



**University of Łódź, Poland**  
Department of English Language & Applied Linguistics  
Zakład Języka Angielskiego i Językoznawstwa Stosowanego, Instytut Anglistyki

**Meaning, Context and Cognition (MCC 2023):**  
**Speech Acts & Actions**  
**30 March - 1 April 2023**

***BOOK OF ABSTRACTS***

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# Meaning, Context and Cognition MCC 2023

30 March - 1 April 2023

University of Lodz; Faculty of Philology, Łódź, ul. Pomorska 171/173

(Room A5, second floor)

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<b>Thursday 30<sup>th</sup> March</b>	
11:00 – 12:00 (& during conference)	<b>Registration</b>
12:40 – 12:55	<b>Conference Opening</b>
13:00 – 13:55	<b>Anita FETZER</b> , University of Augsburg, <i>Doing things with discourse in the mediated political arena: Context, participation and pluralism of discursive action</i> Room: A5
	<b>Room A5</b>
14:00 – 14:30	<b>Katarzyna Ciarcińska:</b> Illocutionary silencing and its harms
14:30 – 15:00	<b>Agata Klimczak-Pawlak:</b> On the pragmatic core of Euro-English
15:00 – 15:30	<b>Iwona Witczak-Plisiecka:</b> “Illocutionary” force and the “social” (locution-based) ascription of meaning: the case of hateful language
15:30 – 16:00	Coffee break
	<b>Room A5</b>
16:00 – 16:30	<b>Viktorija Tataurova, Jekaterina Martinova &amp; Diāna Ivanova:</b> Frame Semantics-based Approach to ICT Terminology Teaching: A case Study
16:30-17:00	<b>Oleksandr Kapranov:</b> Metonymy in Climate Change-Related Speeches by King Charles III: An Analysis of Speech Acts (on-line)
17:00 – 17:30	<b>Yousif Al-Naddaf, Jan Zięta &amp; Piotr Mischuk:</b> Corpus-Based Analysis of Commonly Used Business English Expressions: An Evaluation Study ( <i>on-line</i> )
17:30 – 18:00	<b>Maisarah M. Almirabi:</b> Embodying Cars: metaphor-related study ( <i>on-line</i> )
19:00	<b>Supper in town</b>

	<b>Friday 31<sup>st</sup> March</b>	
9:00 – 9:55	<b>Mitchell S. GREEN</b> , University of Connecticut, <i>Speech Acts through the Lens of Cultural Evolution</i> Room: A5	
	<b>Room A5</b>	
10:00 – 10:30	<b>Dominik Schoppa:</b> Meta-illocutionary references to requests and apologies across Englishes: First-order conceptualizations of their felicity conditions	
10:30 – 11:00	<b>Michał Wyciński:</b> Language of Emotions in Vowels Recognition	
11:00 – 11:30	Coffee break	
11:30 – 12:00	<b>Marina Platonova, Tatjana Smirnova:</b> The Hidden Figures: Analysing Manifestations of Unsaid in Translator Training Process	
12:00 – 12:30	<b>Adrianna Wajman-Brzostowska:</b> Social meaning and audiovisual translation	
12:30 – 13:00	<b>Yousif Al-Naddaf:</b> Emotions in Language learning: A study of Arab EFL learners ( <i>on-line</i> )	
13:00 – 14:30	Lunch break	
	Room: A5	
14:30 – 15:25	<b>Marina TERKOURAFI</b> , Leiden University, <i>Speech-act-hood as a matter of degree: empirical motivations and theoretical implications</i>	
15:30 – 16:00	<b>Sylwia Wojtczak:</b> Is it true that legal language is (or should be) emotionally neutral?	
16:00 – 16:30	Coffee break	
16:30 – 17:00	<b>Eleanor Miller &amp; Mikhail Kissine:</b> Suggestibility to presupposed contents	
17:00 – 17:30	<b>Izabela Grabarczyk:</b> A few remarks on Irish English as used by Polish migrants	
18:00 - 19:00 19:30		<b>Łódź tram tour</b>  <b>Conference dinner</b>
		
