Martín-Gascón, 2019, 2024) and based on Ruiz de Mendoza and Lozano Palacio's (2019) unifying framework for explaining ironic discourse.

The main study involved 169 learners (87 at the intermediate level and 82 at the advanced level) enrolled in Spanish courses at a North American university. It was conducted during a single 75-minute classroom session, employing a pretest/posttest experimental design to assess students' abilities to both recognize and produce ironic statements. Prior to the instructional intervention, participants completed a questionnaire gathering information about their linguistic background and language use habits.

Quantitative data from the irony recognition assessments were analyzed using a structured scoring system, while responses from the irony production tasks were coded according to an analytical framework based on Ruiz de Mendoza's (2017) twofold categorization of irony. This allowed to systematically identify and describe the various strategies learners used to express irony in Spanish.

The findings showed a marked improvement in both irony recognition and production following the instructional intervention across both proficiency groups. Notably, advanced students outperformed their intermediate peers in the production of irony, indicating that higher proficiency facilitates more nuanced expression. However, no significant difference emerged between the groups in terms of irony recognition, suggesting that even learners at lower proficiency levels can benefit from explicit instruction in this area.

Overall, the results highlight the value of incorporating explicit teaching of irony—a skill often overlooked in language instruction—into the FL curriculum from early stages. Doing so not only helps prevent potential misunderstandings but also fosters greater intercultural awareness and enhances learners' overall communicative competence in the target language.

Keywords: irony teaching; Spanish as a foreign language; irony recognition; irony production; cognitive-based pedagogy.

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“Thinking-for-audio-describing”. Motion events in audio-described films in German and Spanish

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Abstract

Audio description for the blind and visually impaired is a mode of audiovisual translation which has received little critical analysis within the Thinking-for-speaking and the Thinking-for-translating hypotheses (Slobin 1987, 1996, 2000), two cognitive-based theories that essentially study how the structuring of thought in our mother tongue causes us to express and translate in particular ways. These hypotheses have been tested and developed mainly in narrative texts through the study of the lexicalization of motion events, a phenomenon which is key in the description of action and which is central in terms of embodied experience. The study of motion events in AD is an interesting research area to explore for several reasons: although some cases of interlinguistic transference can be found (Fryer 2016, Matamala 2019), AD is generally a type of intersemiotic transfer (Jakobson 1959, Gottlieb 2005) which includes a high degree of action and motion (Romero-Muñoz 2023). As languages differ in their typical means for describing motion events (i.e. Thinking-for-speaking, Slobin 1987, 1996), the audio-described experience available to speakers of different languages may likewise differ, a phenomenon we have named “Thinking-for-audio-describing” (Molés-Cases, 2024).

The aim of the presentation is to detail the results of a research project on the “Thinking-for-audio-describing” phenomenon. More specifically, the contribution examines the information included about motion events in a German-Spanish corpus of audio-described films aimed at children and young adults. German typically encodes information about manner, thus providing a good contrast to Spanish (cf. Molés-Cases, 2016). The results of the study indicate the impact of both the describer’s mother tongue and the AD’s restrictions. For example, a higher degree of description of manner in German ADs is observed compared to Spanish and in some cases time restrictions result in the exclusion of manner in Spanish. Sound effects may also be used to compensate for undescribed information of manner in Spanish.

Keywords: motion events; audio description; German; Spanish; films aimed at children and young adults.

