Title: Introduction

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Introduction

The present volume is devoted to linguistic studies on the notion of place. The Authors of the contributions included in the book assume various methodological perspectives on language and linguistics. Thus, we find here papers based on both the formal approach to language forms and the cognitive linguistic paradigm, pragmatic-linguistic studies and examples of research into applied linguistics.

The first part of the book, "The Place of Conceptualization in Languages", contains four chapters that focus on the role of conceptual mechanisms in different languages. In her chapter titled "The place of emotions. A contrastive analysis from the perspective of Embodied Semantics", Annalisa Baicchi deals with the place of conceptualizing emotions in English and Italian. Her basic assumption is that, in line with the claims of cognitive semantics, conceptualization of abstracts concepts, including emotions, is based on embodied experiences. In this view, the sensori-motor functioning of the human body gives rise to the so-called pre-conceptual image schemas, such as SOURCE-PATH-GOAL, BALANCE, CONTAINER, LINK, FORCE, and so on. Those embodied schemas may in turn be metaphorically projected onto the abstract domain of emotions. Another assumption made in the study is that the conceptualization of emotions depends on cultural experiences, and thus may vary in different languages. To prove her point, the Author of the chapter examines the pre-conceptual image schemas underlying the meaning of the Adjective of emotion (AdjEM) plus Prepositional Phrase (PP) construction, illustrated by such examples as *tremble with anger, happy about his new life*, or *furious at this injustice*. The analysed linguistic data come from eight English novels written in the last three hundred years and their Italian translations. The results of the study reveal that while the AdjEM+PP construction employs eleven different prepositions in English, in their Italian equivalents there are only three of them. Moreover, while in English it is possible to identify seven different embodied image schemas motivating the conceptualization of the examined construction, in Italian only the SOURCE schema can be found. As Annalisa Baicchi concludes, this dichotomy may be related to the manner-framed nature of English and the path-framed character of the Italian language.

In the chapter titled "English compounds created by particle/preposition fronting: Metaphor-metonymy interaction and iconicity of anomaly and axiology", Krzysztof Kosecki discusses the difference between such compounds and their verbal or syntactic bases. First of all, he introduces the concept of the CONDUIT metaphor, which constitutes the base for the spatialization of linguistic form. Later on, he presents particular verb compounds and phrasal verbs from which these compounds are derived. He assumes that the phrasal verb represents some state of affairs, whereas the verb compound represents an altered state of affairs. He provides the examples of particle *by* (*pass by* versus *bypass*), *out* (*balance out* versus *outbalance*, *march out* versus *outmarch* or *play out* versus *outplay*), as well as *up* (*heave up* versus *upheave* and *set up* versus *upset*). Kosecki analyses as well particular adjective and noun compounds which are derived from simple syntactic constructions and phrasal verbs, for example *coming up* versus *upcoming*, *name by* versus *by-name*, *road by* versus *by-road*, or *start up* versus *upstart*. The discussion of the constructions presented in the analysis is based on the conceptual operations of metaphor, metonymy, iconicity, and axiology. It is concluded that the compounds derived from phrasal verbs reflect less canonical states of affairs or render them as pejorative.

Adam Palka's chapter, titled "The place(s) of pain and its linguistic descriptions—the morphology and lexico-semantics of English pain descriptors: a cognitive linguistic perspective" provides an intra-lingual contrastive analysis of the adjectival pain descriptors used in the McGill Pain Questionnaire. The questionnaire serves as a diagnostic tool for measuring pain in patients, and its English version contains 78 adjectives that can describe the experience of pain. Taking the morpho-lexico-semantic stance, the Author classifies the adjectives collocating with the noun *pain* into eight categories: deverbal *-ing* adjectives, denominal/deverbal *-ing* adjectives, deverbal/denominal *-y* adjectives, bimorphemic *-ful* adjectives, bimorphemic *-some* adjectives, bimorphemic *-ed* adjectives, polymorphemic *-able* adjectives, and monomorphemic adjectives. In line with the theory of conceptual metaphor, in the chapter it is claimed that the adjectival descriptors of pain are metaphorical in nature. The predominant metaphor identified in the study depicts pain as an agentive evil entity, either anthropomorphic or inanimate. In fact, the Author of the chapter states that the use of metaphors, both conventionalized and novel, is the only way to conceptualize the experience of pain, which is "placed in" and expressed via metaphorical language. Moreover, the identified pain metaphors are described in the presented study as dialogic and socio-cultural: they are negotiated in interaction between the medical researcher and the reader, or between the therapist and the patient in a face-to-face conversation. As Adam Palka observes, thanks to all its dimensions, metaphor present at the level of descriptive language enables approximation of pain by people employing the analysed questionnaire in the medical setting.

In his chapter, Konrad Szcześniak focuses on the internal organization of the lexicon as he analyses the issues of language forms being independent of each other, as well as the presence of mental links between cognates or constructions and their usage. First of all, he presents the conceptualization of language as a place and, later on, he takes into consideration two distinct views on language. The first view underlines the fact that the constructions in a given lexicon are, following Goldberg, Trousdale, or Perek, interconnected. Following Bybee or Taylor, the second view perceives the constructions as autonomous. In order to find a solution, Szcześniak investigates particular constructions, namely *Characteristic-As-Place* constructions, such as *in the privacy of your home*. Basing on the semantics of the construction and the assumption that new uses of a particular construction are created on the basis of semantic similarity to the main pattern, he concludes that language forms are connected.

