



Cognition, Discourse and Intercultural Communication 1

**A conference organized by the Intercultural
Linguistics Doctoral Programme (IcLDP)
at Eötvös Loránd University
June 16, 2020**

Book of Abstracts



Cognition, Discourse and Intercultural Communication 1



Kogníció, diskurzus, interkulturális kommunikáció 1

**A konferencia szervezője
az ELTE Interkulturális nyelvészet
Doktori Programja
2020. június 16.**

Absztraktfüzet



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Intercultural Communication 1**

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Book of Abstracts

Edited by Ágnes Albert, Rita Brdar-Szabó, Kata Csizér, Veronika Jávorszelid and Ágnes Kuna

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Welcome

It is my honour and pleasure to welcome you to *Cognition, Discourse and Intercultural Communication*, a conference organized by the Intercultural Linguistics Doctoral Programme with the aim of providing a common platform and stimulating discussion for students, staff members and supervisors of this doctoral programme at ELTE, and apart from them, for all interested in the topic, in the hope to share flow experiences during the presentation of results of ongoing cutting-edge research projects. The field of cognition, discourse and intercultural communication is set in the broadest possible sense. The expression ‘intercultural’ is used to focus on the study of cross-linguistic, cross-cultural and intra-cultural variation as well, including bi- and multilingualism, language learning and teaching in L2 and L3 settings and language contacts. The logo of the conference is meant to express our secret wish, which boils down to building bridges between cognition, discourse and communication in the realm of scientific research, on the one hand, and between cultures, nations, groups or individuals, on the other.

This conference would not have been possible without the help, trust, support and cooperation of the academic staff and the PhD students of the Intercultural Linguistics Doctoral Programme. I would like to express my gratitude to all of them, especially to the supervisors.

I would like to thank furthermore – in alphabetical order – Ágnes Albert, Gabriella Dóra Borbás, Kata Csizér, Veronika Jávör-Szelid, Ágnes Kuna and Nora Nemeth Tartsay, the members of the Organizing Committee for their enthusiasm, support and assistance with the organisation.

I would like to express my gratitude also to Gábor Tolcsvai Nagy, Head of the Doctoral School of Linguistics at ELTE, for his support and trust.

Last but not least many thanks go to Béla Stipich, director of the Department of Doctoral and Academic Affairs, and to all his colleagues for their never ending assistance, patience and high professionalism in building so many bridges.

I hope we enjoy this year’s conference.

Rita Brdar-Szabó

Head of the Intercultural Linguistics Doctoral Programme



Introduction

“Cognition, Discourse and Intercultural Communication 1” Organized by the Intercultural Linguistics Doctoral Programme (IcLDP) at ELTE on June 16, 2020

The Intercultural Linguistics Doctoral Programme invited submissions of paper proposals within the field of Cognition and Discourse from an Intercultural Perspective in the broadest possible sense where the expression ‘intercultural’ is used to focus on the study of cross-linguistic, cross-cultural and intracultural variation as well, including bi- and multilingualism, language learning and teaching in L2 and L3 settings and language contacts. The conference has the aim of providing a common platform and stimulating discussion for students, staff members and supervisors of the IcLDP at ELTE and apart from them, for all interested in the topic

CONFERENCE BASICS

Conference title: Cognition, Discourse and Intercultural Communication

Conference type: Online

Conference date: 16 June 2020

Deadline for abstracts: 30 April 2020

Notification about acceptance: 15 May 2020

Participants: PhD students of the IcLDP (or of other PhD programmes at ELTE) individually and/or jointly with their supervisors

Audience: PhD students, staff members and supervisors of the IcLDP and apart from them, all interested in the topic

Language of presentation: English or Hungarian

Plenary speakers: Sonja Kleinke (Heidelberg)
Zoltán Kövecses (ELTE)
Frank Polzenhagen (Koblenz–Landau)
Gábor Tolcsvai Nagy (ELTE)

Organizing Committee: Rita Brdar-Szabó (conference chair)
Ágnes Albert
Gabriella Dóra Borbás
Kata Csizér
Veronika Jávör-Szelid
László Katona
Ágnes Kuna
Nora Nemeth Tartsay (e-expert of the board)

An **abstract** of the proposal had to be submitted in English or Hungarian before the deadline. All submitted abstracts underwent a double blind review. The length of presentations: 15 minutes.

Az ELTE Interkulturális nyelvészet Doktori Programja
2020. június 16-ra
konferenciát szervez
Kogníció, diskurzus, interkulturális kommunikáció 1
címmel

A konferenciára olyan előadásokat vártunk, amelyek középpontjában a kogníció és a diskurzus interkulturális megközelítése áll. Az interkulturalitás tág értelmezéséhez kötődően kiemelt témák például a nyelvek és a kultúrák közötti változatosság, a szubkultúrák mint a kultúrákon belüli különbségek megnyilvánulási formái, a nyelvek és a kultúrák közötti közvetítés, a két- és többnyelvűség, a nyelvtanulás és a nyelvoktatás (L2 és L3). A konferencia célja, hogy lehetőséget biztosítson a tudományos eszmecserére az ELTE Interkulturális nyelvészet Doktori Program doktoranduszai, oktatói és témavezetői számára, de nyitott más érdeklődők előtt is.

A konferencia címe:	<i>Kogníció, diskurzus, interkulturális kommunikáció</i>
Szervezőmód:	Online
A konferencia időpontja:	2020. június 16.
Jelentkezési határidő (absztrakttal):	2020. április 30.
Jelentkezés visszaigazolása:	2020. május 15.
Előadók:	A doktori program doktoranduszai egyénileg és/vagy témavezetőjükkal, de nyitott más doktori programok előtt is
Hallgatóság:	A doktori program doktoranduszai, témavezetői, oktatói, továbbá a rendezvény nyitott minden érdeklődő számára
Az előadások nyelve:	angol vagy magyar
Plenáris előadók:	Sonja Kleinke (Heidelberg) Kövecses Zoltán (ELTE) Frank Polzenhagen (Koblenz–Landau) Tolcsvai Nagy Gábor (ELTE)
A szervezőbizottság tagjai:	Brdar-Szabó Rita (főszerző) Albert Ágnes Borbás Gabriella Dóra Csizér Kata Jávor-Szelid Veronika Katona László Kuna Ágnes Nora Nemeth Tartsay

Az előadások absztraktját (150–200 szó) vártuk 2020. április 30-ig. A benyújtás után anonimizált absztraktok elfogadásáról névtelen bírálatot követően május 15-ig értesítettük a jelentkezőket. Az szekcióelőadások időtartama 15 perc.