	<b>Saturday 1<sup>st</sup> April</b>	

9:30 – 10:25	<b>Andrzej LYDA</b> , University of Silesia, <i>“Entangled in Life? How Threatening are Fictional Threats?”</i> Room: A5
	Room A5
10:30 – 11:00	<b>Maciej Witek:</b> Insinuation as a speech act
11:00 – 11:30	<b>Milada Hirschova:</b> Speech actions from the viewpoint of metapragmatics ( <i>on-line</i> )
11:30 – 12:00	<b>Helena Żegnałek:</b> Language of the far-right in the online discourse; linguistic analysis of the white identity establishment in Brenton Tarrant’s <i>The Great Replacement</i>
12:00 – 12:30	Coffee break
	Room: A5
12:30 – 13:00	<b>Katarzyna Bednarska:</b> What language does memory use? Linguistic analysis of the Slovenian media discourse on the victims of World War II
13:00 – 13:30	<b>Marina Platonova, Zane Senko:</b> MARVELling the World: Creative Use of Comics Character-Bound Colours in Product Placement
13:30 – 14:00	<b>Tatjana Smirnova &amp; Larisa Ilinska:</b> Feeling the Color: Synesthetic Color-Based Metaphors in Conceptualizing Mental and Emotive Experiences
14:00	Conference Closing
14:30	Lunch (optional)
15:00	Tour of Łódź (optional)

## **ABSTRACTS**

## PLENARIES

**Anita Fetzer**

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*Doing things with discourse in the mediated political arena: Context, participation and pluralism of discursive action*

This paper examines the contextual constraints and requirements of discursive action in question-answer-sequences based discourse genres (interviews, Prime Minister's Questions, People's Prime Minister's Questions) in mediated political discourse. It considers the multilayeredness of context, participation and pluralism of discursive action on the one hand, and the delimiting frame of the dialogic discourse genres on the other. It shows that both have a decisive impact on the participants' meaning-making processes in contexts: the inherently unbounded participation framework contributes to pluralism of discursive action, while genre- and media constraints narrow down the scope of production and interpretation. This does not only hold for the stage at which a discursive action occurs in the discourse, but also for its degree of explicitness with regard to presuppositions and felicity conditions.

Key words: Context, contextualization, discourse genre, felicity conditions, media discourse, participation, pluralism of discursive action, question-answer sequence, social media

**Mitchell Green, University of Connecticut**

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*Speech Acts through the Lens of Cultural Evolution*

We argue that speculation about the cultural- evolutionary origins of speech-act institutions offers insight into why those institutions have the normative structure that they do. It also helps us to see what is right, and what is wrong, about the dictum that talk is cheap, as well as to generate hypotheses about how our current illocutionary practices can be abused, safeguarded, or improved.

**Andrzej Lyda, University of Silesia**

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*“Entangled in Life? How Threatening are Fictional Threats?”*

**Marina Terkourafi, Leiden University**

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*Speech-act-hood as a matter of degree: empirical motivations and theoretical implications*

## PAPER PRESENTATIONS

**Maisarah M. Almirabi**

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### *Embodying Cars: metaphor-related study*

In human experience, we embody cars when we drive and ride them to become hybrid creatures that move together from point A to point B. In our modern societies we constantly experience cars, which makes car-embodiment metaphors ready to use and worthwhile considering. Adding to the importance of this paper, Arabic car-embodiment metaphors have not yet been investigated within the Conceptual Metaphor Theory (CMT). Prior works on embodying cars dealt with how the car is a representation of a human character or trait such as: being a hero, family member, or being powerful or corrupt (Živković 2014; Young 2001; Notar 2014). As these instances of embodiment are philosophical in nature, there is no prior work that tackled the technical and practical type of embodiment. For this study, I consulted two car technicians/experts to provide a list of car-embodiment metaphors. One of these technicians was a speaker of Arabic and the other a speaker of English. I then searched these metaphors online to see how they are used in Arabic and English. The data collected from the online search was analyzed to establish how car-related concepts are used. Of the metaphors found are:

- The car engine is a human HEAD and the engine has a NAVAL
- The car has a FACE, EYES, and the eyes can be LINED with KOHL
- The car can STAND, WALK, WHISTLE, and CHOKE on liquid

I found that more than two-thirds of the car-related concepts considered in this study were used similarly in both Arabic and English. I propose that the reason for using these technical car-embodiment metaphors is that it is easier and more feasible to use the already available human part and state names than coining new ones. Finding most of the metaphors in both Arabic and English is a result of the importation of cars and their parts from English speaking countries to Arabic ones.

