

**LANGUAGE  
AND CULTURE  
IN SOCIAL COGNITION**

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**BOOK OF ABSTRACTS**

# **CULTURE COGNITION COMMUNICATION**

## **Language and Culture in Social Cognition**

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## **Polysemiotic construal of motion in film**

Rafał Augustyn (Maria Curie-Skłodowska University in Lublin, Poland)

The paper analyses different dimensions of motion coded visually, audio-visually and verbally, as represented in two science-fiction films *Arrival* (2016) and *Blade Runner 2049* (2017) directed by Denis Villeneuve. The focus of this paper is on how cognitive linguistics tools (such as embodiment, image schemas, metaphor and metonymy and blending) can explain the ways in which certain aspects of meaning emerge holistically in polysemiotic film setting, where image appears to be the dominant mode of presentation, supported by other modalities, including the verbal (dialogues or written language) and auditory inputs (sound and music composed for the film).

Given that the latter two modalities are used either as prominent or liminally ostensive stimuli in the examined films, while the image is relatively static, the paper examines selected examples of how these three modalities (visual, auditory, verbal) interact to create a cognitively coherent impression of dynamic motion in the analysed science-fiction dramas. The methodology applied in this study combines the elements of cognitive film analysis (cf. Bordwell 1989; Thompson 1999; Coëgnarts & Kravanja 2012, 2015; Coëgnarts 2017) with cognitive linguistic tools, focusing in particular on multimodal metaphor (Forceville 2016; Forceville & Urios-Aparisi 2009).

*Keywords:* cognitive film analysis, motion, multimodal metaphor, science-fiction film

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**Analysis of fictional dialogue of the first chapter of *Faith*, a novel by Lesley Pearce, against selected linguistic outlooks on spoken language and conversation**

Janusz Badio (University of Lodz, Poland)

This work provides an analysis of the fictional dialogue of the first chapter of *Faith*, a novel by the British writer and novelist, Lesley Pearce. The choice of the novel itself is not considered key. It is most important though that it is a recent novel, with up-to-date topics relevant to an ordinary person. The research question that this author attempts to answer is the extent to which the FD of the first chapter of the novel is similar to real talk and conversations. To this end the FD as a mimetic camouflage is discussed against selected cognitive, processing and pragmatic models of speech, talk and discourse. The analysis seems to suggest that in many respects the FD of the first chapter of *Faith* is indeed a gross simplification of the processes that real talk involves. However, this is only to be expected given the contention that it only constitutes the writer's construal of prison conversation between women inmates. As is the case of any example of language use, the FD seems to be similar to real-life talk because it selectively triggers some features of real talk. These, however, suffice for the reader to mentally simulate an entire scene.

*Keywords:* fictional dialogue, narrative, strategy, conversational move, intonation unit, episode, topic, mimetic camouflage, mental simulation, banter, style

## Use of stereotypical social gender roles in an L2 narrative construal task

Janusz Badio (University of Lodz, Poland), Ourania Papadima (University of Dundee, UK)

This talk presents a study of the processes (mainly the application of stereotyping) involved in reading a joke (Misztal 1990) and its subsequent retelling in writing. The original version of the joke comprised a list of petty cash expenses of a small family business (Misztal 1990: 74). The list of expenses starts with an advertisement for a secretary, includes everyday objects, tickets, salaries and people's names and ends with an advertisement for a new secretary.

The construal of meaning and interpretation during the reading of the list is guided by selective activation of schematic and stereotypical knowledge structures: frames (e.g. restaurant frame with objects and people without temporal or causal relationships), domains and schemas (abstract knowledge packages, e.g. *narrative schema*) and scripts (knowledge structures usually involving human participants interacting at a certain location and along a specific temporal profile, e.g. *at the doctor's, buying something at the food store*). The first part of the talk presents an experiment conducted in IFA Łódź, Poland. Intermediate to advanced, Polish students ( $N= 36$ ) of English as a foreign language were asked to read two different versions of the above joke in independent groups, and the changes that were made to the baseline joke are presented in the table below:

<b>Independent variable:</b> agreement or not with cultural schemata	
<b>Agreement (reference version)</b>	<b>Disagreement (changed version)</b>
<b>VF</b> (version with the name <i>Gloria</i> , presumably the secretary's name)	<b>VM</b> (version with the name <i>Mike</i> , presumably the secretary's name)
8. Candy for <i>wife</i>	8. Candy for <i>husband</i>
22. <i>Gloria's</i> salary	22. <i>Mike's</i> salary
24. Theatre and dinner, <i>Gloria</i> and self	24. Theatre and dinner, <i>Mike</i> and self
28. New <i>fur coat</i> for <i>wife</i>	28. New <i>laptop</i> for husband

In general, the changes involved a reversal of the schematic gender roles. In the changed version of the joke the business is owned by a woman, who hires a secretary (Mike) and she has an affair with him, buys him presents and goes out to the theatre with him.

The research question posed in this part of the study was whether the participants would construe gender roles as well as causal links between the participants and objects differently as a result of the application of the independent variable, the VM and VF conditions (see above). It was predicted that the VM version of the joke (with the name Mike, supposedly male secretary) would take the participants more time to interpret as compared to the VF version (with Gloria as a possible candidate for the secretary role). This hypothesis was indeed confirmed. However, the experimental subjects did not take significantly longer to write the VM version of the input joke; this prediction failed to be confirmed.