E-Moderators: Nora Nemeth Tarcsay, assisted by László Katona		
9.45	Opening	
9.50	Welcoming address Béla Stipich, Director of the Department of Doctoral and Academic Affairs	
10.00	Plenary 1 Gábor Tolcsvai Nagy: A cognitive semantic description of the Hungarian prefix + verb construction. A case study of <i>fel</i> 'up' + motion verbs Chair: Krisztina Laczkó	
10.40	Discussion	
10.50	Break	
11.00	Section 1 Chair: Kata Csizér	Section 2 Chair: Ágnes Kuna (Hungarian)
11.00 -11.15	Hye Sook Chang Importance of intra-cultural or cross-cultural variation in learning foreign language via mobile application	Olga Mastaler Okkazonalizmusok vizsgálata az eszperantóban és a természetes nyelvekben
11.15 -11.30	Selma Boz Linguistic influences in math proficiency of school-age children: Interference Theory of working memory	Daróczi Ildikó Az okkazonalizmusok fordítási nehézségei
11.30 -11.45	Xiaoqi Liu & Yuan Gao The influence of literal context on compatibility effect between affective valence and up-down image schema among Chinese EFL learners	Nagy Tamás Zene, interkulturalitás és identitás: A zenei műfajokat és alműfajokat jelölő terminusok tendenciáinak vizsgálata a magyar rock/metal zenei diskurzusközösség online fórumain
11.45	Discussion	Anna Koncz-Kovács Irodalmi vonatkozású nyelvi játékok az oktatásban
11.55	Break	
12.00	Plenary 2 Frank Polzenhagen: (Indian) boy meet (Indian) girl: Indian-English matrimonial adverts from a cultural-linguistic perspective Chair: Rita Brdar-Szabó	
12.40	Discussion	
13.00 -14.00	Lunch break	
14:00	Section 3 – Chair: Nora Nemeth Tartsay	Section 4 – Chair: László Katona
14.00 -14.15	Dániel Hegedűs Just Do It: Approximating sports through associations of life in American public cognition	Alham Fadhl Muslah Al-Shammari Pragmatics of negation in relation to political discourse on the Brexit referendum

14.15 -14.30	Sergei Kuzeev & Gábor Simon Phenomenes and non-standard similes: Towards a descriptive framework	Balázs Vesszős Avoiding misunderstanding: a case study of communication strategies in intercultural business communication
14.30 -14.45	Patimat Pirnaeva Representation of the concepts PERSON and PERSONALITY in Russian and English linguistic images of the world	Lilla Zsófia Cseh Intercultural issues in manga translation: an overview
14.45 -14.55	Discussion	Discussion
14.55	Break	
15.00 -15.10	Book Presentation Éva Illés: <i>Understanding Context in Language Use and Teaching: An ELF Perspective</i> , presented by Árpád Farkas	
15.15 -15.50	Plenary 3 Sonja Kleinke: Constructing the 'nation' and related concepts: cross-cultural observations on English and German Wikipedia entries Chair: Zoltán Kövecses	
15.50	Break	
16:00	Section 5 – Chair: Gábor Simon	Section 6 – Chair: Ágnes Albert
16.00 -16.15	Rita Brdar-Szabó, Kou Danyang, Imai Ren, Hye Sook Chang, Souhila Laiche & Daler Zayniev Visual metonymies in step by step illustrated online recipes across cultures and languages	Xinhua Guo & Ágnes Albert A qualitative study on Chinese students' perceived changes in their English learning experience after coming to Hungary from China
16.15 -16.30	Ádám Galac The linguistic conceptualization of olfactory perception in English, German, French, Spanish, and Hungarian: a contrastive corpus analysis	Qiaoxia Wu Written performances of Chinese students studying in Hungary and China across different tasks
16.30 -16.45	Daler Zayniev Polysemy of the colour <i>white</i> in English, Russian, Tajik and Uzbek	Sana Yaseen Khudhur Motivation of Kurdish students to study in Hungary
16.45 -16.55	Discussion	Discussion
16.55	Break	
17.00 -17.10	Book Presentation Martin Lamb, Kata Csizér, Alastair Henry & Stephen Ryan, eds.: <i>The Palgrave Handbook of Motivation for Language Learning</i> , presented by Jamil Toptsi	
17.15 18.15	Plenary 4 Zoltán Kövecses: Extended metaphor theory Chair: Veronika Jávör-Szelid Discussion	

Programme

Plenary Lectures

Abstracts are presented
in alphabetical order

Constructing the ‘nation’ and related concepts: cross-cultural observations on English and German Wikipedia entries

Sonja Kleinke
University Heidelberg

With its 441 million English-language pages and a total of 32.8 million registered Wikipedia users as of May 2018¹, Wikipedia has developed into the largest online encyclopaedia world-wide. Currently, Wikipedia has almost 300 language versions, most of which are not simply (bot)translations from the biggest Wikipedia (English), but have been written independently against their respective cultural and language backgrounds (Hecht & Gergle 2010, Massa & Scrinzi 2013). So far, only very few studies have dealt with systematic qualitative analyses of how complex social concepts are constructed at the micro-level of Wikipedia entries in different language versions (e.g. Callahan & Herring 2011, Bilic & Bulian 2014, Callahan 2014, Wessler et al. 2017). A comparative qualitative study on the construction of *nation* and *Nation* in the English and the German language versions revealed differences in perspectivization, e.g. in their framing at both the propositional and the social level (Fillmore 1976, Goffman 1974) as well as in terms of plexity (Langacker 2008, Kleinke & Schultz 2019). Extending on these results, the present study focuses on four parallel entries of the “see also”-section of the English version and their German Wikipedia equivalents to explore if similar differences in perspectivization can be observed in the construction of related concepts. As in the previous study, the analysis will be data-driven but category-inspired, focusing on construal operations such as selective framing by accessing the concept through different domains, conceptual metaphor, social framing and plexity. Thus, at the descriptive level, the study reveals cross-cultural insights as to how the complex social concept “nation” is constructed collectively in the English and in the German Wikipedia communities. At the same time, it further explores the potential of qualitative micro-analyses to tackle cross-cultural differences in the Wikipedia enterprise.

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¹<https://expandedramblings.com/index.php/wikipedia-statistics/>, retrieved 30 October 2018

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Extended metaphor theory

Zoltán Kövecses

Eötvös Loránd Tudományegyetem

A major insight of conceptual metaphor theory (CMT) is that it added a strong, empirically testable cognitive dimension to the study of metaphor that is capable of changing the way we think about metaphor not only in language, but also thought and action, and, ultimately, the way we do philosophy (Lakoff & Johnson, 1980, 1999). In the paper, I argue that CMT itself needs to be changed in several ways. In particular, I suggest (1) that it has to be given a much more elaborate contextual component than is currently available, (2) that even its cognitive dimension needs to be refined, (3) that it requires a component that can explain the actual usages of metaphors in natural discourse, and (4), and most significantly, that it needs to be changed in such a way that the modifications under (1), (2), and (3) can be integrated into a unified and coherent theory of metaphor. The paper is based on my book *Extended Conceptual Metaphor Theory* (Kövecses, 2020).