#### References

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- Young, D. (2001). 'The Life and Death of Cars: Private Vehicles on the Pitjantjatjara Lands, South Australia', In Car Cultures, edited by Daniel Miller, 35–57. New York: Berg.
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### ***Emotions in Language learning: A study of Arab EFL learners***

Various studies in the fields of psychology and linguistics illustrate that the emotions of language learners are considered to be among the salient factors affecting not only the language learning process but also learners' speech fluency. Although previous research has demonstrated that the process of learning a second language is strongly related to emotions, the issues associated with the impact of emotions on speech fluency have not been sufficiently studied. There is some suggestive evidence that the emotions of learners may potentially impact the number of pauses speakers take and the choice of words they use. This paper aims to report the magnitude of errors produced by Arab EFL learners in speech utterances as a result of both positive and negative emotions. Furthermore, this paper will also examine the types of errors and the circumstances under which they occur. The present study utilizes a structured interview method to ensure results consistency and reliability. Arabic users of L2 English on a B2 level were asked to speak about two topics; the first one was neutral while the second was provocative. Although the topics required a similar level of fluency, the results elucidated that students stuttered and committed substantially more errors when speaking about a provocative topic as opposed to a neutral one. This may be attributed to emotions of anger and stress the participants reported feeling while speaking about the topic. In contrast, the respondents had fewer errors and difficulties discussing the neutral topic committing little to no grammatical mistakes.

**Yousif Al-Naddaf, Jan Ziętara & Piotr Miszczuk**

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### ***Corpus-Based Analysis of Commonly Used Business English Expressions: An Evaluation Study***

The expansion of the English language and its world dominance as a lingua franca has propelled an extensive exploration of English for Specific Purposes (ESP), including the so-called Business English. Though business-oriented tutorials and courses of English have gained ground worldwide, it is still difficult to set solid boundaries between what Business English is and what it is not. With multiple sets of business vocabulary available online, one may see that not only could their usefulness be questioned, but they are also mostly confined to either finance or management. Contrarily to rather one-dimensional business vocab, expressions and idioms seem to be of a more universal application. This paper aims to evaluate 263 Business English expressions and idioms collected from 22 videos released to YouTube, a world-leading video platform and a prominent present-day source of information. The expressions and idioms proposed by the youtubers are set against the business-oriented media outlets of The Economist and Forbes. The empirical part of this research is based on the Ludwig.guru corpus, a popular reference tool that allows for an extensive wording search. The analysis has shown that 57% of the expressions suggested by YouTube creators are not commonly used, whilst a mere 23% of them have been found to be widely present in both The Economist and Forbes.



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### ***What language does memory use? Linguistic analysis of the Slovenian media discourse on the victims of World War II***

World War II had an enormous impact on most of the European nations. Often, how modern communities perceive events which happened 80 years ago depends on the presentation of history in the media.

In my paper, I would like to present an analysis of the Slovenian right-wing media discourse and the collective memory of Slovenes regarding the period of World War II and several post-war years. The main goal of the article is to show how the media not only preserve but also construct collective memories of victims of World War II, as by forming the readers' opinions they can determine how society remembers the past – which events are emphasized, and which should be ignored.

For the analysis of articles published in weekly magazines *Demokracija* and *Reporter* (from the sections devoted to history), the analysis of argumentation strategies and argumentation schemes will be used. Such analysis enables reaching the depths of the discourse and bringing to light what has not been articulated in it. In other words, it's about insight into collective knowledge, collective thought and action patterns.

The corpus of articles will also be analyzed using Sketch Engine tool, which allows to determine the keyword frequency and term frequency – lists which are of invaluable importance in the field of topic modelling.

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### ***Illocutionary silencing and its harms***

According to Rae Langton, the ability to speak is a distinctive feature of a person and is equally significant for an individual as autonomy and subjectivity. Ability to perform speech acts can also be considered as a measure of political power. Yet, it is possible to silence one's speech, so one is being deprived of their status of a full-fledged participant of the speech act. Langton distinguishes three types of silencing, related to the three layers of the speech act (locutionary, illocutionary and perlocutionary silencing), but she focuses mainly on the illocutionary silencing understood as disabling/ preventing the speaker from successfully performing their linguistic activities. Speaker is either not being treated (and perceived) as rightful participant of the speech act, or they are being prevented from achieving intended effects of the speech act. In both cases the speaker is denied their illocutionary potential. Langton notes, that illocutionary silencing is objectifying to a person, and thus harmful. I would like to examine what does this harm consist of and what are its effects. I argue that illocutionary silencing is harmful to the silenced speaker as well as to the suppressor. In the first case, illocutionary silencing robs one of their status as a knower and lowers the level of their credibility and authority. In the second case, it may weaken the epistemic domain of the silencing oppressor by not allowing any new information to enter the stream of communication. I argue, that the idea of illocutionary silencing is therefore related to the notion of epistemic injustice presented by Miranda Fricker.