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Embodied spatial meaning

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Abstract

This lecture presents a model for understanding the lexical representation of English prepositions in native English speakers' conceptualisation. It conceives of prepositional lexical knowledge as relational predicates, incorporating argument structure (trajector-landmark) as described in *Cognitive Grammar* (Langacker, 2013); it distinguishes between situation types (position versus state) as outlined in *Functional Grammar* (Dik, 1997); the model also considers lexical hierarchies based on semantic primitives following *Natural Semantic Metalanguage* (Wierzbicka, 1996) and includes embodied perceptual parameters (Casasanto, 2022; Varela et al., 2016; Xu and Jiang, 2021; Zlatev, 2010) across four dimensions: geometry, topology, force-dynamics, and function, as discussed in *Cognitive Linguistics* (Navarro i Ferrando, 2024). The approach is exemplified through the analysis of three lexical templates aligned with constructional templates in the *Lexical Constructional Model* (Mairal and Ruiz de Mendoza, 2008; Ruiz de Mendoza and Mairal, 2008), illustrating the semantic decomposition of the prepositions *at*, *on*, and *in*.

Keywords: lexical knowledge; lexical representation; embodiment; prepositions; semantic decomposition.

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Recurrent splinters in clothing-related lexical blends

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Abstract

Blending is a thought-provoking, creative, and productive mechanism where phonology and morphology interact and whereby a lexical item combines two (or exceptionally three) source words, one of which at least is clipped (Peña, 2022a). Connected to lexical blending, splinters are non-morphemic segments of blends that are used recurrently in the formation of other blends (Bauer, Lieber & Plag, 2013). Several authors have studied splinters from different perspectives. For instance, Correia (2016) proposes a method to identify splinters that may become morphemes; Mattiello (2018) studies five splinters, namely, *-(a)holic*, *docu-*, *-exit*, *-umentary*, and *-zilla*; Barrena (2019) provides an exhaustive analysis of the splinter *-gasm*; and Peña (2022b) focuses on splinters that reinterpret the meaning of the source word from which they are derived.

Research on splinters has largely focused on final splinters. However, this proposal, which draws on the latest developments in cognitive modeling (Ruiz de Mendoza & Galera, 2014; Peña & Ruiz de Mendoza, 2017, 2022; Ruiz de Mendoza, 2020) shows that initial splinters are also recurrent in English lexical blends within the lexical field of clothing. To this end, we gathered a corpus of 200 lexical blends extracted from online sources including the *Cambridge Dictionary* and the *NOW Corpus*. Then, we identified a series of splinters and classified them into initial and final non-morphemic segments. Our findings challenge prior assumptions in the literature by revealing six initial splinters (e.g., *sk-* from ‘skirt’ in *skort*, *skegging*, etc.) and five final splinters (e.g., *-drobe* from ‘wardrobe’ in *tourdrobe*, *floordrobe*, etc.). This finding contrasts with previous claims that splinters are predominantly final. A particularly striking result is also the identification of two splinters derived from the same base word ‘cardigan’: the initial splinter *cardig-* and the final splinter *-igan*. The final splinter *-igan* is present in nine blends (e.g., *coatigan*, *jardigan*, *wrapigan*), while the initial splinter *cardig-* appears in four (e.g., *cardigown*, *cardigress*, *cardilet*).

This analysis leads us to propose a preliminary typology of splinters according to their position within the domain of fashion-related blends, where not only final but also initial splinters exhibit cognitive robustness and productivity. These findings provide new insights into the semantic flexibility of splinters and reinforce the importance of viewing blending as a cognitively motivated word-formation process.

Keywords: lexical blending; initial splinters; final splinters; cognitive modelling; clothing.

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Drawing the speakers' attention by means of lexical blending

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Abstract

Lexical blending exhibits great structural and conceptual diversity, which leads to different and divergent definitions of the phenomenon. In this proposal, Bauer's (2003) definition of blending is adopted. Blends are lexical items that combine two (or exceptionally more) source words, at least one of which has undergone a shortening that does not respect regular morphological segmentation. There is extensive debate as to the nature of blending. While some scholars claim that blending is a creative and unpredictable word-formation technique (e.g., Dressler 2000), Beliaeva (2019), among others, states that creativity does not necessarily rule out regularity. In this connection, Bauer, Beliaeva, and Tarasova (2019), and Peña (2022), among others, provide compelling evidence of the existence of predictable constraints on the phonological, semantic, and structural properties of blends. Based on the principles of cognitive modeling (Ruiz de Mendoza & Galera, 2014), Peña (2022) has offered an explanatory account of the motivation that underlies the creation of blended words in English from a semantico-pragmatic perspective. To this end, she has accounted for the semantic links between the source words that make up blends in terms of the cognitive operations of parameterization, contrast, expansion and reduction.