(Indian) boy meet (Indian) girl: Indian-English matrimonial adverts from a cultural-linguistic perspective

Frank Polzenhagen
University Landau

My paper provides a comparative cultural-linguistic analysis of matrimonial adverts in BrE and IndE, presenting previous work and work in progress (Polzenhagen & Frey 2017a,b; Polzenhagen fc.; Peters & Polzenhagen fc.). The empirical basis is a corpus consisting of 600 matrimonials taken from four English-medium Indian newspapers and a British-English reference corpus of 150 contact adverts (compiled by Frey 2015). Matrimonial adverts were chosen for analysis for two main reasons: (1) MARRIAGE is a prime (and well-studied) example of a concept with significant cultural variation and hence lends itself for a cultural-linguistic investigation; (2) owing to its minimalist nature, the text type, or genre, “matrimonial advert” promises to exemplify the relevant underlying cultural conceptualisations in a very condensed and straightforward way.

I provide both a qualitative and quantitative analysis of the data. The latter focuses on the features given in the self and partner descriptions in the adverts. Here, the Indian adverts show a profile that differs from the British one in several ways, in particular with respect to their emphasis on categories like “Family Background”, “Profession” and “Income”.

In the qualitative analysis, I focus on a set of individual cultural conceptualisations. Inter alia, the data attest to different elaborations of the metaphor THE LIFE OF A COUPLE IS A JOURNEY. Furthermore, the conceptualisation of a COUPLE as a UNITY OF PARTS shows significant cultural variation; this manifests in the key notion of a ‘suitable match’ in the Indian context. Finally, the Indian data are characterised by a pronounced APPLICATION rhetoric, which attests to different stances taken towards the selection process in the two cultural contexts. My analysis addresses both “what is said” (i.e. made explicit) and “what is not said” (i.e. implicit, taken-for-granted knowledge).

The theoretical background of the analysis is the framework of Cultural Linguistics documented in Sharifian (2015). I also embrace earlier, influential, notions from cultural anthropology, e.g. the distinction between “high-context” and “low-context” cultures (Hall 1976). At the theoretical and methodological level, the major aim of the paper lies in showing potential gains methods and approaches in culturally oriented sociolinguistics may offer to studies along the lines of Cultural Linguistics. The cross-varietal perspective taken to this effect is framed against the background of Wolf & Polzenhagen (2009) and Polzenhagen & Wolf (2017).

My paper ends with an outlook for potential applications in the realms of the lexicographic description of L2-varieties of English and the study of genres and text types from a cross-varietal perspective.

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A cognitive semantic description of the Hungarian prefix + verb construction. A case study of *fel* 'up' + motion verbs

Gábor Tolcsvai Nagy
Eötvös Loránd University

The presentation analyses the Hungarian prefix + verb construction as a composite structure in Langacker's cognitive framework. The Hungarian prefix expresses a dynamic direction in real space in its primary meaning, with simulational subjective temporality, while the main verb denotes a temporal process scanned sequentially. In the prototypical case, the prefix elaborates dynamically the schematic features of the specific direction of the process, conceptualized as a path, and the verb determines the temporal event accomplished along the direction (the path), always in a reference frame, including the conceptualizer being one main reference point. The grammatical and discourse functions of the construction are treated, too. Some parallel but not identical structures are also mentioned from German and Slavic languages. In the second part of the presentation, motion verbs with the prefix *fel* 'up' are discussed. The case study focuses on the elaboration relations between path types and motion types, demonstrating the semantic variability of the *fel* 'up' + motion construction.

Presentations

Linguistic influences in math proficiency of school-age children: Interference Theory of working Memory

Selma Boz

Eötvös Loránd University

An alternative explanation for capacity limitations in working memory (WM) has been provided by the interference theories. Interference theory points out that the ability to resist interfering information is a key element in updating WM contents and is a source of individual differences in WM performance. In this line, interference control and resistance to interference will be cornerstones of this research where these terms will be described as the capability to resist irrelevant information and distractors in a given task. The purpose of this study is to describe how an experimental design of the WM training can help us to understand WM and math and to discover how trained, process-specific improvements in WM performance, as defined by the interference theory, may contribute to mathematical improvements in school-age learners. In addition, the subsidiary aim of this study is to explore linguistic influences in math through the language requirements across tasks.

Different mixes of verbal and non-verbal math tasks will determine participants' language ability, within correlational evidence of their performance for each type of task. An adaptive version of n-back tasks will be implemented for the proposed study, within WM load and interference lures. In an n-back task a participant is rapidly exposed to stimuli such as letters or shapes presented one at a time. Participants from experimental groups will be engaged in the adaptive n-back training. The n-back training is an adaptation of the letter n-back in which one letter at a time is presented on a screen to the participant and the task goal is to judge whether the current letter matches the letter that was presented "n" items prior. During the task, the participant is required to make a recognition decision on each item by accepting targets and rejecting distractors in accordance with the n-back rule.

The study will be carried out with 40 school-age children between the ages of 9 and 12, and Solomon four group design method will be used to group them. In this method, participants will be randomly divided into four groups and each group will be engaged in a different combination of experimental manipulations: the first group will receive the pre-test, the training and the post-test; the second group will receive only the training and the post-test; the third group will receive the pre-test, no training and the post-test and the fourth group will receive only the post-test. Performance of the training groups will be compared to the no-training groups.

This method of design for grouping participants is more advantageous than basic two- group design in order to identify the occurrence of testing and training effects on experimental variables. d' (D-Prime) theory will be conducted in order to answer the first set of research questions regarding n-back performance over the course of training. The d' model has recently become the optimal method of integrating accuracy and reaction time data from two-alternative forced-choice cognitive tasks such as the n-back because the model allows detailed comparison between groups in decision and non-decision-making processes as well as interpretation of individual differences in processing. I will compute d' values to discriminate positive probes from rejected probes to analyze the difference between the likelihood of hits (if yes responses are correct, they are labeled hits) and the likelihood of false alarms (if yes responses are incorrect, they are named false alarms). The hits and false-alarm rate represent performance on a yes/no task. Then these likelihoods will be transformed to their corresponding z-scores in a standard normal distribution. Within each level of the training, there will be two item types (1-back and 2-back) that each participant will be required to make a recognition decision about items that they have to discriminate between signals (stimuli) and noise (no stimuli), hence, neutral and interfering distractor items are to be rejected and targets are to be accepted. Mixed effects regression analysis will be conducted with accuracy and reaction time data from all participants and conditions.