## **Izabela Grabarczyk**

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### ***A few remarks on Irish English as used by Polish migrants***

In the years following the accession of Poland to the European Union in 2004, the number of Polish nationals emigrating to and settling in Ireland increased rather significantly and quite rapidly, reaching over 122 000 individuals with Polish ancestry in 2016 (Census 2016). As in any migratory context, members of the Polish community face certain challenges that come with residing in a different country and cultural setting. They are confronted with a task of establishing themselves in a new community via the means of language that is not their own.

This presentation explores the use of pragmatic markers by Polish adult migrants living in Ireland. Polish community in Ireland was selected as a research subject not only because of its size, but also for its distinctive character – a relatively young and vibrant community, currently in the process of establishing themselves in a country where the problem of ‘old’ and ‘new’ Polish migration is essentially not an issue. The study aims to investigate patterns of use of pragmatic markers by Polish users of Irish English, to compare it with patterns of use displayed by native Irish English speakers, as well as to explore the link between participants’ language identity, their acculturation strategy and their use of Irish English pragmatic markers.

Selected references:

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## **Milada Hirschova**

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### ***Speech actions from the viewpoint of metapragmatics***

Metapragmatics as a field of research has been introduced in linguistic anthropology (see Silverstein 1976, 1979, 1993) as a conceptualization of purposive (goal-oriented) use of strategies and norms of communication in a given language community. It aims at ways and forms of the use of language as well at the motivation of speakers’ choices manifested in speech events.

The conceptualization of norms and strategies (including their possible manipulation) is anchored in reflexive (i.e. metapragmatic) awareness on the part of users. It is mostly implicit (intuitive) but it can be utilized, too. Any natural language offers a repertory of verbs and related expressions describing and evaluating both verbal and non-verbal communicative interaction.

In the material section, the paper presents a sample of metapragmatic analysis aimed at a deliberate non-standard use of negation as well as at calculated provocative speech actions in public communications.

References (selected):

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- Verschueren, Jeff (1999): *Understanding Pragmatics*. London: Arnold.

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### ***Meaning Creation in the Digital Text: Colour and Context***

The present article investigates the digital text analysis approach developed from the perspective of continuously changing modes of communication. In general, textual competence refers to one's ability to comprehend the overall conceptual and rhetorical structure of the text and is a central concept in text perception. Nowadays textual competence involves the development of such skills as professional competence, thematic competence, the ability to decode meaning at different levels and ability to convey meaning within a required context. The concept becomes more complex and, therefore, it demands additional investigation. The article highlights the structure and characteristics of digital texts and, therefore, textual competence involves also the application of various sign systems for meaning representation in contemporary digital texts. The main organization principles of digital text are interactivity, multimodality, non-linearity, variability in style and flexibility. Meaning creation is achieved through the focus on the text structure that helps readers to perceive the most significant information.

The complicated mechanisms underlying the processes of meaning formation and extension are demonstrated in the article considering colour-based terms in LSP texts. For example, the concept of a network of senses in one field may expand its use in various new fields: *green industry, green food, green vehicle, green keyboard*. There is also a tendency to coin terms following the principle of analogy, when the colour element is different changing the meaning and associations, e.g., *white noise, pink noise, violet noise, grey noise, green noise*. LSP texts have been chosen as the medium for the research of textual competence as they are the main source of lexical innovations, including colour-based metaphorical terms.

Nowadays text creation practices are changing from traditional activities to multimodal productions in the digital environment. Development of textual competence allows responding to challenges posed by changes in the contemporary practice of digital text creation.

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### ***Metonymy in Climate Change-Related Speeches by King Charles III: An Analysis of Speech Acts***

The discursive means of construing environmental issues in general and the issue of climate change in particular are essential in how humans address, mitigate, and tackle climate change as a global challenge (Andersen et al. 397). Assuming that discursive means of representing and communicating the issue of climate change to the public are both critical and powerful (O'Neill et al. 413), it is of paramount importance to gain insight into how celebrities, politicians, public figures, and royalty construe their discourses concerning climate change (Anderson 535). It is argued in the literature that such symbolic figures as, for instance, King Charles III of the United Kingdom of Great Britain and Northern Ireland (the UK), "are increasingly appearing as key voices within the climate change debate" (ibid.). Conceivably, it seems pertinent and relevant to shed light on King Charles' III climate change-related discourse, given that he is considered one of the key public figures whose views on climate change are heeded to by the British public at large (MacGregor 124).