Contrast occupies a central place in inferential meaning-making processes and captures differences across concepts or situations (Ruiz de Mendoza & Galera, 2014: 93). This proposal provides a fine-grained analysis of lexical blends whose constituents are linked in terms of contrast emanating from oxymoron. It also looks into the constraints that rule out the fusion of (parts of) lexical items into blended words whose constituents are connected in terms of such contrast. To this end, 200 examples of oxymoronic blends have been retrieved from the section on new words of the online Cambridge Dictionary and from the *NOW* corpus. For instance, oxymoronic blends like *seaganism* (< *sea* + *veganism*; a vegan diet that includes sustainable fish and seafood) or *nillionaire* (*nil* + *millionaire*; someone who is pretentious about their economic status although they do not have money of their own but has married someone who has) are reframed by creating a non-default scenario that solves the clash between the lexemes denoted by the segments of the blend.

Keywords: lexical blending; contrast; oxymoron.

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Formal configurations and implicitness of correlation metaphors in advertising

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Abstract

Metaphor is a powerful tool of rhetoric. It allows speakers in general and professionals working with language as a raw material (i.e. branding and marketing specialists, journalists, etc.) to creatively lead their audiences to envision one thing in terms of another, thus highlighting some of the relevant characteristics of their communicative target. This paper looks deeper into the use of metaphor in advertising narratives. More specifically, it focuses on the use and potential abuse of a specific type of metaphor, namely, that whose source domain is experientially grounded (i.e. primary metaphors) in human sensory-motor actions and notions (i.e. upward/downward/horizontal movement/location, experience of containment, etc.) and physical feelings (e.g. hunger, thirst, heat, cold, closeness, distance, etc.) The use of non-primary metaphors in advertising has already been given ample consideration in previous works. This is not the case with primary metaphors, which have received little attention to date in the literature. However, as the results of our analysis of a corpus of 500 printed ads shows, primary metaphors are in fact more frequently used in ads than non-primary metaphors. In addition, our data reveals that they are used in an implicit, submerged manner, so that only the source domain of the metaphor is visually available, and its full activation does not take place in the advertisement itself, but in the minds of the audience. Since primary metaphors are conceptually basic and experientially grounded, this activation is virtually automatic and inescapable, causing the consumer to make associations that are not explicitly communicated. The study reveals the formal configurations adopted by correlation metaphors in fast food printed advertisements, as well as the origin of the high degree of implicitness of this type of visual metaphors. The results of the analysis should lead to a debate on the ethics and appropriateness of the use of this type of implicit primary metaphors in advertising.

Keywords: correlation metaphors, advertising, implicitness, formal configurations.

Exploring the current usage of English quantifiers in -ful: a case of embodied conceptualization

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Abstract

Among lexical quantifiers in English, a particular subset involves derived nouns ending in *-ful*, such as *handful*, *spoonful*, and *mouthful*. These quantifiers are unique in that they originate from phrases headed by nouns denoting body parts and containers and followed by ‘full of’, and have evolved to function as nouns, or noun-like words indicating quantity (see Marchand 1969; Dalton-Puffer & Plag 1999; Barcelona 2005: 320-21, 2012: 257, 2025). The suffix *-ful* transforms these base words into quantifiers that specify an amount related to the base noun, such as *a handful of seeds* or *a spoonful of sugar*. However, studies specifically focusing on quantifiers derived from the suffix *-ful* are relatively limited, if not non-existing. Bauer, Lieber & Plag (2013: 418-19) include them among suffixes that express quantification and measure, but they confine themselves to stating that the process is highly productive based on the examples retrieved from the BNC. The usage of these nouns in real corpus data is not addressed.