Visual metonymies in step by step illustrated online recipes across cultures and languages

Rita Brdar-Szabó,¹ Kou Danyang,² Imai Ren,¹ Hye Sook Chang,¹
Souhila Laiche³ & Daler Furkatovich Zayniev¹

¹Eötvös Loránd University, ²Pázmány Péter Catholic University, ³Khenchela, Algeria

The starting point for this talk is the question about the universality of a given visual metonymy in a precisely defined discourse type with systematically integrated images. This presentation is based on a cross-linguistic pilot study of visual metonymies in step by step photo-based online recipes. The aim of the study was to find empirical evidence for the verification or falsification of the hypothesis about the universality of a particular visual metonymy type linked to a given well-defined procedural discourse type. The sample for analysis contains data taken from Algerian Arabic, Chinese, Japanese, Korean, Tajik and Uzbek. For each of these languages, two sets of online recipes of the required type have been randomly selected: 10 recipes of national cuisine and 10 of internationally wide-spread dishes. The research design has been standardized along the following lines: The texts of the cooking instructions have been transcribed in Latin script (if necessary), glossed according to The Leipzig Glossing Rules (Comrie et al. 2015) and translated into English. The integrated visual images have been annotated according to a unified coding system. The integrated units of annotated texts and images have been analysed according to the same qualitative and quantitative criteria with a special focus on different aspects of text-image relations. As a result of the analysis we are able to identify significant cross-cultural and cross-linguistic differences in the usage of particular metonymies linked with the same precisely defined discourse type across cultures and languages.

A preliminary result of the study is the identification of 3 different metonymy types linked with this discourse type that are in principle possible but are not equally available everywhere because the patterns of their appearances show significant variation in cross-cultural and cross-linguistic terms. Apart from this, we observed significant differences between the sampled languages regarding the sequencing of events, too. The empirical findings of the pilot study will be discussed in a cognitive linguistic framework, looking for the motivation for the observed variation. As in prior research, numerous points of difference have been established in the coding of speech acts in monomodal cooking recipes in general across languages (Brdar & Brdar-Szabó 2013 and Brdar-Szabó & Kou Danyang 2019) the question arises whether the observed variation of visual metonymies might be connected to such differences in linguistic coding strategies or whether they might be more widespread and of larger relevance. Further investigations are needed in order to be able to provide reliable answers to these questions.

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Importance of intra-cultural or cross-cultural variation in learning foreign language via mobile application

Hye Sook Chang

Eötvös Loránd University

Culture is a crucial component in the learning of foreign languages (Ali, Kazemian & Mahar, 2015). This is because cultural beliefs or traditions of a person are expressed through language (Hu, 2015). In this light, when learning a foreign language, intra-cultural or cross-cultural variations will most likely portray. It is out of this realization that modern technology has gotten incorporated into the learning and teaching of foreign languages. Indeed, mobile applications allow learners to gain access to materials and also share ideas when learning a foreign language (Bachore, 2015). The main aim of the study was to investigate the importance of intra-cultural or cross-cultural variations in the learning of foreign languages via mobile apps. The specific research questions that the study will seek to answer are i) Do intra-cultural or cross-cultural variations affect the learning of foreign languages via mobile apps? ii) What is the significance of intra-cultural or cross-cultural variations in the learning of foreign languages via mobile apps? The researcher was being guided by social learning theory and operant conditioning theory (Akers & Jennings, 2016; Cheung et al., 2015). The study was purely qualitative, and the researcher used content analysis to find answers to the research questions. Secondary sources were utilized in the study to explain the significance of cross-cultural variations with technology and mobile application learning especially depends on learners' cultural background and their learning environment.

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Intercultural issues in manga translation: an overview

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Manga are a very important, though often overlooked, segment of Japanese culture, nowadays getting increasing attention in the West. However, their translation poses unique challenges, as translation of comics – not only manga – has its own particular methods, which are mostly not linguistic, as opposed to literary translation. In manga, aside from the obvious linguistic part, there is also a large cultural gap between Japan/Japanese and the West/Indo-European language families. The first obvious sign is that manga are read right-to-left, as opposed to European comics, and the most special part of comic, the “talking bubbles” (which have limited space and cannot be edited) are positioned vertically, to accommodate Japanese *kana* and *kanji* characters well. Inserting the translated text has been resolved in different ways in translations; I will mostly focus on Italian and English examples. Another particular feature of comics is that footnotes are hard to insert; but in manga, their use is inevitable when some linguistic or cultural aspect, which is hard or even impossible to understand otherwise, comes up. In my talk, I would mainly like to focus on the differences between literary translation and comics, with special regard to manga and the solutions adopted so far, as well as further possible ones.

Az okkaszionalizmusok fordítási nehézségei

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Az előadásom célja egy esettanulmány bemutatása, melyben a *How I met your mother* című sorozat egyszeri szóalkotásainak fordításait vizsgálom. Az egyszeri szóalkotások az új szavak keletkezésének egy állomásaként értelmezhetők (Veszelszki 2010), melyek később lexikalizálódhatnak, és így a mentális lexikon részévé válhatnak. Azokat a szavakat értem alatta, amelyek nagy valószínűséggel nem lexikalizálódnak, ritkán fordulnak elő, vagy csak rövid ideig vannak a nyelvhasználatban, és jelentésük gyakran a kontextustól függ (Hohenhaus 1996). A kutatások azt mutatják, hogy az okkaszionalizmusok fordítása nehézséget okozhat a fordítóknak (Robinson 2010), bár az empirikus elemzések jellemzően szépirodalmi korpuszokon alapulnak (Litak 2013, Dressler 2018).

Előadásomban egy szituációs komédia angol nyelvű egyszeri szóalkotásait mutatom be. 168 epizódban összesen 646 angol egyszeri szóalkotást, valamint ezeknek a német és magyar fordításait elemeztem.

Az esettanulmány alapján az angol nyelvű egyszeri szóalkotások 20%-át a németben, és 21%-át a magyarban nem okkaszionalizmussal fordították. Az egyszeri szóalkotások fordításánál az okkaszionalizmusok funkciói, valamint szóképzési sajátosságai nagyban meghatározzák a fordításokat, hiszen a megnevezési funkcióval rendelkező okkaszionalizmusokat gyakrabban fordítják egyszeri szóalkotással, mint a szövegfunkcióval rendelkezőket, valamint az egyes nyelvek közti morfológiai különbségek is fontos szerepet játszanak a fordításnál, például a konverzációval képzett okkaszionalizmusok tipikusan derivátumok a magyarban és a németben.

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The linguistic conceptualization of olfactory perception in English, German, French, Spanish, and Hungarian: A contrastive corpus analysis

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Patrick Süskind's 1985 novel "*Das Parfum – Die Geschichte eines Mörders*" is extraordinarily rich in references to all kinds of olfactory events and enables a thorough examination of how these events are modelled by language. Based on a corpus analysis carried out on its German original and its English, French, Spanish, and Hungarian translations, I investigate the conceptualization of olfactory perception in these four languages. By examining the differences in the conceptual frame of both central (e.g. smell, stink, scent) and more peripheral (e.g. a whiff, to inhale, to exude) elements pertaining to olfactory vocabulary, their relative frequency and degree of equivalence in the different languages, I attempt to map out the linguistic toolkit of each language to talk about events connected to this sensory modality.