The second part of the presentation highlights results of the qualitative analysis into the way the participants (Polish and Greek students of English as a foreign language) coded in writing the joke-list that was to be turned into a story. Specific decisions and selected construal options will be discussed to demonstrate general cultural bias and application of stereotyping in the Greek-English and Polish-English written retellings of the joke. This will be coupled with some focus on the differences between the way female and male writers decided to construe participants' roles and relations as well as causal links between objects and participants, often against or in the absence of clear instructions in the input to do so. Examples from the Greek-English and Polish-English stories will be provided in the presentation.

**"He was a rotten building": Metaphors of extreme emotion in the contemporary American fiction**

Anna Bendrat (Maria Curie-Skłodowska University Lublin, Poland)

The paper will address the phenomenon defined in psychology and psychiatry as emotional dysregulation (ED). The term refers to emotional reactions that are poorly modulated and do not lie within the accepted range of emotive responses. ED is often associated with trauma experienced in childhood and this trace will be developed on the example of the characters from two American novels: *A Little Life* by Hanya Yanagihara and *Sharp Objects* by Gillian Flynn. The adult protagonists must cope with both hypersensitivity and emotional detachment physically manifested through self-harm rituals, which are said to help them to "reactivate the pain into something whiter than white."

*Keywords:* emotional dysregulation, self-harm, childhood trauma, metaphor, Hanya Yanagihara, Gillian Flynn

## **Conundrums in Translation – A Cognitive Study**

Wojciech Błachnio (Maria Curie-Skłodowska University in Lublin, Poland)

Although translation has always played an important role in interlingual communication between different cultures, its role has dramatically increased in today's globalised, cosmopolitan society. When translating texts from the source language to the target language, a translator, must, on a number of occasions, depart from "linguistic unit-for-unit faithfulness" and produce a translation that is relevant in the target culture. Departures of this sort are particularly common in the case of humour translation. The aim of this paper is to account for the cognitive mechanism which ensures that the original cognitive humorous effect residing in an utterance is not lost in the translation but is "cognitively appropriated." (Risku, 2012) When the "faithfulness strategy" fails to ensure the sameness of meaning, i.e. when the equivalent units in the target language do not convey the exact same message, the rendering of humour in the target requires more effort in finding an appropriate means of "cognitive appropriation". In our view, the process of "cognitive appropriation" can best be accounted for by the Binary Branching model as envisioned by Patrick Zabalbeascoa (2005) combined with Sperber and Wilson's Relevance Theory (1999). The analysis is based on the material coming from translated movies and stand-up comedies, which pose a significant challenge for translators.

Key words: cognition, translation, binary branching, relevance, faithfulness

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## **The role of foreign language learning for newcomers in the process of integration.**

Mariia Busko (Lviv Polytechnic National University, Ukraine)

The paper deals with the investigation of peculiarities of foreign language learning on the example of newcomers in Canada. As the result, the experience has successfully been studied and applied to foreign students, who came from different countries to enter Lviv Polytechnic National University. Canadian experience is of great importance to Ukraine, as Canada is the country with rich history of immigration and immigrants' training.

The research has shown that newcomers' studying is based not only on learning language as a system of sounds, words and grammar rules, but it also includes understanding the values (social, ethical, and civil), customs and peculiarities of functioning in a new society. All in all, due to language learning immigrants are acquainted with all important spheres of life in a new country. The research results have shown that it is an important part of the adaptation to new life (Meaney, 2008) for both newcomers in Canada and Ukraine. Also it is a key to gaining higher education and financial stability in the future.

To carry out the research such methods as comparative and experimental have been used. They both have helped to get the best ideas from the Canada's experience and apply them in Ukraine.

It has been found out that immigrants' language learning can be held at two stages: before the arrival in the country and after it. It should also be noted that such learning is absolutely different from the one held for other categories of adults as it takes place everywhere and every time in a new multilingual and multicultural society. Sometimes such learning is accompanied by communication with the specialists in different spheres, who teach them not only the language, but also how to act in different situations, providing the examples on real-life situations. To sum up, language immersion, direct and oral methods turn out to be quite productive for adults (Thornbury, 2017). Having conducted the research, it has been found out that many ideas are very helpful in organizing language programmes for potential students of Lviv Polytechnic National University, especially those combining language learning with integration into a new society.

*Keywords:* language learning, immigrant, newcomer, foreign language

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## **Bi-longing: Identity and the second language learner**

Chokri Smaoui (Applied Linguistics Faculty of Arts & Humanities, Sfax, Tunisia)

The learning of a second language is a multi-dimensional task. In addition to the question of language proper, i.e. the mastery (or lack of it) of a new linguistic system, there are other questions pertaining to the learner's psychology (for example whether the learner is introvert or extrovert), the new culture being exposed to and the degree of acceptance of that culture, and the concomitant issue of the type of attitude that this learner has towards the L2 and its speakers.

The question of identity, then, is at the heart of the language learning operation. Identity is understood as "the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton 2013, 1). As our relationship to the world is to a large extent constructed through our first language (Clark 2003), it is important to see how learning an L2 contributes to modifying that relationship or otherwise maintaining it. This state of being/living between two different systems and two different cultures can lead to learners having hyphenated selves and experiencing two, sometimes completely different, worlds.

