“Pedagogical Applications of Research into Embodied Grammar”

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Overview

• What is the Role of Linguistics?
• Narrow Scope vs. Broad Scope agendas
• Three Examples of Theory and Application
  – Case meaning
  – Aspect meaning
  – Aspectual clusters of verbs
• Relevant Works in Theory and Application
What is the Role of Linguistics?

• Pure theory – science for science’s sake
• Application – science for other people too
  - creation of teaching materials, reference grammars, dictionaries
  - computer software: translation, language recognition, text interpretation
  - field work on languages, dialects
  - language planning/policy, intervention
• Cognitive linguistics
  - has a tradition of being accountable to other disciplines, so why not be accountable to society?
  - is transparent enough to be used in application
Narrow Scope vs. Broad Scope

Different audiences, different goals

Narrow (theory-based)
- Scholarly publications
- Peer review
- Specific theoretical contributions

Broad (application-based)
- Pedagogical materials
- Complete coverage

Both approaches can contribute to a research agenda
Applications inspired by theory and theory inspired by applications

Three Examples
• Case meaning
• Aspect meaning
• Aspectual clusters of verbs

In each instance, primary research served as the basis for pedagogical materials, and in turn, work on pedagogical materials led to further progress in research
Case Meaning

Main Ideas:

• Most Slavic languages obligatorily mark all NPs with one of six or seven cases: N, A, D, G, L, I, (V)

• Each case is polysemous, with meanings arranged in a radial category, which forms a coherent whole

• Prototypical meanings are based on embodied physical experience; peripheral meanings are extended via metaphor and metonymy
Case Meaning

An example:

- The Russian genitive case is used with prepositions meaning ‘from’ to indicate physical withdrawal and also with verbs meaning ‘fear’, ‘be ashamed of’ indicating emotional (metaphorical) withdrawal.

- **Physical withdrawal:**
  
  _Doč’ prišla iz školy_

  [Daughter–N came from school–G]

  ‘My daughter has come from school’

- **Metaphorical withdrawal:**
  
  _Doč’ bojalaš’/stydilas’ bednosti_

  [Daughter–N feared/was ashamed poverty–G]

  ‘My daughter was afraid/ashamed of poverty’
Case Meaning

Individual studies of case meaning:
- Pragmatic & semantic (1988)
- Dative & Instrumental (1993)
- Genitive (1999)
- Accusative (2000)

Pedagogical/linguistic resources:
- Case Book for Russian (2002)
- Case Book for Czech (2006)
Further case research inspired by applications

- Case government by nouns and adjectives
- Near-synonymy of different cases within Russian & across Slavic
- Comparison of time expressions across Czech, Polish, Russian
- MDS modeling of case across Slavic languages (Clancy 2006)
- Case as an element in construction grammar (with Solovyev)
- Use of case in attenuated agency (with Divjak)
Aspect Meaning

Main Ideas:

- Slavic Aspect contrasts
  - Perfective vs. Imperfective
- This contrast is metaphorically motivated by embodied physical experience with
  - discrete solid objects (Perfective) vs.
  - fluid substances (Imperfective)
- This contrast is relevant at the level of event structure, discourse, and pragmatics
<table>
<thead>
<tr>
<th>Aspect Meaning</th>
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<tr>
<td><strong>Discrete solid object:</strong></td>
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<td><strong>Perfective event:</strong></td>
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<tr>
<td><em>Oleg sel v mašinu i poexal v restoran</em></td>
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<tr>
<td><strong>Fluid substance:</strong></td>
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<td><strong>Imperfective event:</strong></td>
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<tr>
<td><em>Oleg nosil galstuk i ezdil na sportivnoj mašine</em></td>
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<td><strong>Aspect Meaning</strong></td>
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<td><strong>Perfective vs. Imperfective:</strong></td>
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<td>Metaphorical model (2004)</td>
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<td><strong>Aspect in Russian Media Module</strong></td>
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<td><strong>DEMONSTRATION</strong></td>
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Further aspect metaphor research inspired by applications

- Differences in metaphorical extension across Slavic
- Conversion patterns and aspectual clusters
- Semantic motivations for aspectual clusters
Aspectual Clusters of Verbs

Main Ideas:

- Traditional “pair” model fails to account for aspectual relationships among verbs
- **Four different types of Perfective verbs** can be distinguished on the basis of both meaning (metaphorically motivated) and word-formation
  - Natural Perfective, Specialized Perfective, Complex Act Perfective, Single Act Perfective
- An **aspectual cluster** contains an Imperfective Activity verb plus 0–4 types of Perfective verbs
- An **implicational hierarchy** predicts the structures of existing clusters
Aspectual Clusters of Verbs

An example:

Activity
ščipat’ ‘pinch/pluck’

> (Natural/Specialized Perfective)
o(b)ščipat’ ‘pinch/pluck’/vyščipat’ ‘pluck out’

> Complex Act
poščipat’ ‘pinch/pluck a while’

> Single Act
ščipnut’ ‘pinch/pluck once’
Aspectual Clusters of Verbs

Aspectual clusters and their structures:
Study using linguistic database (2007)
all morphological types

Pedagogical/linguistic resources:
Study using pedagogical database
hi-freq textbook verbs
Cluster Types for Russian Verbs
Exploring Emptiness database
DEMONSTRATION
Further verb clusters research inspired by applications

- Place of motion verbs in clusters model
- Place of biaspectral verbs in clusters model
- Differences in token vs. type frequency effects in verb clusters
- Conceptual overlap in so-called “empty prefixes”
Relevant Works: primary research

Relevant Works: applications

Relevant Works: research inspired by applications


Relevant Works: applications

- [Aspect in Russian Media Module, Cluster Types for Russian Verbs](#)
Relevant Works: research inspired by applications

Relevant Works: research inspired by applications

- …And many more forthcoming
The end