A qualitative study on Chinese students' perceived changes in their English learning experience after coming to Hungary from China

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Language learning motivation, learning strategies, and autonomy are widely acknowledged as significant individual difference variables in second language acquisition. Furthermore, these ID variables have extensively been studied in various contexts. However, there is one context where there is little information available about individual difference variables: this is the study abroad (SA) context where English is not used as a target language but as a lingua franca or the medium of instruction. Through introspective interviews of 13 Chinese students at Hungarian universities, the paper aimed to explore how Chinese participants' perceived motivation, strategy use, autonomous learning behavior, and L1 cultural influence have changed since they left home and experienced an ELF study abroad context. The findings revealed that there were fluctuations in English learning motivation, changes in English learning strategies, and variation in English learning autonomy from home to SA contexts. Specifically, Chinese students were mainly motivated by the exam-oriented system to learn English in China, where English is learned in EFL classroom-based settings, whereas they were primarily motivated by their academic program studies to use English as a medium of instruction in Hungary, where English is learned in ELF content-based settings. Moreover, the participants were found to use more English learning strategies in Hungary than in China, and the Chinese students became more autonomous concerning their English learning behaviors in the SA context. Therefore, the findings suggested that English as an academic lingua franca in the study abroad context might promote students' motivation, strategy use and autonomy in learning English.

Just Do It: Approximating sports through associations of life in American public cognition

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This presentation supports a greater socio-cultural project by delineating the prototypical American conceptual domain of SPORTS through cognitive linguistic means. *Come out of Nowhere*, a commercial short film produced by Nike, is chosen for investigation due to a set of reasons. Starred by LeBron James, an existing professional athlete, *Come out of Nowhere* exploits the powers of figurative meaning construction and demonstrates the American understanding of SPORTS. According to the analysis the present paper offers, three main conceptual metaphors structure the *Come out of Nowhere* production, namely: SPORTS IS A JOURNEY, I AM YOU (THE SPORTS HERO IS THE EVERYDAY PERSON), and—most importantly— SPORTS IS LIFE. Regardless of the presumably interchangeable relation of the latter metaphor's source domain and target domain, the association holding between SPORTS and LIFE reveals much about the American perception of SPORTS. On the one hand, it validates one of the project's main hypotheses, the one suspecting that the undeniable American sports success is the consequence of the association of SPORTS with LIFE in American thought. On the other hand, the SPORTS IS LIFE conceptual metaphor—accompanied by the congruent SPORTS IS A JOURNEY and I AM YOU (THE SPORTS HERO IS THE EVERYDAY PERSON) metaphors— highlights several key aspects of prototypical American SPORTS, including PSYCHOLOGICAL REALITY, SOCIO-CULTURAL RELEVANCE, IDENTITY, INDIVIDUALITY, RESPONSIBILITY, and the seemingly contradictory yet reconcilable duality of SOLITUDE and BOND. Most substantially, however, the prototypical American concept of SPORTS radiates one extremely weighty feature that is arguably difficult to comprehend with a Hungarian mind: sports carries value.

Motivation of Kurdish students to study in Hungary

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Considerable number of research studies indicated the philosophy of student motivation to study abroad (Mazzarol et al., 2000; Payne, 2001), nonetheless; no attempts have been approached so far to explore the case of Kurdish students. Therefore, this study attempts to explore what motivates Kurdish students' to study in a foreign context like Hungary. The rationale is to find the influencing reasons that affect Kurdish students to choose to study in Hungary, how they are prepared to face the challenges that might come to their ways during their study experiences and also what are the effects their studies will create to their future life. To answer these queries, an in-depth qualitative interview method was employed. Nine higher education level students (BA, MA or PhD), five males and four females who are studying at four different universities in Hungary were interviewed. Individual face to face interviews were organized to engage into the details of what could be achieved from the participants and to discover their study experiences deeply. Based on the collected data outcomes; a process model of Kurdish student motivation to study in Hungary was designed which implies the main stages of students' motivational behavior in a process way from the initial wishes to accomplishments. The model could be served as the best practical framework where various adjustments, including (internal, socio-cultural and academic) were found as effective interrelated issues which can impact student motivation to persist in the actional phase of their behaviors. The findings reveal that the responders of the study are mostly driven by the future attainments as the result of pursuing their studies in a foreign context and experiencing another social and cultural life. These attainments may include getting a better future career, professional development and language proficiency progress.

Irodalmi vonatkozású nyelvi játékok az oktatásban

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A magyar nyelv oktatásában az irodalmi vonatkozású nyelvi játékok alkalmazásának számos interkulturális vetülete figyelhető meg. Előadásom célja egy gyűjtemény bemutatása irodalmi vonatkozású nyelvi játékokról, amelyeket kiválóan lehet hasznosítani magyar nyelv és irodalom tanórákon. Az adatokat mint modern folklórjelenségeket, Facebook-felhasználók körében gyűjtöttem, összesen négy Facebook-csoportból. A mintegy százötven adatot tartalmazó gyűjtemény példái alapján három kategóriát állítottam fel. 1. Irodalmi művek címét érintő nyelvi játékok, például: Egri csillagok háborúja, A Pál utca sziúk. 2. Irodalmi szereplők nevét érintő nyelvi játékok, például: Mat(t)ul a bácsi, Don Quijote, DELL a mancsa. 3. Irodalmi művek szövegét érintő nyelvi játékok, például: Balsors, akit Reagen tép. Reszket a bokor, mert Madár kaszállott rá. A példák elemzése elsősorban deduktív és kvalitatív szempontú, nagyban követi Forgács Erzsébet (2007) felosztását.

A nyelvi adatok legtöbbször – a mai virtuális világ jellegzetességét mutatva – nyelvi és képi eredetű egyszerre. Az előadás rámutat konkrét feladatjavaslatokon keresztül, hogy a nyelvi játékok miként építhetők be a középiskolai vagy az általános iskolai oktatásba. Például bemutathatók a tananyag színesítése érdekében, szerepelhetnek feladvánnyként, lehet róluk illusztrációkat készíteni. Fejlesztik a kreativitást, a problémamegoldó-készséget, az absztrakt gondolkodást, jó tanórai légkört teremtenek, segítenek megjegyezni idegen kifejezéseket, valamint támogatják az irodalom és nyelvtan tantárgyrészek közötti kapcsolatot (Séra 2008, Koncz-Kovács 2012, Schirm 2013).

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Phenomemes and non-standard similes: Towards a descriptive framework

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Qualitative properties of sensory experiences, or qualia, present a well-known epistemological problem in philosophy of mind, but can also be reiterated as an object of linguistic study. One of the challenges associated with qualia is their ineffability, i.e. verbal inexpressibility via lexicalized concepts used to refer to emotions and bodily sensations. However, the thesis of ineffability obtains only in the weak sense, since qualia can still be communicated indirectly, by means of figurative language. We suggest that the best way to approach qualia linguistically is to think of them as referents of phenomenal judgments, or phenomemes, i.e. discursive units involving references to qualia. Phenomemes figure prominently in literary discourse, which allows to observe some regularities in regards to their structure, degree of effability, and type of description.