The aim of this study is to examine the development in the current usage of these quantifiers. I will focus on one specific set: body part-based nouns. By examining corpus data, I will explore the development of these quantifiers in current usage in terms of frequency and semantic compatibility between the base nouns and their collocates. Through this analysis, I hope to fill a gap in the existing research on English lexical quantifiers in *-ful* and their evolution and to contribute to a deeper understanding of the role of metonymy in this derivational process.

Keywords: Derived nouns in *-ful*; metonymy; CONTAINMENT metaphor; embodiment; expressive quantifiers.

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Improving the applicability of Cognitive Linguistics
A research-informed, teacher-oriented perspective

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Abstract

This presentation explores the potential of Cognitive Linguistics (CL) in second and foreign language (L2/FL) education from a research-informed, teacher-oriented perspective. Rather than evaluating CL through linguistic theory or experimental data alone, the presentation draws on teachers' practical experiences with CL, as reported in available literature as much as experienced by the authors in their own classrooms, to reimagine what a CL-informed approach could look like in real classrooms. It centers on the notion of "particularizability" (Clarke, 1994; Spada, 2019), that is, how an innovation can be made usable for a specific teacher within a specific context and how adopting this perspective is likely to improve the dissemination of CL. The discussion begins by problematizing existing CL research, in which teachers have routinely been positioned as passive recipients rather than as agents of pedagogical change. In contrast, we argue for a shift toward a research-informed, teacher-oriented perspective in which teachers and researchers collaborate to increase the ecological validity of CL insights. To operationalize this agenda, we propose Design-Based Research (DBR; the Design-Based Research Collective, 2003) as a powerful methodology for co-developing and iteratively refining CL-based teaching materials that are contextually responsive and pedagogically relevant.

Keywords: Cognitive Linguistics, language teaching, ecological approach, research-practice dialog, Design-Based Research.

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Translating hyperbolic similes in Friends and The Big Bang Theory: A cognitive and cross-linguistic study

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Abstract

Humor has long remained an elusive object of study within Translation Studies, often marginalized as too frivolous or complex to merit central attention (Zabalbeascoa, 2020). Yet, as one of the most pervasive forms of audiovisual entertainment, sitcoms rely heavily on humor, much of which is created through figurative language. Among these devices, hyperbolic similes constitute a particularly rich site of analysis, revealing how humor travels across languages and cultures.

This paper examines the translation of hyperbolic similes in two globally popular sitcoms, *Friends* and *The Big Bang Theory*, focusing on their subtitled versions in Spanish and Romanian. Drawing on Pierini's (2007) taxonomy of simile translation strategies, the study analyzes 522 hyperbolic similes identified in the English source texts and their Spanish and Romanian counterparts. The taxonomy includes six strategies: (1) literal translation, (2) replacement of the vehicle, (3) reduction to sense, (4) retention plus explicitation, (5) replacement with a gloss, and (6) omission. Both quantitative (frequency counts and chi-square testing) and qualitative (patterned examples) methods are applied to investigate how these strategies are deployed across languages and series.

Findings show a strong predominance of literal translation (76%), followed by replacement of the vehicle (14%). Other strategies such as reduction, explicitation, gloss, and omission play only a marginal role (9%). At the series level, differences prove significant: while the translators of *Friends* show greater variation, often reducing or adapting similes to suit colloquial humor, the translators of *The Big Bang Theory* overwhelmingly favor literal translation, preserving the "nerdy flavor" of Sheldon's comparisons. At the language level, however, Spanish and Romanian differ less, with no statistically significant variation in overall strategy distribution. Spanish subtitles tend to be slightly more adaptive and creative, while Romanian subtitles lean toward fidelity, often retaining the English imagery even when cultural references may be opaque to target audiences.

