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1. Introduction 2. Identifying and characterizing a relevant language contrast; 3. Articulating and assessing related patterns in cognitive activity; 3.1 Articulating a cognitive prediction based on language patterns; 3.2 Assessing for the presence of predicted cognitive patterns; 3.3 Addressing concerns about language interference; 4. Establishing the shaping role of language; 4.1 Internal assessment design; 4.2 Comparative studies with additional languages; 4.3 Developmental studies with children; 4.4 Studies with second language learners; 5. Conclusion; References

Frequency of use and basic vocabulary 1. Introduction; 2. Data and methods; 3. Comparison: Swadesh-200, Swadesh-100 and the Leipzig-Jakarta list; 4. Deviations from the general correlations; 5. Discussion; 5.1 Why might we expect deviation in the data?; 5.2 General remarks regarding the overall correlation and its implications; 6. Conclusion; References; Appendix 1; Appendix 2; Appendix 3; A contrastive study of colour terms in French and German causal constructions; 1. Introduction; 2. Previous research on colour terms; 3. Theoretical and methodological framework; 3.1 Causal constructions 3.2 Conceptual metonymy and metaphor 3.3 Typological differences; 4. Contrastive study of causal constructions in French and German; 4.1 Differences in frequency; 4.2 Differences in connotation; 5. Conclusions; References; Corpora; Compound verbs in English and Bulgarian and the relativity debate; 1. Introduction; 2. Revisiting the culture-cognition-language interface; 2.1 The inheritance; 2.2 How words and word-formation relate to language and cognition; 2.3 The place and role of compound verbs; 3. The nature and status of compound verbs in English and Bulgarian; 4. The ergative cryptotype 5. Conclusions References; HERE, NEAR, FAR Spatial conceptualisation and cognition in a cross-linguistic perspective; 1. Introduction; 2. Theoretical background: The Natural Semantic Metalanguage; 3. 'Here', 'near', and 'far' concepts in Russian and English; 3.1 'Here'-concepts in Russian and English; 3.2 'Near'-concepts in Russian and English; 3.3 'Far' in Russian and English; 4. Conclusions; References; Cognitive maps of landmark orientation; 1. Introduction; 2. Theoretical issues; 2.1 Cognitive maps; 2.2 Cognitive maps of landmarks for orientation and navigation

3. Anthropological background: Dene Chipewyan

Sommario/riassunto

Set in the context of bilingualism in Maori and English, this chapter discusses the interpretation of novel English compounds as right or left-headed. The aim is to report evidence of structural transfer in bilinguals on the level of word formation. In accordance with Grosjean (2012), this study provides evidence for structural transfer when bilinguals act in a monolingual mode. The occurrence of transfer in monolingual situations is also further empirical proof for claims that the languages of a bilingual are constantly activated in a speaker's mind (Kecskes 2006). Maori-English bilinguals sh