In the second part of the presentation we propose a general description of analogical phenomemes through (i) cognitive stylistic approaches to non-standard similes (see e.g. Fishelov 1993, 2007, Shen 2008, etc.); (ii) elaborating a comprehensive system of simile categories; (iii) integrating these categories into the theory of phenomemes.

The productivity of the analysis is showcased via a corpus stylistic study: the similes of the novel “The Handmaid’s Tale” by Margaret Atwood are categorized as analogical phenomemes. The study sheds new light on phenomenological judgments (hence, the mind-style) of the novel’s narrator.

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The influence of literal context on compatibility effect between affective valence and up-down image schema among Chinese EFL learners

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The embodied cognition holds that neural systems involved in non-linguistic activities such as perception, action, and emotion are utilised during language comprehension. Till now, the relationship between emotion language comprehension and up-down image schema is less well understood on discourse level, especially in L2 comprehension. This study adopted psychology behavioral experiment method to systematically explore the spatial representation of affective valence among Chinese native speakers with different language proficiencies. Two experiments were conducted among 60 Chinese EFL learners. English affective words including both positive and negative valence were presented in isolation and in literal context respectively. We get the compatibility effect just on discourse level among high language proficiency students. We conclude from results that the compatibility effect does not just exist among the English native speakers, and the embodiment of the emotional language is affected by discourse-level factors. All these results highlight the important role of emotion conceptual system in the representation of motor in vertical space. The research provides evidence for the psychological reality of compatibility effect between affective valence and up-down image schema. These results extend the embodied cognition models of the compatibility effect to the comprehension of L2 learners and they also contribute to the development of embodiment theory of the abstract concepts.

Okkazonalizmusok vizsgálata az eszperantóban és a természetes nyelvekben

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Az okkazonalizmusok rendhagyó, egyedi, kontextusfüggő és alkalmi jellegű nyelvi jelenségek, amelyek a természetes nyelvekben számos nyelvhasználati közegben (pl. sajtótermékekben, szépirodalomban) előfordulnak. Az eddigiekben az okkazonalizmusokat természetes nyelvekben, az oroszban, a németben és a magyarban vizsgáltam, a morfológiai sajátosságok mellett a képiség támogató szerepét is tekintetbe véve. Jelen előadásom fő célja annak vizsgálata, vajon megjelennek-e az okkazonalizmusok a tervezett nyelvekben, pl. az eszperantóban. Az eszperantó mint tervezett nyelv ugyanis grammatikailag erősen szabályozott, ami ellentmond az okkazonalizmusok rendhagyó és alkalmi jellegének.

Előadásom anyagát eszperantó sajtótermékeknek (a „Monato” havonta megjelenő folyóirata), eszperantó blog és online csoportok posztjainak és eszperantó szépirodalmi szövegeknek a morfológiai elemzése adja. A vizsgálat azt mutatja, hogy az okkazonalizmusok nagy számban fordulnak elő eszperantó szövegekben is, tehát az eszperantóban mint tervezett nyelvben vannak „szabályszegő” és alkalomtól függő tendenciák. Azok a morfológiai vizsgálatok, amelyeknek a segítségével okkazonalizmusok előfordulása mutatható ki az eszperantóban, azért lehetnek fontosak, mert több területen is megmutathatják az egyébként szigorúan szabályozott nyelvtani rendszert felmutató eszperantó nyelv használatában is meglévő „szabályszegő” tendenciákat. Ezek többek között azzal magyarázhatók, hogy a természetes nyelvekhez hasonlóan az eszperantó is funkcionális, élő és alakuló, emberi közösségekben használt nyelv, és használatának más nyelvekhez hasonlóan szintén vannak olyan nyelvi közegei, amelyek kedveznek a figyelemfelkeltő és a nyelvi játékot kedvelő okkazonalizmusok megjelenésének.

Pragmatics of negation in relation to political discourse on the Brexit referendum

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This study aims to analyze the phenomenon of negation and the use of pragmatic strategies in two speeches given by Prime Ministers David Cameron and Theresa May before and after the historic Brexit referendum. This study aims to achieve the following objectives: (a) to investigate the types of negative forms used by two former British prime ministers in two of their speeches; (b) to understand the impact of gender and ideology on the types of negation in political speeches; and (c) to examine the impact of certain pragmatic strategies used by two people of different genders within the scope of the phenomenon of negation in building meaning in political discourse. Furthermore, the nature of the study follows the cognitive-social approach. As such, the researcher adopted the social-cognitive model by Van Dijk (2008) for the data analysis, which will take a quantitative form. The first stage of the analysis is an investigation of the frequency and type of negation used in the two speeches by people of differing genders who were leaders at different times. The second stage examines five pragmatic strategies within the scope of negation to discover the impact of the relationship between knowledge and power as the two prime ministers put their ideas into practice. The results obtained show that the practical effects of political character when using different types of negation do not depend on the variable of gender as much as on the subjective ideology and on whether the context of political discourse can be exploited through the expression of denial or dissatisfaction regarding a specific issue.

Zene, interkulturalitás és identitás: A zenei műfajokat és alműfajokat jelölő terminusok tendenciáinak vizsgálata a magyar rock/metal zenei diskurzusközösség online fórumain

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A zenei szubkultúrák esetében a különböző zenei műfajok és alműfajok terminusai meghatározó szerepet töltenek be az egyéni- és csoportidentitás kialakításában (Bucholtz–Hall 2004, Nagy 2018), amelynek számos interkulturális vonatkozása is van. Az előadás célja, hogy egy korpusznyelvészeti módszeren (Szirmai 2005, Váradi–Héja 2010) alapuló elemzésen keresztül bemutassa a magyar rock/metal zenei diskurzusközösség négy legaktívabb online fórumán a zenei műfajok és alműfajok használatát jellemző tendenciákat. A vizsgálat anyagát 2019 áprilisában közzétett 732 posztot tartalmazó, mintegy 220 000 szövegszó terjedelmű, saját gyűjtésű korpusz adja. Az vizsgálatot a rock, metal, metál, punk, „core”, blues és jazz terminusok találatainak kézi elemzésével végeztem.

A kutatás során a következő kérdésekre kerestem a választ: 1. Szemantikai szempontból mi jellemzi a rock/metal zenei terminusokat a vizsgált korpuszban? 2. Az identitásképzés szempontjából milyen tendenciák figyelhetők meg a rock/metal zenei terminusokat tekintve jelen korpuszban?