The second part of the book, titled "Talking about Place(s)", contains two papers that deal with descriptions or references to place(s) in various languages. In her chapter, Daniela Antonchuk analyses the role of case and prepositional systems in the expression of place in four languages: Russian, English, French and Spanish. She claims that the functions of case and prepositional systems are closely related, yet they work differently in the afore-mentioned languages. Russian, for example, is a highly inflectional language, with the case being one of the categories of nouns. The concept of place is thus expressed with different case forms of the nouns or, in some cases, with the marked case form plus an appropriate preposition. In the latter case, the use of a given preposition often dominates the choice of a case. The systems of English, French, and Spanish are more closely related to each other, but differences appear as well. These languages are, in general, not as morphologically rich as Russian, and, consequently, in their situation the prepositions can often be seen as functional substitutes for case endings. However, the prepositions tend to have polysemous use and there is no one-to-one correspondence between the use of different prepositions in the analysed languages. For instance, in Spanish, the polysemous nature of prepositions is more strongly pronounced than in French or English. They are also more closely related to the meanings expressed by the preceding verbs. The article discusses many additional points of contrast between the afore-mentioned languages and illustrates them with numerous contrastive examples.

Ewa Bogdanowska-Jakubowska analyses the concept of place from the pragmatic point of view as she discusses discursive representation of places in Polish and American cultures. According to van Dijk's division, there are three types of places: *personal and interpersonal places*, *social places*, as well as *geographical places*. They all, together with social interactions and people's identities, create the context of particular discourse. It is also worth noting that place is a significant aspect of one's identity as, according to Bogdanowska-Jakubowska, there are six elements shaping the identity of an individual: *personhood*, *prestige*,

competence, *family*, *affiliation*, as well as *background*. The category of *background* includes different kinds of places important for constructing one's identity, such as *place of birth*, *place of living*, or *schools*. Taking into consideration the function of place involved, she divides representations of places into two categories: *place as an element of context of situation* and *place contributing to the formation of individual identity*. Basing her analysis on Wodak's *integrative pragmatic and discourse-analytic approach*, she concentrates on selected academic year inauguration speeches delivered in Polish universities and commencement speeches delivered in American universities. Moreover, she provides numerous examples of metaphors of place, as well as university, which are employed in the speeches. The Author concludes that the analysis shows both differences and similarities between the two cultures. What is more, she observes that the difficulties may result from the fact that Polish discourse is more formal and impersonal, whereas the American one is more informal and diverse.

In the third part, titled "Place and Language Contact", there are two chapters discussing the problems of borrowings and language transfer. In his chapter, Ireneusz Kida concentrates on language contact; to be more specific, he analyses the place of loan words in the Indonesian language. The language in question, known as Bahasa Indonesia, is the national language of the Republic of Indonesia and is spoken by circa 250 million people. It has the status of the official language, used, among others, in the mass media or education. The Author discusses briefly the history of the emergence of the Indonesian language and the reasons for accepting it as a national language and then proceeds to discuss various lexical borrowings used in the language in question. Among others, there are numerous Sanskrit loans (more than 1,000 in total), often referring to religion, geography, army, but also family and everyday objects; Chinese borrowings, referring mostly to food and drink; Arabic and Persian loans (circa 1,000 in total), usually connected with education, medicine, anatomy, botany and zoology, but also religion (Islam), philosophy, politics and trade; Portuguese loans (a few hundred), referring primarily to religion (Catholicism), music, trade and food; Dutch borrowings (around 10,000 in total), related to, among others, education, religion, trade, administration and government. Other minor sources of loan words in Indonesian language include e.g. French, Javanese or Tamil. Nowadays, due to globalization, English borrowings appear as well. The Author concludes that, although Indonesian is classified as an Austronesian language (due to its morphosyntactic properties), it is actually closer to Indo-European and Afro-Asiatic families when one considers its lexicon. Thus, it is a language which is seemingly exotic and distant, but it may actually turn out to be relatively easy to learn for speakers of Indo-European or Afro-Asiatic languages.

In the chapter titled "At the confluence of languages–Language Transfer as a learning strategy", Aleksandra Serwotka and Anna Stwora discuss the place of language transfer in the process of language acquisition, learning and teaching.

Language transfer is usually discussed in the literature with the emphasis of its negative effects in terms of second language acquisition and production. Thus, errors of various kinds, resulting from such interference between languages, are discussed. The present chapter, by contrast, focuses on positive aspects of language transfer, i.e. situations in which previous knowledge of a given foreign language facilitates successful production in another foreign language. The chapter discusses some theoretical principles, such as the nature of multilingualism, principles of multilingual teaching and learning as well as language learning strategies, and then proceeds to discuss students' awareness of the phenomenon of language transfer as a learning strategy. This is done on the basis of a specially designed questionnaire, administered to students studying at the University of Silesia. The results indicate that students not infrequently make use of their L2 (English) while learning L3 (French, Italian or German), but this is sometimes done rather subconsciously. The majority of the respondents also believe that their knowledge of English can facilitate learning and/or understanding another foreign language. Their teachers, however, do not usually make reference to students' L2 (English) during L3 courses. In conclusion, the Authors point out to certain improvements that should be implemented in the process of L3 teaching and learning.

We would like to express gratitude to all the Contributors for sharing their research with the Readers of this volume. We hope that the presented studies will be found attractive and inspiring by linguists representing various schools of analysis.

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