The qualitative discussion highlights how literal translation can preserve humor when references are globally recognizable (e.g. classical mythology, science), but risks diluting comic effect when vehicles are culturally specific or outdated (e.g. American pop culture, religious stereotypes). Conversely, replacement strategies in Spanish often enhance accessibility through culturally resonant vehicles (e.g. replacing the Pillsbury Doughboy with the Michelin Man), while Romanian sometimes resorts to glosses or maintains foreign references, sacrificing humor for accuracy.

Overall, the study shows that translation strategy is shaped more by genre and type of humor than by the target language. It contributes to the underexplored field of simile and hyperbole translation in audiovisual discourse, offering empirical evidence that hyperbolic similes are central to sitcom humor and merit systematic scholarly attention.

Keywords: audiovisual translation; hyperbolic simile; humor; sitcom; translation strategies.

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Unveiling the [locative]-[evaluative] semantic transition through a constructionist analysis of En. -land and Sp. -landia

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Abstract

This paper is aimed at examining the semantic features of two congruent toponym-forming morphemes: *-land* (in English) and *-landia* (in Spanish). In particular, we seek to understand how the typology of these morphemes and their linguistic landscapes have a bearing on their morphosemantic transitioning from the [locative] dimension into the [evaluative] one. Although both are used to form (i) existing place names (EPNs), such as *Greenland* and *Islandia*, and (ii) fictitious place names (FPNs), such as *Hitlerland* and *Zumolandia*, they differ in that *landia* is not an autonomous word, whereas *land* is, thus confirming the latter's status of an affixoid (Amiot & Dugas 2020; Mattiello 2022). This fact suggests that *-landia* is a combining form that has undergone a process of semantic secretion (SemS), from the meaning of an actual geographical location to one where it is employed to convey an abstract meaning (e.g., condition/state, action/result). Hence, we hypothesize that the extent of SemS undergone by *-landia* is greater than that undergone by *-land*, which can be verified through their degree of polysemy and productivity as FPN-forming morphemes.

For the analysis, we draw on data from enTenTen21 and esTenTen23 (both available at SketchEngine), from which we elaborated, respectively, two datasets (with two random samples of 5,000 words) of hapaxes ending in *-land* and *-landia*. For the extraction, we employed the following CQL codes: [1: [lemma="*.land"] & f(1.lemma)=1] and [1: [lemma="*.landia"] & f(1.lemma)=1]. Based on the construction morphology framework (Booij, 2010; 2019), we annotated both dataset of EPNs and FPNs by employing a cluster of semantic descriptors, as outlined in Sánchez Fajardo & Koutsoukos (2025). Then, we calculated the indexes of hapax-conditioned productivity (Fernández-Domínguez, 2013) of said semantic descriptors in the two datasets. While the analysis stage is still in progress, our preliminary findings show that, although *-land* and *-landia* have parallel constructional networks, *-landia* is expected to show higher degrees of productivity, polysemy and resemanticization. Finally, in leaning towards constructionalization, both elements suggest that their prototypical [locative] meaning can be mapped onto an [evaluative] one through a metaphorical association between geographical places and abundance, which is, in turn, interpreted as a form of intensification.

Keywords: affixoids, combining forms, place names, expressiveness, semantic transition.

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Guiding the inner journey: Conceptual metaphor in meditation discourse and practice

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Abstract

Figurative language is a powerful facilitator of intersubjective communication about inner events and first-person experiences in mindfulness and meditation instructional contexts (Silvestre-López & Navarro-i-Ferrando, in press). In this talk, I explore both the discourse manifestations of conceptual metaphor in mindfulness and meditation discourse and the ways in which discourse-led findings can be applied to improve practice in religious (Buddhist), secular and therapeutic contexts.