The present paper tackles the question of identity and language learning from a number of perspectives. First, I deal with what I dub the 'classical second language acquisition perspective', where I talk about the well-known issues of affective filter, acculturation, affective variables, and the L2=L1 hypothesis. Then, I move on to clarifying the relevance of individual bilingualism studies to the question of identity. In the following part, I refer to the social psychology perspective, focusing in particular on Social Accommodation Theory and Attribution Theory. The question of identity and language learning is then looked at from the English as a Lingua Franca (ELF) angle, where it is shown that norms for usage are questioned to a large extent, and that no one presently can confidently claim to own English. After this, the 'Critical SLA' perspective part addresses the issues of dynamic identity, investment, imagined communities and positioning. The last perspective to deal with in this paper is the digital age perspective, where questions such as multiple identities and virtual selves are addressed.

## **Where do metaphorical idioms reside most frequently?**

Anna Dąbrowska (Maria Curie-Skłodowska University in Lublin, Poland)

Conceptual metaphors can occur in numerous culture-specific linguistic manifestations, among which *metaphorical idioms* have become the material of my research. Metaphoricity is commonly regarded as an indispensable property of an idiom (Nunberg *et al.* 1994), and "some types of idioms behave exactly like metaphors," indeed (Glucksberg 2001: 67).

The aim of my research is to analyse the context in which metaphorical idioms pertaining to ANGER occur most frequently. The data set of my study comprises the top 50 anger-related idioms, which first have been extracted from dictionaries of idioms and the COCA Corpus. The idioms have been compared in terms of their occurrence in five different types of register, namely those offered by the COCA, i.e. spoken discourse, fiction, popular magazines, newspapers, and academic texts. The results obtained from my research reveal that the most popular context in which anger idioms occur is fiction discourse (33%), then spoken discourse (24%), magazines (22%), newspaper (19%), and the least favourable for idioms are academic texts (2%). The top frequent anger idioms for all the COCA registers include, e.g. *to be up in arms* 'to be very angry'; *to see red* 'to become very angry or annoyed suddenly'; *to go ballistic* 'to become very angry'; *to rant and rave* 'to protest noisily and forcefully about something with anger'. The anger-related idioms yielded in the study do function as metaphors. Yet some further research needs to be made to analyse in detail the colloquial registers, popular speech and oral culture in which idioms most likely occur, in order to find out whether other factors, e.g. gender, determine the choice of metaphorical language.

*Keywords:* conceptual metaphor, metaphorical idioms, anger, colloquial registers, corpus study

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## **Conceptual Metaphors of Fear in Digital Games**

Bartosz Dudek (Maria Curie-Skłodowska University in Lublin, Poland)

Fear, as one of the most powerful human emotions, is receiving considerable attention in a variety of research fields. Although we naturally induce it by dangers lurking within our vicinity, as current research shows, fear can be also exploited by social constructs such as books, movies, or digital games. Especially the last one has shown that there is a problem in fear understanding. The way we perceive it very often does not correspond to the way game designers portray it. This article examines the problem of horror digital games that fail to induce fear through their digital representation. We argue that insufficient number of clear conceptual metaphors corresponding to fear (Kövecses 2000) is one of the reasons causing this failure. By examining a few examples of the most and the worst critically acclaimed digital games, we provide evidence for our claim. In theory, the more conceptual metaphors of fear in the game can be found, the scarier, and thus critically acclaimed, it becomes. Case study data have been collected from review aggregators and video game plays. While discussing the subject matter, we take into consideration three main anchorage points, i.e.: game world design, characters and avatar. The research shall prove that there is correlation between insufficient number of fear-inducing mechanisms and frightening experience they induce. This would show that some conceptual metaphors of fear correlate with game design techniques exploiting it. For this reason, horror game designers shall take a closer look at the study of fear to enhance their products. Scholars, on the other hand, could track the differences between these techniques and the way they activate specific emotions in their players.

*Keywords:* fear, conceptual metaphor, digital games, emotions

## **Classic Mayan and ancient Maya culture as products of human**

Agnieszka Hamann (University of Warsaw, Poland)

The recent decades have brought about significant developments in the decipherment of Maya glyphs, which revealed the complexity of the writing system itself and the sophistication of the Classic Period (250-900AD) Maya culture. The extant texts, most of which are text-image pairings, show the ingenuity of human mind, reflected in the ways artists enjoyed their creative license to innovate spellings, blur lines between image and text, hide and highlight pieces of information by varied use of available resources. Writing and painting being one conceptual category, Maya inscriptions are highly multimodal and it is only the complex interaction of all modalities (image, gestures, pictorial signs and textual signs) that delivers the complete message. For example, since the language (Classic Mayan) is theme-oriented, the text rarely mentions agents of described events – they tend to be depicted in the accompanying image, which suggests that the concept of agency is universally relevant for humans, even when the language does not reflect that. This paper analyses aspects of the highly creative cognitive environment and social practice created by Maya elites of the Classic Period: how they encoded and stored information, what the possible context of access was, what it says about ancient Maya society.