This conference contribution presents a study that aims at establishing how metonymy is involved in climate change-related speeches by King Charles III of the United Kingdom of Great Britain and Northern Ireland (the UK). The study involved a corpus of King Charles' III speeches on the topic of climate change, which was investigated manually for the presence of metonymy. It was established that King Charles' III speeches involved metonymic construction that partook in the structuring of the speeches. Relevant examples will be provided at the conference.

#### References

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### ***On the pragmatic core of Euro-English***

Pragmatic competence and the need for its development has been a topic discussed for years. There have been studies into how specific groups of people perform different speech acts, how their performance differs depending on the language (native or foreign), and there have been multiple practical implications and guidelines for teachers. It is clear that there are noticeable differences between what strategies people from different countries choose to perform speech acts. This paper focuses on the European context and it argues that what is needed is an analysis of how L2 English speakers perform different speech acts in English. The preliminary aim is to specify which

strategies are used commonly across the groups, and which are specific to a given group. The main aim is to create what could be called a pragmatic core of Euro-English - a set of strategies which learners of English would be taught to perform this speech act without running the risk of their intentions being misunderstood. The focus of this study is on the speech act of apologising and it looks at what native speakers of seven European languages believe is an appropriate response to 8 situations requiring them to apologise in English. Respondents come from Finland, France, Hungary, Macedonia, Poland, Slovakia and Spain.

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***Suggestibility to presupposed contents***

The suggestibility of memories and beliefs to linguistic information is well attested. It has also been claimed that some ways of conveying information (i.e. informative presuppositions) lead to more suggestibility than others (i.e. assertion). Intuitively, this makes sense, because presuppositions, like conventional implicatures, are non-at-issue, or not related to the speaker's main point. Accordingly, conveying false information through presupposition may appear sneakier than plainly asserting it, and more likely to induce false representations. However, linguistic theory frames presupposition interpretation in terms of a rational process of accommodation, which is not predicted to lead to durable representations. Some evidence from the misinformation effect studies supports this model, showing that presupposition accommodation can be halted by warning participants that the information is suspect, but the evidence is somewhat equivocal. Our overarching research question is whether presuppositions induce more suggestibility and if so why. As a baseline for content memory, Experiments 1 and 2 test for a difference in simple recognition memory between assertion, presupposition, conventional implicature and conversational implicature. We find no difference in gist or verbatim recall, indicating that presuppositions are regularly accommodated much like the other forms. Experiment 3 presents participants with targets labelled as true or false and then measures recognition memory. We again find broadly similar rates of true and false attribution across forms, indicating that participants remember contents but forget in what form it was encountered. Finally, Experiment 4 collects explicit true/false/not mentioned ratings and finds that these again do not differ across forms. We conclude that different ways of conveying information have comparable suggestibility potential, even in the presence of a strong and highly salient warning.

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***MARVELLING the World: Creative Use of Comics Character-Bound Colours in Product Placement***

Colour has always been a rather universal code for encrypting information and transferring it to diverse communities in a fast, concise and yet clearly understandable way. Being aware of the fact that every colour has its own meaning, sellers approach the choice of colours strategically, aiming to find the colour, which would suit their product and trigger a certain emotive response from the

potential buyers, motivating them to purchase a product or experience a certain service. The effect they want to achieve is to link a definite colour to their product, hence, ensuring that customers recall this association immediately every time they face the colour, which should stimulate them to become returning customers or even frequent buyers.

However sometimes the sellers of the products speculate on the associations a certain colour already has with some other thing/concept/phenomenon, be it a brand image, movie character, event, etc. It means that the popularity of their product largely depends on the attractiveness of the character/brand/phenomenon their product is associated with.

One of the instances of the abovementioned approach is the well-pronounced tendency to employ the names of the MARVEL universe characters for the colour terms, which are further used for promoting and selling other unrelated products, e.g. Hulk tea (*green*-est tea), Hulk smoothie (only the *greens*), Hulk watches (dial of the *green* colour), Black Widow bike, Nebula car, etc. Moreover, people tend to find colour and name linkage even though frequently these are just pseudo associations and are not related with the colour itself, but rather with the virtues of the character, e.g. Black Widow Ford.

The present research aims at exploring this tendency in English, also considering whether this trend is evident in other languages (e.g. Latvian) and what strategies are employed to interlingually transfer the meaning.

#### References:

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### ***The Hidden Figures: Analysing Manifestations of Unsaid in Translator Training Process***

The interpretation and translation of implicature is a challenging process aimed at activating the heuristic potential of the utterance. Profound understanding of different manifestations of implicature in technical texts leads to time- and resource-wise efficient translation process, minimizes risks of subjectivity, contributes to preserving harmony of context and content, keeping the tone and beauty of the text in all working languages.