First, the talk offers an overview of research on mindfulness and meditation discourse based on discourse analysis highlighting the most recurrent types of conceptual metaphor and their main communicative functions (Navarro-i-Ferrando & Silvestre-López, in press; Silvestre-López, 2019, 2022). Drawing on corpora of guided meditations, instructional talks, meditation manuals, and MBSR and ACT practitioner guides, I show how metaphors with different degrees of extendedness, novelty, and deliberateness (Steen, 2017, 2023) are used to fulfil very specific discursive and communicative functions (Goatly, 2011).

After the presentation of the main findings derived from discourse analysis, I illustrate how such findings may serve to guide empirical research exploring the application of metaphor as a tool in meditation instruction. I illustrate this by describing the rationale and the results of an experimental study (Silvestre-López et al., 2023) in which we tested whether the use of a particular set of conceptual metaphors in the language of guided meditation instructions could have measurable effects on the affective state and the metacognitive activity of novel meditators.

The talk illustrates how inductive and deductive approaches to conceptual metaphor research can fruitfully complement each other and how combining both can lead to productive applications in several spheres of mindfulness and meditation practice, including instructional and therapeutic settings.

Keywords: Conceptual metaphor, meditation, discourse analysis, practical applications, metaphor effects.

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Multimodality and humor: Exploring the role of gestural triggers from television series to political debates

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Abstract

Recent studies on humor emphasize the importance of interaction and multimodality (Tabacaru, 2019; Priego-Valverde, 2023), bringing into focus the elements that allow shifting the different discourse spaces, such as explained by Brône (2008). Humor consistently depends on a common ground (Clark, 1996) shared among interlocutors who intersubjectively coordinate their meanings with each other. Speakers create a pretense space with elements that are known and recognized by interlocutors because they draw from a common ground/discourse space. In interaction, specifically, speakers make use of non-verbal markers in order to shift the meaning from a serious to a non-serious, pretense space. These markers, also called *gestural triggers* (Tabacaru & Lemmens, 2014) guide the audience towards the humorous interpretation of their message and will be used on salient parts of their utterances.

The examples presented come from different corpora aimed at understanding the creation and interpretation of humor in interaction. On the one hand, television series, such as *House M.D.* and *The Big Bang Theory*, allow looking at different scripted interactions in order to analyze the use of such gestural triggers with different humor types (from sarcasm to puns to situational humor, etc.). On the other hand, such techniques can be applied to political debates, such as the ones before the 2016 and 2020 elections in the USA and the one before the second tour of the French presidential election in 2022. Political debates such as these represent non-scripted interactions, showing a more spontaneous use of such gestures for the creation and understanding of humorous content.

The results show a similarity in the presence of such markers for these types of data. Speakers choose to make use mostly of facial expressions and head movements to make their (humorous) intentions known to the interlocutors and the audience. In the case of political debates, the aim is to be able to turn the tables on an opponent and “win” an argument against them. Humor, then, seems to be ubiquitous to all kinds of discourse.

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Schéma en grammaire cognitive: applications à l'enseignement du lexique en langues étrangères

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Abstract

L'un des phénomènes cognitifs fondamentaux qui jouent un rôle crucial dans le langage humain est la schématisation, définie par Langacker (2008: 17) comme le processus d'extraction de ce qui est commun aux différentes expériences. C'est un processus qui conduit à l'émergence d'une conception représentant un niveau plus élevé d'abstraction : un schéma. La schématisation est essentielle à la compréhension de l'organisation de la structure linguistique: toutes les généralisations linguistiques, à tous les niveaux d'analyse linguistique (phonologique, morphologique, syntaxique, sémantique), surgissent par la schématisation de structures plus spécifiques (cf. p.ex. Clausner et Croft, 1997; Taylor, 2002).