*Keywords:* Maya glyphs, cognitive environment, social mind in language and culture

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## **Love and Sorrow: A metaphorical Conceptualization of Emotion in Khalil Gibran's *The Broken Wings***

Hassan Isyaku (Federal University in Dutse, Nigeria)

The research identified and examined the conceptualization of love and sorrow in the poetic novel *The Broken Wings* by Khalil Gibran. The researcher asked three research questions on what linguistic metaphors were used in the text, to what extent such linguistic metaphors were used and their ontological correspondences within the text. The researcher further question whether the love and sorrow in the Arab Literature which constitute to a great extent the emotion metaphors could be generalized and conform to the literature (in the English context) on Emotion as FOOD, FLUID in a CONTAINER and other bodily organs metaphors that conceptualize emotion. The data for the study was the complete (English translated) poetic novel of Khalil Gibran, *The Broken Wings* (originally written in Arabic with the name Al Ajniha Al Mutakassirah). The novel was chosen because of its Arabic originality and size (containing only 31 pages). The researcher employed a qualitative research design specifically dwelling on Merriam's descriptive interpretive method. A purposive sampling was employed to select the text from a number of texts of similar content and context. The Conceptual Metaphor Theory (CMT) of Lakoff and Jonson (1980) was used as the framework of the study. The results revealed that the first level of generalization (on emotion as Container) could be applied to the Arabic literature while the second level (on the emotion as bodily organs) could not be applied as in the whole, there wasn't a realization of bodily organs in conceptualising Love and Sorrow within the text. Based on the descriptive statistical analysis, it was revealed that love and Sorrow share 20% similarity of source domains out of the 109 conceptual metaphors identified from the novel. Finally, the study was found significant to both Arabic ESL learners and teachers. Based on the limitations of translations, overlapping of source domains and a very narrow scope employed for the study, the researcher recommended for more studies with wide scope and a good number of novels in the Arabic literature to be able to make valid generalisations on the relevance and generalizations of CMT to the Arabic literature.

*Keywords:* literature, emotion, love, sorrow, cognitive metaphors

## **An Andalusian view of death in translation: 'Clamor' by Federico García Lorca and its Polish translation**

Anna Jamka (University of Warsaw, Poland)

Death, an essential part of life, is a mesmerizing topic for a number of reasons. Without a shadow of a doubt, it is a universal phenomenon. Nevertheless, the variety of death rites as well as myths and beliefs related to the act of passing, suggest certain differences in its understanding among individuals, communities, and cultures. Are such differences manifested in language? And if so, can they be examined in analysis of translations of highly artistic, poetic texts?

In this talk I seek to reconstruct the linguistic view of DEATH in 'Clamor' by Federico García Lorca and its latest Polish translation (2019) by Jacek Lyszczyna. Having in mind that language constitutes the raw material of literature (Pajdzińska, 2013), I believe that analyzing poetry in view of the linguistic worldview is crucial for its deeper understanding and, as a consequence, delivering a good translation. What is more, I am convinced that applying the analytical tools developed by cultural linguistics, and in particular, the Ethnolinguistic School of Lublin, in translation studies may be useful not only in assessment of translation quality, but also very telling of the role of translated texts in the target language, culture and literary system. Therefore, I intend to analyse Lyszczyna's translation in view of the linguistic worldview to assess its quality and determine what such an 'infected' view of DEATH may tell us about our own (Polish) take on this concept.

Firstly, I will analyse García Lorca's poem to identify the key linguistic exponents of DEATH and reconstruct its non-standard linguistic view (Gicala, 2018) in 'Clamor'. Secondly, I will capture the key linguistic exponents of DEATH in form of holistic cognitive definitions following the principles established by Bartmiński et al. (1988, 1996, 2006, 2010, 2013, 2018). Furthermore, I will do the same with their Polish equivalents used in Lyszczyna's translation. On the basis of the outcomes of the study, I will reconstruct the 'translated' linguistic view of DEATH and answer the research questions.

**Keywords:** linguistic worldview, translation studies, Federico García Lorca, death, cultural concept

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## **Common mistakes in English speech Of Azerbaijani students in condition of artificial bilingualism**

Kamala Kafarova (Baku Business University, Baku, Azerbaijan)

One cannot study a foreign language without coordinating it with native language. It is necessary to arrange the process in a more effective way, so that the native language might not impede, but help to learn a foreign language. It requires examining key problems experienced by some learners in the process of studying, as well as determining the ways to overcome them.

Many scientists and investigators pay a considerable attention to the problems of bilingualism, particularly, to the interfering impact of native language in learning a foreign language.

Interference in linguistics is a consequence of influence of one language on the other. This is an interaction of language systems, deviations from the norm and system of non-native language takes place as a result of impact of native language. We support the idea of V.A.Vinogradov in understanding interference to be an interaction of language systems in the context of multilingualism where an uncontrolled transfer of certain structures or elements of one language to the other takes place. Such a phenomenon may appear both in the oral and written speeches. (Vinogradov, 1990, p.102)

The main objective of our paper is to study the phenomenon of "interference" of native language in teaching English and discover the common mistakes. First of all, it requires identifying the reasons, why such mistakes take place.

Languages are in close coordination when people or nations get in touch with each other. It took many historic periods for nations and their languages to be in cooperation so that the system of teaching non-native language might be established. However, regardless of such historic periods, the native language speaker had coped with the phenomenon of interference every time he tried to understand and learn the language of other nation – the leading function of native language as to its different nature formed obstacles in learning a foreign language.