This assumption accentuates the necessity to devote interdisciplinary theoretical and practical training of translator trainees to the question of recognizing, comprehending, and transferring implicatures. The issue might acquire even more complex reading when addressed in the nonhomogenous group comprising students with different linguistic and cultural backgrounds, which become evident when students have to deal with the dichotomy of implicature and explicature in the translation process.

The authors of the paper focus on analysing different training strategies (rooted in the matrix of the competencies demanded to complete the task efficiently) to develop cognitive flexibility and different types of awareness of the students required to deal with implicatures in the translation process. The methodology has been developed and approbated in the multicultural and multilingual groups of students mastering translation study courses at Riga Technical University.

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### ***Meta-illocutionary references to requests and apologies across Englishes: First-order Conceptualizations of their felicity conditions***

The present study takes a metacommunicative approach to first-order conceptualizations of two speech actions – requests and apologies – by investigating how ordinary language users use meta-linguistic labels to refer to these two actions in context. These meta-linguistic labels are part of their meta-illocutionary lexicon, which anchors these second-order concepts (i.e., illocutions) in ordinary language. Speakers use them to report, perform, and discuss various aspects of speech actions, including felicity conditions, normative aspects, and perlocutionary effects. When using the meta-illocutionary lexicon, speakers may present (a) the relevant illocution either as a discursive product (i.e., when reporting an instance of the illocution) or as a discursive process (i.e., when explicitly performing the illocution in the here-and-now), and (b) the mapping between their own and the hearer's conceptualization of the illocution as either congruous or (potentially) incongruous. Based on British, Hong Kong, and Kenyan English blogging data retrieved from the GloWbE corpus, this study aims to identify strategies (and their linguistic realizations) used to present the conceptual mapping as (potentially) incongruous, thus making (selected aspects of) the illocution the object of meta-discourse. Frequent realizations include the mentioning of the meta-illocutionary terms, which often co-occurs with the contextualization of the (a) essential condition (e.g., Learning how to speak is the first request by [name].), (b) deontic modal judgments, and (c) preparatory conditions (e.g., You should always request free samples [...]). Particular felicity conditions may further be made an object of talk, implicating the non-felicity of previous speech actions (e.g., Why can't staff offer up even a little apology?). These and further empirical findings will be discussed against the background of Austin's (1962) tripartite division of the speech act, Searle's (1969, 1975) felicity conditions and speech act taxonomy, and Sbisà's (1987, 2002) conception of speech acts as context-changing social actions.

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### ***Feeling the Color: Synesthetic Color-Based Metaphors in Conceptualizing Mental and Emotive Experiences***

The present paper aims to analyze synesthetic metaphors based on the interaction between experiential and visual modalities containing color reference to describe sensations, emotions, or value judgements in three languages – English, Russian, and Latvian. A vast sample of color-based synesthetic metaphors is analyzed in the contrastive perspective considering the aspects of



interlingual translation of these metaphors across the languages and analyzing whether and to what degree they may be recreated in the target language without loss of either essential components of meaning or their expressive and/or axiological load.

In times of geopolitical turbulence and uncertainty, publicly expressing one's feelings, values, attitudes, and emotions may become challenging since emotively loaded utterances often become subject for aberrant decoding. Using stock metaphors to conceptualize mental and emotive experiences, as well as to make value judgments, is a safer communication strategy that serves as a textual anchorage limiting the possibility of misinterpreting the message. The possibility of misinterpreting the message becomes even more pronounced in case communication is maintained across languages and cultures, that is, in case the message should be translated or localized.

Color-based synesthetic metaphors have been historically used in many languages to describe emotive experiences and make axiological judgments. The present research has been conducted on the premise that some linguacultures are characterized by the syncretism of emotional and rational attitude to reality, whereas in some linguacultures, rational and emotional are in binary opposition. Thus, translation of emotively loaded phrasemes and lexical units reflecting axiological judgments across the linguacultures with different value systems may potentially pose a considerable translation challenge. The translation task becomes even more complicated in view of the fact that many color-emotion pairings are unconscious and are greatly modified by exposure to learned behaviors and the context of culture.