La présentation se concentre sur un type de structures schématiques : celles qui émergent de l'extension sémantique d'une unité lexicale. Dans le cadre de la grammaire cognitive (cf. Langacker 2017: 248-249, 266-268), l'extension, conçue comme une relation de catégorisation, suppose une comparaison entre deux entités : le standard (le prototype de cette relation) et la cible (le sens étendu), qui présentent un certain degré d'incompatibilité. En même temps, comme l'indique Langacker (2017 : 267-268), “we do semantic extension on the basis of some perceived similarity. So once we carry out an extension, that tends to reinforce those elements which constitute the similarity”. Par conséquent, la relation d'extension donne lieu à une structure plus abstraite – un schéma - qui saisit les traits communs aux deux entités comparées.

La présentation aborde les implications didactiques liées à l'application de ce type de structure schématique à l'enseignement des langues étrangères, en mettant l'accent sur son potentiel à améliorer la compétence lexicale des apprenants. Un aspect important de cette compétence consiste à reconnaître que les sens d'une unité polysémique sont interconnectés et que les relations entre eux sont systématiquement motivées (Achard 2018: 51; Taraszka-Drożdż 2020), ce qui s'inscrit dans le cadre plus large de l'enseignement visant à développer chez les apprenants une réflexion fondée sur les catégories des langues étrangères. Le recours à des structures schématiques apparaît dès lors comme une voie prometteuse pour atteindre cet objectif.

L'exploration de ce sujet s'inscrira dans le contexte de l'enseignement du français langue étrangère aux apprenants polonais. Des exemples tels que des extensions figuratives de lexèmes français (p.ex. racine (racine d'un problème), poule (père-poule)) serviront d'illustration. De plus, certaines pistes concernant leur mise en œuvre en classe de langue seront proposées.

Keywords: didactique des langues étrangères, enseignement du vocabulaire, extension sémantique, linguistique cognitive, structure schématique.

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Are All Practice Sentences Equally Helpful? Exploring Prototype Effects in L2 Grammar Teaching

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Abstract

In Cognitive Linguistics, prototype effects have been found to describe a wide range of linguistic phenomena, such as nouns (*toys*, Rosch 1975), verbs (*lie*, Coleman & Kay 1981), prepositions (*at/on/in*, Rice 1996), or transitive sentences (Ibbotson et al. 2012). Prototype effects refer to the fact that item membership to a category is not definite, clear-cut, and categorical, but rather graded or ranked. In other words, items are more or less typical of a category, so that some items are highly representative (or typical) of a category (e.g. *doll* for *toys*, *I was at the library* for *at*), while others are less representative (or typical) of a category (e.g. *book* for *toys*, *I was mad at Rob* for *at*).

Prototype effects are of particular interest to foreign-language (L2) teaching, since they imply that some items are better representatives of a construct that L2 learners wish to acquire. Here, more typical items of a category ought to be more efficient in L2 teaching, since they represent the construct to be acquired more fully or faithfully. Consider, for instance, that it is easier to learn Sp. *pájaro* [bird] via an image of a *sparrow* rather than a *penguin*, although both of them are, in fact, a *pájaro*.

This talk focuses on the unexamined question if prototype effects are also found in practice sentences for L2 grammar structures (e.g. if-clause type II). Practice sentences, which are a classroom staple, serve to introduce new or to consolidate known L2 grammar structures. As other linguistic items, practice sentences may also exhibit prototype effects, with more typical (*If I had known about the party, I would have come*) and less typical (*If green ideas slept furiously, they would wake up yesterday*) items. Arguably, high typicality ought to have a facilitating effect on the students' L2 grammar learning (as with the *sparrow* and *penguin* example to illustrate *pájaro*).

To explore this question, we conducted an empirical study via Amazon Mechanical Turk and asked 40 L1-English participants to give typicality ratings for a) 20 practice sentences for if-clause type II and b) 20 practice sentences for the gerund. We expect to find prototype effects in these practice sentences, which may later impact EFL classroom teaching. The empirical findings will be presented at the conference.

Keywords: Prototype effects, typicality rating, SLA, grammar, practice sentences.

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