*Keywords:* interference, grammatical interference, bilingualism, language interaction, source language, target language



## **Intersubjective communication in the narrative. An SPS-based Analysis of James Joyce's *Eveline***

Anna Kędra-Kardela (Maria Curie-Skłodowska University in Lublin, Poland)

In her study *Storyworld Possible Selves* (2018), Maria-Angeles Martinez "explore[s] the cognitive processes underlying the idiosyncrasy of the narrative experience, with special attention to feelings and emotions as indispensable components of human cognition" (1). In particular, she focuses on narrative engagement of individual readers and their emotional response to narratives. Using Fauconnier&Turner's (2002) theory of conceptual blending, Martinez develops her model of *storyworld possible selves* (SPS) to account for the reader's interaction with the narrative, which ultimately leadsto the meaning construction process of the narrative in question. In Martinez's SPS conceptual integration model, the Generic Space contains "narrative perspectivization [...] including an intradiegetic perspectivizer [...] and an extradiegetic audience member" (22), while Input Space I comprises "character construct of a focalizer and/or narrator" and Input Space II includes "the individual reader's or audience member's self-concept" (20-21). The emergent SPS is a blend which combines conceptually the two input spaces.

Viewed in this way, the concept of an SPS allows for a fine-grained analysis of the character – audience interaction by reconciling the intra- and extradiegetic perspectives. The construction of an SPS can thus implement the reader's intersubjective ability to "read somebody else's mind," to read the reasoning and emotions of others (e.g. characters in works of narrative fiction)and ultimately identify with them (cf. Rembowska-Płuciennik 2012: 102).

The presentation applies Martinez's model to the analysis of James Joyce's short story "Eveline," a third-person narrative with Eveline as a focalizer. The analysis is designed to demonstrate that introducing Eveline's angle of vision as reflected in her memories, reflections on her current situation, and predictions concerning her future, may result in the reader's empathetic identification with her as a character. The change of perspective at the end of the story from that of Eveline's to that of the narrator's has an impact on the reader's interpretation of the protagonist.

*Keywords:* storyworld possible self, narrative engagement, intersubjectivity, narrator, focalizer, James Joyce's "Eveline"

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**Aspects of emotional engagement in literary text reading:  
A case study in Susan Heyboer O'Keefe's *Frankenstein's Monster* (2010)**  
Andrzej Kowalczyk (Maria Curie-Skłodowska University in Lublin, Poland)

As cognitive studies of literature develop, more and more critical attention is paid to emotions and their role in meaning production. In Keith Oatley's words, "[e]motions are centres of considerable density of meaning in texts" (168). Arguably, in the case of literary fiction, as in real life, the "ability to share others' feelings ultimately results in a better understanding of the present and future mental states and actions of the people around" and generating prosocial behaviour (Singer and Lamm 81). The sharing, or empathy, can be understood as a phenomenon in which affective and cognitive aspects intertwine (Lockwood).

The present paper proposes an analysis of a contemporary novel, Susan Heyboer O'Keefe's *Frankenstein's Monster* (2010), with regard to the reader's emotional engagement and her/his empathizing with the eponymous Monster. I intend to discuss the techniques/methods utilized to elicit the reader's affective-cognitive response. Considered will be such elements as narrative perspective, the impact of intertextual relations, the therapeutic role of "writingandreading" (K. Oatley's term), and the use of the so-called textual "emoticons" (J. Płuciennik), among others. In the course of my analysis I will argue that a cognitive-poetic reading of a literary text with regard to its emotional-cognitive potential combines the "traditional" idea of authorial intention with textual intention (*sensu* U. Eco) and an individual reader's concretization of the work of art (*sensu* R. Ingarden).

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## **Trump's Manipulative Strategies in the 2016 Campaign for Presidency**

Hajer Labidi (Higher Institute of Applied Languages & Computer Science Beja, Tunisia)

Political discourse invests language both as a powerful tool and a tool of power to redirect public opinion towards peculiar issues and warrant future plans by a variety of means. From this vantage point, foregrounding, misrepresentation, and rhetoric are among the strategies deployed. In the case of electoral campaigns, politicians' language would alternatively help them win elections. This paper is an attempt to answer queries about how effective lexis (nouns, adjectives, adverbs) and deixis (I, we, they) are in unveiling ideologies, attitudes, stereotypical images and background knowledge of the US candidate for presidency Donald Trump (2016). In this research Fairclough's three-dimensional model is combined with other frameworks, more precisely pragmatics and critical discourse analysis. The results have shown that racist attitudes were uncovered by a lucid, extensive accusation and menacing of the other has also been made tacit, whose basis is value-judgment and overgeneralization.

*Keywords:* political discourse, pragmatics, critical discourse analysis, power, lexis, deictics, racist.

## **A Cognitive Linguistic approach to welfare animal advertisements**

Aleksandra Majdzińska-Koczorowicz (University of Lodz, Poland)

Social campaigns aim at raising people's awareness about certain current problems and triggering given motion. In the thicket of information and multimodal content fighting for our attention, marketers need to be creative and innovative to successfully get their message across. Social marketing, in opposition to the commercial one, faces more challenges to be effective as it promotes ideas – not products. Influencing the society's recognition of certain (mostly invisible at first glance) areas such as the environment, health care, or the wildlife calls for using efficacious persuasive techniques, stirring emotions, and skillfully combining text with image.