Az eredmények azt mutatják, hogy a vizsgált terminusok főként főnevek, jelzős szó szerkezetek részeként vagy alárendelő, jelzős szóösszetételek formájában fordulnak elő a vizsgált anyagban. Identitásképző szerepükről megállapítható, hogy a magyar megnyilatkozók főleg e terminusok nemzetközileg elfogadott alakjait használják, a nemzeti identitásukat jelző alternatív terminusok ritkán fordulnak elő a korpuszban. Amellett, hogy különböző műfajokat neveznek meg és határolnak el, e terminusok a magyar rock/metal zenei és szakmai beszélőközösség tagjai számára identitásgyakorlatokként is funkcionálnak. Ezek tehát hozzájárulnak a szubkultúra tagjainak zenével összefüggő identitásteremtéséhez és annak fenntartásához.

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**Representation of the concepts PERSON and PERSONALITY
in Russian and English linguistic images of the world**

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The aim of this paper is to determine the content and structure of the concepts PERSON and PERSONALITY and to describe their representation in the Russian and English linguistic image of the world. The hypothesis of our research is that the content of the concepts PERSON and PERSONALITY is constantly expanding and acquiring new cognitive features due to the language implementation of the main concept nominees in phraseological, paroemiological and aphoristic funds of Russian and English languages. The content of the concepts is also enriched due to the use of words *person* and *personality* in various discourse areas. A comparative analysis of dictionary entries and materials of the *National corpus of Russian language* and the *British National Corpus* containing key terms of the concepts, has shown that the hyperonyms of words denoting the two concepts (Eng. *person* and Rus. *личность*) belong to the same conceptual category (PERSON) in both languages. The archiseme also coincides with ‘qualities, which differentiate a person’. To decipher the main differences between the two concepts two analyses were conducted: an etymological analysis and a study of the current meaning of words denoting the concepts in question. The results of these studies have pointed out that the Russian conceptualization of PERSON and PERSONALITY focuses on the inner world of an individual, while the English concepts refer to what a human being shows to the outside world from himself/herself.

Avoiding misunderstanding: a case study of communication strategies in intercultural business communication

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Nowadays there are multinational companies in Hungary that use English as the exclusive means of communication. However, despite partners' mutual expertise and cooperation they tend to face not only cultural but also linguistic barriers leading to specific cases of misunderstanding due to the lack of participants' intercultural pragmatic competence. Research in intercultural pragmatics and intercultural communication has a number of crucial areas to be explored. The current study focuses on the uses of requests as one of the most widely used speech acts uttered by non-native speakers of English at a Hungarian–Israeli multinational company and the use of communication strategies that help interactants to clarify meaning. A thorough investigation of the relevant theory related to intercultural pragmatics (Kecskes 2014) and rapport management theory (Spencer-Oatey 2000), the formulas of request and communication strategies is followed by a research based on interviews, elicited conversations and observation. The participants (n = 16) of the research are employees working for a Hungarian–Israeli international company. The goal of the ongoing research is to identify the degree to which communication strategies are used in workplace communication which is characterized by a tension of work procedure and the difference between the cultures of Israeli and Hungarian workers. In about two-thirds of the reported misunderstandings the participants used generalisations, appeal for help and approximation as the primary way of trying to avoid misunderstanding in making requests. The findings of the research contribute to a higher level of mutual understanding that is crucial in an intercultural environment. A better cooperation is supposed to be achieved at any level of the processes within company culture.

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Written performances of Chinese students studying in Hungary and China across different tasks

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This study investigates the relationship of task conditions and L2 written performances and tests the role of study contexts in mediating written performances. Two groups of intermediate English proficiency Chinese teenage students studying in Hungary (CSH) and China (CSC) (altogether 40 students) completed three written narrative tasks, namely the teacher-generated content task (TGT), the learner-generated content task (LGT) and the creative task (CT). The three tasks were different in the levels of agency and potential for creativity, with the TGT having the lowest level of agency and the LGT having the highest and the CT having the greatest potential to elicit creativity while the TGT and LGT having no such potential. Results showed that the written performances of Chinese students were related to the three task conditions to different degrees in different ways. Besides, the differences between the two groups of Chinese students in their written performances indicated that study contexts might play a role in the L2 written performances.

Polysemy of the colour *white* in English, Russian, Tajik and Uzbek

Daler Zayniev

Eötvös Loránd University

Colour is one of the central categories of both a conceptual and a linguistic world of image, correlated with an axiological and an esthetic assessment, a semiotic and value world of image of a given national culture, which allows us to talk about colour preferences, ethnic colour mentality, colour gaps and colour universals, that is, about the colour world of image. In addition, colours have senses specific to particular fields, from physics over printing to senses used in everyday life. In the present research paper, I have carried out an analysis of the colour *white* in English, and its counterparts in Russian, Tajik and Uzbek from the lexical point of view, starting from a semasiological perspective, following Steinvall's (2002: 56) methodology. I found that the conceptual space of the colour term *white* in lexicographic work tends to be kept compact rather than articulated in great detail, just like in the case of other types colours, i.e. in an attempt to minimize polysemy, its senses are typically lumped, rather than split. My main aims were to investigate differences in the representation of adjectives denoting the colour *white* across languages and to compare monolingual and bilingual dictionaries with respect how they structure meanings, as well as collocations and idiomatic expressions (often based on metaphors and metonymies) found in current dictionaries. A number of field-like clusters of concepts related to the colour terms for *white* were established. Based on my findings, I proceed to make some suggestions for the improvement of how colour terms for *white* and other colours are treated in general use dictionaries.

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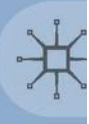
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The Palgrave Handbook of Motivation for Language Learning

Edited by
Martin Lamb · Kata Csizér
Alastair Henry · Stephen Ryan

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"In no area of learning is motivation more important than in language acquisition. The chapters of this book address both the basics and the nuances of motivational dynamics, focusing on the roles of student, teacher, and culture in understanding what helps people travel the long road to fluency in a second language. This collection represents an essential resource for anyone studying or practising in this area."

—**Richard Ryan**, Professor, Institute for Positive Psychology and Education, Australian Catholic University, Australia, and Editor of *The Oxford Handbook of Human Motivation*

"This invaluable and comprehensive compendium reflects the intellectual vitality that currently characterizes the field of language motivation research, while happily also laying the groundwork for future research. Motivation is a truly important topic in language learning; we simply must understand it better. And this handbook will certainly facilitate our doing so."

—**Diane Larsen-Freeman**, Professor Emerita of Education and of Linguistics, University of Michigan, USA

This handbook offers an authoritative, one-stop reference work for the dynamic and expanding field of language learning motivation. The 32 chapters have been specially commissioned from the field's most influential researchers and writers. Together they present a compelling picture of the motivations people have for learning languages, the diverse ways we can research motivation, and the implications for promoting and sustaining learners' motivation. The first section outlines the main theoretical approaches to language learning motivation; the next section presents ways in which motivation theory has been applied in practice; the third section showcases examples of motivation research in particular contexts and with particular types of language learners; and the final section describes the exciting directions that contemporary research is taking, promising important new insights for academics and practitioners alike.