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#### ***Frame Semantics-based Approach to ICT Terminology Teaching: A case Study***

In 2022, there has been a great number of methods and approaches to general and specialised vocabulary teaching, including the traditional ones (e.g., the direct method) and the more recent ones – which involve vocabulary games, flashcards, semantic word maps, content and language integrated learning, computer-assisted vocabulary learning, etc. Although the method has been proven to be time-consuming and requiring self-discipline and motivation from the students, presenting the students with the terminological and vocabulary lists still remains to be one of the most frequently applied methods in vocabulary learning. Therefore, the analysis of the existing methods and approaches to vocabulary teaching is still topical nowadays. One of these approaches is formulated on the basis of the theory of frame semantics. Introduced by Charles Fillmore (1975), the theory of frame semantics is aimed at describing how meanings are formed and correlated with

the concepts in the semantic structure (Evans and Green, 2006). Frames can be described as the primary understanding of the world, which is constantly modified and changed depending on the new knowledge and information processed (Gavagna, 2013). Likewise, the vocabulary of an individual is altered depending on the background, education, experience, and knowledge acquired throughout the lifetime. The aim of the present research is to investigate the opportunity of applying the theory of frame semantics to teaching ESP to tertiary-level students. For the benefit of the research, FrameNet – a lexical resource involving more than 200 000 semantically and syntactically annotated text was selected as the basis for the analysis. The present research is a case study, where the students under the supervision of an educator classify the terminology and elaborate the frames with the lexicographic and contextual information. The corpus developed as part of this research is further applied to facilitate the memorization of the vocabulary by the students.

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### ***Social meaning and audiovisual translation***

This paper analyses the issue of social meaning in the context of audiovisual translation (AVT) with special focus on sociolects. It attempts to answer the question of what linguistic and extralinguistic data can be successfully transferred in translation in the voiceover mode. The analysis concentrates on selected passages from audiovisual material, using samples of discourse culled from *Educating Rita*, *Keeping Up Appearances* and *My Fair Lady*.

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### ***“Illocutionary” force and the “social” (locution-based) ascription of meaning: the case of hateful language***

The paper addresses the common view of the internal architecture of a speech act, which in the Austinian tradition has three main dimensions: locution, illocution and perlocution, corresponding roughly to form, ‘meaning’, and result. It is the illocutionary force that is normally identified with “how the act is to be taken” in society. According to Austin, illocution is based on convention and agrees with speaker’s intention, including the intention to communicate such content. It is rather uncommon that locution should exhaust the act’s illocutionary force in natural discourse.

Looking at selected contexts where hateful language is used, the paper foregrounds the fact that in cases where hate can be officially recognised, as in e.g. legal contexts, what carries the force is locution rather than illocution. In particular, speaker’s intention, which over the years has received so much attention on the part of speech act theorists, is backgrounded and seen as hardly relevant. It seems counterintuitive, but part of reality, that in official contexts words are more likely to be treated as (explicit) tools and managing them involves the question of (often legal) responsibility, irrespective of actual, but more private speaker’s intention.

This practice seems to recognise that certain linguistic patterns of behaviour are (socially) indexed (e.g. for hate) and performance involving using them makes people liable and responsible, even if they “did not mean” it.

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### ***Insinuation as a speech act***

In making an insinuation, e.g., an implicit bribe, a veiled sexual come-on or a covert threat (Pinker et al. 2008; cf. Terkourafi 2011, Camp 2018), the speaker contributes a certain troublesome content to the state of conversation without being held accountable for it. Insinuation, then, is a form of off-record indirectness: insinuating acts would cease to be effective if made explicit; they would also be seriously weakened if they became a topic of conversation.

In this paper, I assume that insinuation is a speech act defined by reference to how it affects the context in which it is made (Sbisà 2002, 2007) and consider the following two questions. First, what is it for an act of insinuation to be communicative? Second, what is the effect of insinuation registered by the score of conversation? I begin with a critical discussion of Camp's (2018) model of insinuation, according to which insinuated contents are speaker-meant or, more specifically, are implicatures with deniability. Camp also argues that insinuating acts affect what the conversing agents mutually believe, but have no bearing on the common ground and the conversational record. In my view, however, insinuated contents are neither speaker-meant nor implicated. I also claim that effects of insinuating, despite not being registered by the common ground and the conversational record, affect the state of conversation. I argue that the communicative nature of insinuation can be accounted for within Green's (2007) model of expressive communication. I also propose an extension of the score-keeping framework (Lewis 1979) and use it to explain the context-changing function of insinuating acts. I hypothesise that despite being off-record, effects of insinuating (a) are recognizable to every hearer who shares our conversational standards and (b) constrain the scope of available subsequent conversational moves.