My presentation will focus on campaigns addressing animal rights, the endangerment of the wildlife, and the abuse of animals. In order to discuss particular levels of the advertisements' bimodal expression, I will refer to the persuasive use of language (e.g. marketing techniques, presenting arguments), construal operations (Langacker 1987, 2008), and figurative devices (e.g. metaphor, metonymy, hyperbole). Since campaigns are undoubtedly complex forms, the conceptual blending theory (Fauconnier and Turner 2002) will also be handy to discuss certain cognitive mechanisms behind their presentation.

*Keywords:* construal, blending, advertising

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## **Where text and music merge: On a multimodal communication in W.A. Mozart's *Requiem***

Agnieszka Mierzwińska-Hajnos (Maria Curie-Skłodowska University in Lublin)

Drawing on Wittgenstein's observation that "understanding a sentence is much more akin to understanding a theme in music" (2001: 527, after Zbikowski 2009: 359 ), the aim of the present paper is to explore in what way and to what extent two distinct modes, text and music, shape the ultimate message as conveyed in two fragments, *Dies irae* and *Confutatis*, taken from the famous *Requiem* by W. A. Mozart. Musical masterpieces are often referred to as forms of discourse (cf. McKerrell and Way 2017; Moore 2013) that communicate meaning via two channels, i.e. music, being the 'affective' content of a given musical masterpiece (Jackendoff 2009) and text, rendered its 'propositional' content (Zbikowski 2009)

While offering an in-depth multimodal music-cum-text analysis of *Dies irae* and *Confutatis*, two problems will be particularly taken into consideration: (i) which cognitive processes are activated in the course of conceptualizing music and text (Brandt 2009, also Antović 2011, Zbikowski 2009), and (ii) to what extent the integration of these two disparate modes can be viewed a conceptual blending operation in the sense of Fauconnier and Turner (2002).

*Keywords:* multimodality, conceptual integration, Mozart's

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## **Conceptual metaphors for communication in stress-generating medical environment**

Katarzyna Karska (Medical University of Lublin, Poland), Ewelina Prażmo (Maria Curie-Skłodowska University in Lublin, Poland)

Metaphors govern human understanding of the world and are present in many activities related to our everyday life, language and thoughts. They are an integral component of human cognition, and thus shape our communication. Metaphors are powerful cognitive mechanisms that trigger both lexical and textual creativity and creatively expand the way the world is perceived and construed. They make it possible to access the less evident areas of experience via perceptually salient conceptual domains. The present study discusses different functions of metaphors found in the field of medicine within the boundaries of doctor-patient or doctor-doctor interaction and communication. The usefulness of metaphors is clear in the context of stress-generating medical environment including a number of contexts (pain, diagnoses, diseases, emergencies). Thus, different roles that metaphors play in the medical discourse are discussed. The use of metaphor proves to aid the decision-making processes concerning patient diagnosis and treatment. Additionally, it helps find common ground and familiarise the patient with the medical environment so that the doctor can be more emotionally available to the patient. Metaphor is a tool for demonstrating empathy and encouragement to fight the disease on the one hand and a useful tool to create a more familiar context for communication on the other. Metaphors possess the potential for breaking stereotypes and barriers and helping find common ground between doctors and patients. Finally, metaphors prove that doctors may show equality and alliance as well as sympathy and understanding for the patient, since they help reduce the impact of potentially stress generating information to the patient. The present study is maintained within the methodological framework of cognitive linguistics in general and conceptual metaphor theory in particular.

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## **Following and violating the prototypic features and functions of academia in Anglophone and Polish academic mystery novels**

Elżbieta Perkowska-Gawlik (Maria Curie-Skłodowska University in Lublin, Poland)

Social schemas concerning academia appear to produce an idyll with its unique chronotope. 'Faculty towers' and the campus with their own time divided into terms or semesters are effective in creating the prototypical feature of "an innocent society in a state of grace" (Auden). In contrast, academic fiction and especially the academic mystery novel present the university as a macrocosm whose own rules and mores make it "thick with the possibilities of intrigue" (Showalter). Incorporating murder and the ensuing criminal investigation in the world of tertiary education, the academic mystery novel uncovers, highlights and comments upon the uncomfortable problems which contemporary universities are haunted by, i.e. an unscrupulous fight for tenure, plagiarism, misogyny or mobbing sanctioned by the academic hierarchy.

To show how the academic mystery implodes the prevalent 'idyllic' schema of academia I will anchor my analysis of "person schemas, self schemas, role schemas, and event schemas" (Augoustinos, Walker 1995) in academic mysteries, whose authors, mainly academics themselves, situate their criminal plots at different universities in the United Kingdom, the USA, and Poland. Moreover, I will scrutinize the major differences between Anglophone and Polish academic mysteries, with a special focus on their reception among their major audience, i.e. academics, which results in the unceasing production and popularity of the former and rare examples of the latter.