Martin Lamb is Senior Lecturer in TESOL at the University of Leeds, UK. He previously worked as a language teacher and trainer in Sweden, Indonesia, Saudi Arabia and Bulgaria. His main research interest is in language learner motivation and how it interacts with features of context like teaching in school.

Kata Csizér is Associate Professor and Chair of the Department of English and Applied Linguistics at Eötvös University, Hungary. Her main field of research interest is the social psychological aspects of L2 learning and teaching, as well as second and foreign language motivation.

Alastair Henry is Professor of Language Education at University West, Sweden. His research involves the psychology of language learning and teaching. In addition to motivation, his work has focused on teacher identities and language choices in contexts of migration.

Stephen Ryan is Professor of Applied Linguistics in the School of Culture, Media and Society at Waseda University, Japan. His research covers various aspects of psychology in language learning, and he has several co-authored books in the field.

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UNDERSTANDING CONTEXT IN LANGUAGE USE AND TEACHING

An ELF Perspective

ÉVA ILLÉS



ROUTLEDGE

**Éva Illés: Understanding Context in Language Use and Teaching: An ELF Perspective.
London:Routledge, 2020.**

This book is a guide to understanding and applying the essential, heretofore elusive, notion of context in language study and pedagogy. Éva Illés offers a new, critical, systematic theoretical framework, then applies that framework to practical interactions and issues in communicative language teaching rooted in English as a Lingua Franca. By linking theory and practice for research and teaching around the world, this book brings a new awareness of how context can be conceptualised and related to language pedagogy to advanced students, teachers, teacher educators and researchers of language teaching, applied linguistics and pragmatics.

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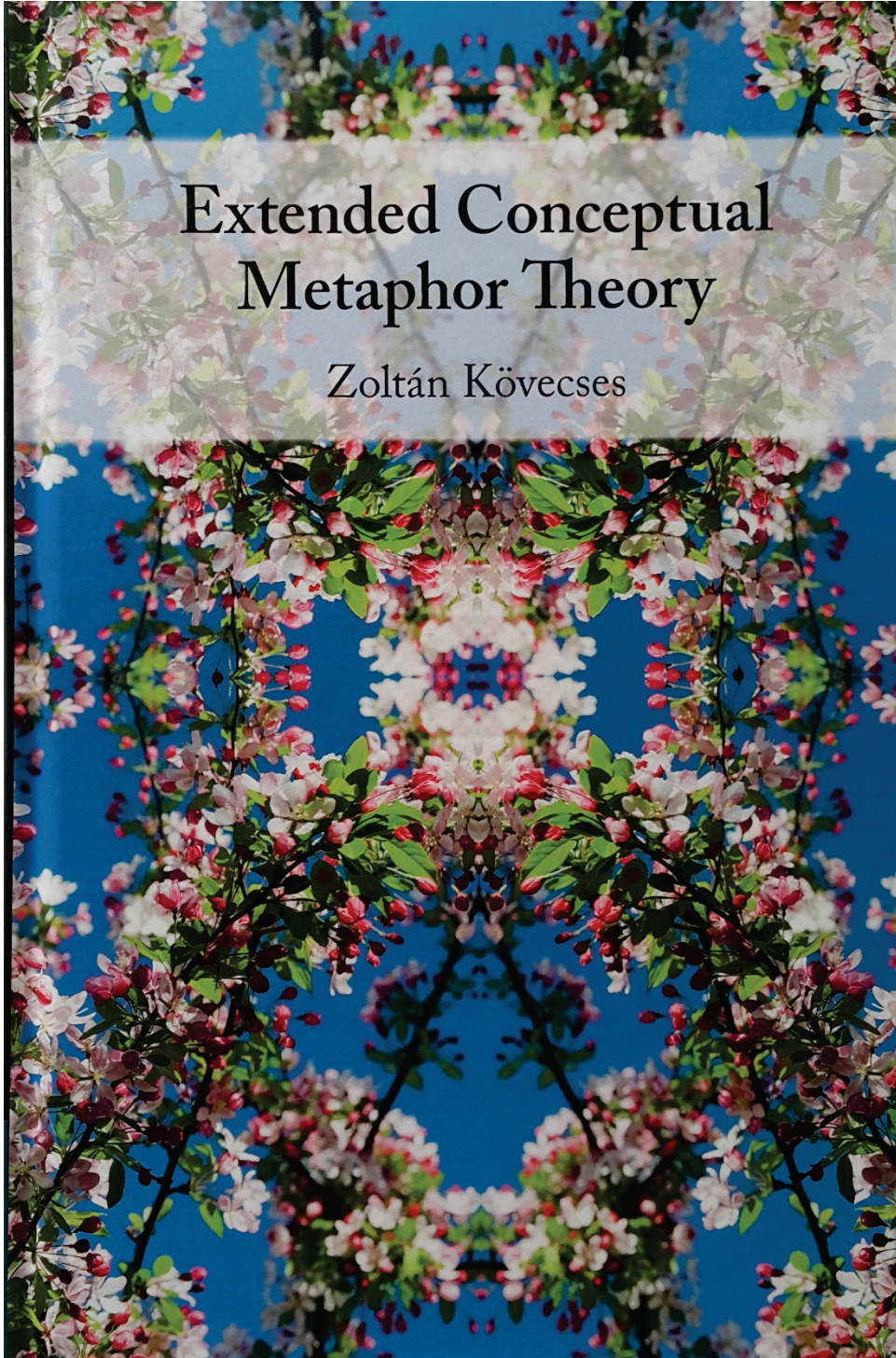
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Éva Illés is Associate Professor of English Applied Linguistics at the School of English and American Studies, Eötvös Loránd University, Budapest.



Extended Conceptual Metaphor Theory

Zoltán Kövecses

The phenomenon known as metaphor is an extremely complex mental event – we cannot capture its complexity if we tie ourselves to existing standard views on metaphor. This book offers fresh insight into metaphor, updating an established theory, conceptual metaphor theory (CMT), in the context of current cognitive linguistic theory, and clarifying many of the issues that researchers in the study of metaphor have raised against CMT. Starting with an introduction to CMT, the subsequent chapters set out propositions for extended conceptual metaphor theory, including a discussion on whether literal language exists at all, whether conceptual metaphors are both conceptual and contextual, and whether they are both offline and online. Providing a fresh take on a constantly developing field, this study will enrich the work of researchers in areas ranging from metaphorical cognition to literary studies.

Zoltán Kövecses is Emeritus Professor at Eötvös Loránd University. He is an associate editor of *Cognitive Linguistics* and *Metaphor and Symbol*.

“Zoltan Kövecses’ new book suggests new ways of thinking of conceptual metaphor as both offline and online phenomena, and clearly demands the close attention of all interested metaphor scholars.”

Raymond W. Gibbs, Jr., *author of Metaphor Wars: Conceptual Metaphor in Human Life*

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