

UiT

THE ARCTIC  
UNIVERSITY  
OF NORWAY

# CLEAR

## Cognitive Linguistics: Empirical Approaches to Russian

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# Overview

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1. People
2. Cognitive Linguistics
3. External Funding
4. Linguistic Profiling
5. Database & Websites
6. Previous experience with pedagogical material
7. **Russian Oahpa**

# 1. People (collaborators with **Giellatkno** in boldface)

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**Laura A. Janda** (co-leader)

**Tore Nettet** (co-leader)

Olga Lyashevskaya – Higher School of Economics, Moscow  
(PostDoc 2008-2011)

Svetlana Sokolova (PhD > Associate Professor)

Julia Kuznetsova (PhD > Researcher)

Anastasia Makarova (PhD)

Anna Endresen (PhD)

Hanne Eckhoff (Researcher)

**Robert Reynolds** (PhD)

Aleksandrs Berdicevskis (Associate Professor/Lecturer)

Rebecka Lindberg

**Francis Tyers** (PostDoc)

## 2. Cognitive linguistics

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**Minimal Assumption:** language can be accounted for in terms of general cognitive strategies

- no autonomous language faculty
- no strict division between grammar and lexicon
- no a priori universals

**Usage-Based:** generalizations emerge from language data

- no strict division between langue and parole
- no underlying forms

**Meaning is Central:** holds for all language phenomena

- no semantically empty forms
- differences in behavior are motivated (but not specifically predicted) by differences in meaning

# 3. External Funding (major items)

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## **Norwegian Research Council:**

2013-2015: “Birds & Beasts: Shaping Events in Old Russian”

2011-2014: “Neat theories, messy realities: How to apply absolute definitions to gradient phenomena”

2007-2011: “Exploring Emptiness: Russian Verbal Morphology and Cognitive Linguistics”

## **Other:**

2011-2012: Centre for Advanced Study at the Norwegian Academy of Science and Letters for the project “Time is Space: Unconscious Models and Conscious Acts”

## 4. Linguistic profiles

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Focused subsets of behavioral profiles (Firth 1957, Harris 1970, Hanks 1996, Geeraerts et al. 1999, Speelman et al. 2003, Divjak & Gries 2006, Gries & Divjak 2009)

**Grammatical profiling:** relationship between frequency distribution of forms and linguistic categories

**Semantic profiling:** relationship between meanings (semantic tags) and forms

**Constructional profiling:** relationship between frequency distribution of grammatical constructions and meaning

**Radial category profiling:** differences in the frequency distribution of uses across two or more near-synonyms

**Collostructional profiling:** relationship between a construction and the words that fill its slots

## 5. Databases and code

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Exploring Emptiness database of Russian verbs with so-called “empty” prefixes

<http://emptyprefixes.uit.no/index.php>

Book and data and code: *Why Russian aspectual prefixes aren't empty*

[http://emptyprefixes.uit.no/methodology\\_eng.htm](http://emptyprefixes.uit.no/methodology_eng.htm)

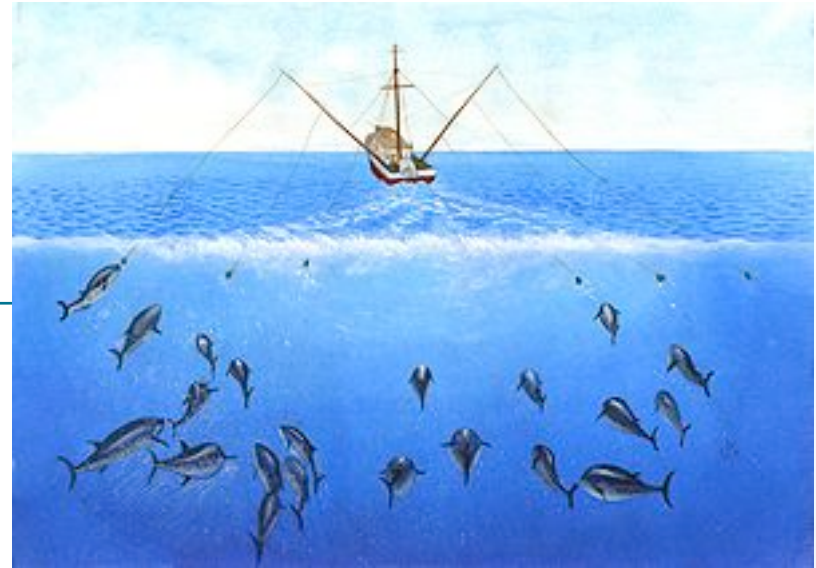
Many other websites with data and code to accompany CLEAR publications

TROLLing initiative....

# TROLLing

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## Tromsø Repository of Language and Linguistics



- International archive of data and code
- All items open-source, open access
- Searchable metadata
- Verify results, see how to implement various statistical models
- Housed at UiT library
- Connected to CLARIN (Common Language Resources and Technology Infrastructure, a networked federation of European data repositories)



## 6. Experience with pedagogical material

All use authentic text, built from corpus exx

- *The Case Book for Russian* with audio and interactive exercises on CD-ROM and on internet (2002)  
<http://languages.uchicago.edu/casebooks/russian/mainmenu.html>
- *The Case Book for Czech* with audio and interactive exercises on CD-ROM and on internet (2006)  
<http://languages.uchicago.edu/casebooks/czech/mainmenu.html>
- *Aspect in Russian Media Module* with animations, audio, and interactive exercises on internet (2006)  
<http://ansatte.uit.no/laura.janda/aspect/ainr/>
- Fronter exercises at UiT
- *Russisk studentens beste venn* + forthcoming books/materials

# 7. Russian Oahpa

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PhD (Robert Reynolds) and PostDoc (Francis Tyers)  
funded by UiT

Develop parallel resources for analyzing,  
disambiguating, etc. and teaching materials

Both pedagogical and linguistic research aims