## **Metaphor in Idioms of Emotions**

Tatiana Sorokina (Maria Curie-Skłodowska University in Lublin, Poland)

Based on the cognitivist view of idioms, the paper develops a linguistic analysis of English and Russian idiomatic expressions of emotions. Idioms challenge linguistic theories and the language acquisition process: they are a difficult linguistic area to master for foreign language learners and a difficult area to explore, in a systematic way, by linguists. With the advent of cognitive linguistics, idiomaticity is not just a matter of language, but is taken to be a universal aspect and process of human cognition. Idioms, Kövecses (2002) notes, "are conceptual in nature, their meaning is not arbitrary, and they are 'conceptually motivated,'" where motivation of idioms arises from knowledge of the cognitive mechanisms such as metaphor, metonymy, conventional knowledge that link figurative meaning to literal. According to Langlotz, conceptual metaphors reflect cognitive creativity. (2006). Relying on the metaphor-based approach to emotions as delineated in Kövecses (2015), the paper attempts to answer the question how emotion concepts are related to each other and what the precise role of metaphors, metonymies, and related concepts in the cognitive construction of particular emotion concepts is.

*Keywords:* Idiom, idiomaticity, conceptual metaphor, emotion concept.

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## **Socio-cultural situatedness as context-dependent vantage point in style attribution**

Szilárd Tátrai (Jagiellonian University, Cracow, Poland; Eötvös Loránd University, Budapest, Hungary), Júlia Ballagó (Eötvös Loránd University, Budapest, Hungary)

The talk, which builds upon the theoretical foundations of social cognitive pragmatics (see Tomasello 1999; Croft 2009), makes the case for considering the speaker's sociocultural situatedness in the intersubjective context of joint attention as a key factor in the process of style attribution, functioning as a context-dependent vantage point of construal (cf. Sanders–Spooren 1997). Hence, style attribution is understood as a deictic process bringing different socio-cultural factors to bear on linguistic formation. Specifically, sociocultural situatedness contributes to the successful interpretation of referential scenes as the speaker adjusts linguistic formation to relevant socially grounded and culture-specific expectations which are accessible to participants of the scene of joint attention.

Aiming at the harmonization of theoretical modelling with empirical research, the authors support their theoretical assumptions by a multi-level empirical study. The two consecutive questionnaire studies address the following questions: (i) Which everyday labels of style give evidence of the speaker's socio-cultural situatedness during the process of style attribution, reflecting her metapragmatic awareness (cf. Verschueren 2000)? (ii) Which factors of the speaker's socio-cultural situatedness are foregrounded by the expressions reflecting on style attributions understood as folk categories? (iii) What is the effect of particular socio-cultural factors on the stylistic character of the discourse, and the stylistic markedness of the applied linguistic constructions? (iv) How do linguistic constructions processed in the course of style attribution become stylistically marked relative to the activated stylistic schema, and thus salient in the discursive context of construal (Schmid 2007)? The results of the study show that the expressions reflecting on style attribution profile different conceptual components of the prevailing socio-cultural factors, and are typically indicative of the polarized arrangement of conceptual domains. Folk categories reflecting on style attribution form bundles whose arrangement can be described by the more abstract, heuristic scientific categories of socio-cultural factors. These socio-cultural factors are the speaker's attitude to (i) the overall formation of the discourse, (ii) to the discourse partner, (iii) to the value of the theme of the discourse, (iv) to the temporality of the linguistic constructions and (v) to the norms of the relevant language variety (cf. Tolcsvai Nagy 2005).

**Keywords:** intersubjective context, perspective, social deixis, social salience, socio-cultural factors of style, stylistic schemas

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**'A bunch of parasites invading our country': Metaphorical representation of (im)migrants in Lithuanian online press**

Justina Urbonaitė (Vilnius University, Lithuania)

Combining the principles of the conceptual metaphor theory, metaphor identification procedure (MIPVU) and critical metaphor analysis and drawing on a corpus of online press articles (including reader comments) released in 2015–2019, this study aims to explore the predominant metaphorical patterns detected in Lithuanian public discourse on (im)migration.

The results demonstrate a prevalence of negative metaphors for (im)migrants and (im)migration. Namely, (im)migration is predominantly metaphorically conceptualised as an invasion, disease or calamity; whereas (im)migrants are most often metaphorically viewed as dangerous bodies of water, objects/commodities, animals, waste and poison. Notably, such metaphorical representations dehumanise, de-individualise, demonise and denigrate immigrants and evoke fear, disgust and other negative emotions towards this social group.

In addition, the predominant metaphorical patterns disclose a tendency for the media and its consumers to frame immigrants as dirty, dangerous and poisonous 'others' thereby reinforcing, perpetuating and fostering xenophobic views towards this group of people.

*Keywords:* metaphor, (im)migration, MIPVU, critical metaphor analysis.