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### ***Is it true that legal language is (or should be) emotionally neutral?***

In legal practice and legal science, it is often posited that legal language is (or should be) emotionally neutral. At the same time, this does not refer to a highly sophisticated cognitive understanding of emotions, which are necessary for any decision-making, but to emotions as traditionally understood and contrasted with cool reasoning and impersonal approaches. Of course, the strength of this thesis and the number of its proponents depends on the legal system, tradition and legal the culture in question. In Poland, it is regarded as an almost indisputable truth. At the same time, there is no complete agreement in the discourse on the legislative technique measure with regard to so-called general clauses. It is not entirely clear what conditions an expression must fulfil in order to be considered a general clause. Most commonly, such phrases are considered to be general clauses, which directly or indirectly refer to a certain system of values and are deliberately underdetermined by the legislator, so that the body applying the law can adapt "its" decision to this system of values and, at the same time, to the individual circumstances of a particular case. On the other hand, however, phrases that do not refer to a value system, but suggest the need for some kind of measurement, although in fact no measurement is possible here, are also considered to be general clauses. For example, the phrases: "particular cruelty", "particular torment", "appropriate sum". In attempting to put such phrases into a single category, the study posits that these phrases appeal to the emotions of the body applying the law. If this thesis is accepted, the answer to the title question

is obvious: neither legal language is, can, or should be emotionally neutral. Is it true that legal language is (or should be) emotionally neutral?

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### ***Language of Emotions in Vowels Recognition***

James M. Wilce in his book '*Language and Emotions*' (Wilce, 2009: 55-66) presents several approaches to language. Cognitive approach, which is substantiated by the writings of Harkins and Wierzbicka (Harkins, Wierzbicka, 2001: 1-34), is one of them. They explore certain sets of words (e.g. nouns, verbs, adjectives) to entail the emotionality underlying them. But what exactly is an emotion in relation to language? William Reddy (2001: 128) defines it as 'goal-relevant activations of thought material that exceed the translating capacity of attention within a short time horizon.' In other words, emotions are reactions to thoughts evoked by certain linguistic units.

Emotional link to semantics is not the only one in language.

It also has phonetic grounds.

In an article by Zajonc (Zajonc et al., 1989), a description of the study can be read:

“Photographers elicit smiles from their subjects by requiring them to say "cheese". The German phoneme *ü*, on the other hand, has just the opposite action. Repeated pronunciation of *e* resulted in positive subjective reports as measured by ratings of liking, pleasantness, and preferences for the sound, whereas *ü* was judged unpleasant and was disliked, not only by American but by German subjects as well.” (Zajonc et al., 1989: 278-279)

Thus a question is posed. Is it possible to arouse emotions and stimulate facial expressions to aid correct pronunciation of vowels? To answer this question, another experiment was conducted. It comprised the recording of 6 female and 6 male participants, in terms of audio and vision. The sound was captured and edited using a Praat system (Boersma, 2001), and the results were compared with the average of vowel frequencies by Deterding (Deterding, 1997) and Bjelakovic (Bjelakovic, 2016). It is the intention of the author to share these findings.

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***Language of the far-right in the online discourse; linguistic analysis of the white identity establishment in Brenton Tarrant's *The Great Replacement****

The linguistic literature has seen an increased interest in the internet discourse and the rise of radicalization in political online spaces. Far-right online groups, sometimes referred to as alt-right (alternative right), are particularly known for the widespread use and creation of conspiracy theories, which often originate from the ideology of white supremacy. The idea of 'white' identity arguably plays a key role in how members of those groups communicate and recognize each other in online spaces, through the use of overt and covert hate speech, 'dog whistles' and memes. What is more, the way identity is established and performed through linguistic practices is a crucial element of the group's discursive practices.

To better understand the role of identity, as well as the linguistic devices used to establish it, an analytical study has been conducted on a political manifesto of a believer of a 'White Genocide' conspiracy theory. More specifically, the analysis is focused on the alt-right political discourse through the interpretation of the far-right manifesto *The Great Replacement* by Brenton Tarrant, an Australian far-right terrorist. This study examines alt-right discourse using the Critical Discourse Analysis (CDA) methodology. The description of distinct linguistic features, pragmatic choices, and the manifesto's role in the context of broader political discourse aim to investigate the role of language in the formation of those groups' political identities. The analysis showcases how the author of the manifesto uses linguistic devices to establish the superiority of his identity as a white man; through the use of alienating language towards those considered to be outside of the ingroup, as well as the language of unity encouraging participation in the collective identity of the ingroup.