**Universal metaphors vs. culture-related metaphors referring to education** Adam Warchoł (Maria Curie-Skłodowska University in Lublin, Poland)

In contrast to earlier metaphor-based accounts developed by Lakoff and Johnson (1980), Kövecses (2015) stresses the importance of cultural context which determines the use of metaphors. He divides metaphors into two classes: embodied (universal) metaphors and culture-related metaphors, which form coherent networks of ideas. Taking John Henry Newman's (1801-1890) vision of university education into account, formulated in his *The Idea of a University* (1858), the aim of this presentation is twofold. First, the presentation discusses the conceptual metaphors and their linguistic manifestations that seem to structure Newman's conception of university. Second, it tries to establish which of these metaphors seem to be still valid after almost two centuries, but in a completely different culture-specific context, namely in Poland. The results obtained in my Corpus-based study indicate that some of Newman's metaphors, e.g. UNIVERSITY AS A BATTLE FIELD, KNOWLEDGE IS TRUTH, KNOWLEDGE IS BEAUTY are relevant in the Polish context as well; although, they sometimes vary in their linguistic manifestation (Sopory and Dillard 2002: 408). Consequently, they can receive the status of universal metaphors (cf. Kövecses 2015). On the other hand, a number of metaphors are novel, e.g., UNIVERSITY IS A PLACE TO PRESERVE RARE SPECIES, UNIVERSITY IS AID TO THOSE IN NEED, UNIVERSITY IS AN OASIS OF TOLERANCE, etc. The new metaphors can be named culture-related ones since they, indeed, reflect the specificity of the Polish cultural and socio-economic background. Expectedly though, some of these present-day metaphors are active not only in Polish culture, but also in other cultures, which might be the issue for further research in the future.

*Keywords* : universal and culture specific metaphors, context, culture, John Henry Newman, university education

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## **The image of offender and aggrieved party (victim) in the selected provisions of the Polish Criminal Code**

Agnieszka Wiltos (University of Warsaw, Poland)

My study is aimed at the analysis of the ways the image of offender and aggrieved party (victim) is constructed in the selected provisions of the Polish Criminal Code. The article is an interdisciplinary study combining both relevant domains – linguistics and law – with linguistics playing the primary role.

The research will consist in analysing selected provisions of the Polish Criminal Code devoted to broadly understood crimes against a person (crimes against life and health, freedom, sexual liberty and decency, family and guardianship, honour and personal inviolability) that shape the legal situation of persons in positions of relative weakness.

The first part of the study will address the question of whether legal texts confer agency to persons recognised as vulnerable, according to the Fineman's theory of vulnerability (2015) or deprive them of it. For this purpose I will be using the theoretical apparatus designed in my doctoral dissertation to analyse the semantico-syntax of law provisions. It allows explicit differentiation between instances where the person (natural person, legal person, institution), to whom a given provision of law applies is presented as the semantic agent, i.e. equipped with agency, or as the semantic patient, i.e. deprived of it. In the former the person is mentioned as either the grammatical subject of an active sentence or within the agentive *by*-phrase. In the latter it is the direct object of an active sentence or the grammatical subject of a passive one.

The second part of the study will examine other characteristics which the wording and syntax of legal texts confer, either explicitly or implicitly, to persons: offender and aggrieved party (victim). The adopted assumptions will allow to determine how imagery and interpretation of a given situation are translated into words belonging to a given language, thus obtaining the shape of a specific grammatical structure (Tabakowska 1990) in legal texts, strongly structured and conventionalized, drafted in accordance with traditionally established principles of legislative technique.

Applying linguistic analysis to legal texts, as opposed to legal analysis, brings to the fore some issues overlooked when a law is interpreted or applied. Linguistic research methods also allow for a detailed and in-depth exploration of issues recognized within humanities, social and legal sciences, thus contributing to these areas of knowledge.

*Keywords:* imagery, semantico-syntax, legal text, offender, victim

## **Social contexts of illocutionary metonymy in Hungarian and Polish directives**

Agnieszka Veres-Guśpiel (Jagiellonian University, Cracow, Poland)

The lecture presents correlation between social context and appearance of illocutionary metonymy in Polish and Hungarian directives. Metonymy is treated as a part of bigger phenomenon, since metonymy in a first place is figure of thought that is present in our language activity not only as referential, predicative or propositional metonymy but also is speech acts as illocutionary metonymy (Panther - Thornburg 2011: 246-247). The metonymic directives, analyzed in the paper, have triadic nature - someone is asking somebody for something, and so social context has an influence on the social context of its appearance, frequency and used types.

Illocutionary metonymy is based on scenarios and typically, metonymy recalls the action request scenario stronger or lesser, depending conceptual distance of these elements (Panther-Thornburg 2011: 256). Social context will have an influence on occurrence and types of used illocutionary metonymy, and also it will vary in terms of strength taking into consideration the evokes elements of request scenario and their number.

The research is based on discourse completion tests conducted among 43 Hungarian and 44 Polish native speakers (aged 18-35), that were asked to make 9 various requests for, in different social contexts (sub-situations), that in total gave 2523 requests.

The aim of the research is to show a co-occurrence between social context, weight of the request (Csató- Pléh 1987/88) and frequency of given patterns in illocutionary metonymy in directives.

The research shows the lowest appearance of metonymic, indirect speech acts in symmetrical social relation paired with the usage of T addressive forms. The frequency of indirect, metonymic requests rises as social relation gets more asymmetrical (regarding power, culturally bond family relations, or degree of acquaintanceship), and if a request is considered as not typical or face-threatening. Moreover in typical social contexts typical metonymic patterns appeared. Research shows that perception of social relations has an influence not only on the choice of T/V forms, but also on the degree of metonymy in requests, showing its triadic nature, and the importance of social adequacy in our political behavior (Watts-Locher 2005).

*Keywords:* social context, illocutionary metonymy, directives, request, social world

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