Mood in Hungarian Subordinate Clauses. A Cognitive Linguistics Approach
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The presentation addresses the question of mood in subordinate clauses in Hungarian, andin particular the use of the Imperative in subordinate clauses, outlining the theoretical framework and methodology of a research now in its initial stage, that using the notions of Cognitive Linguistics (Croft–Cruse ed. 2004; Geeraerts–Cuyckens ed. 2007; Kövecses–Benczes 2010, Tolcsvai Nagy 2013) may contribute to the description of some aspects of the topic that has received less attention so far.

In the past centuries Hungarian linguistics paid more attention to the issue of the Imperative in subordinate clauses (the so-called Hungarian Subjunctive) in some cases and less in others. At the same time, looking back at the history of researchin this topic reveals the dynamic, multidirectional relation between theoretical research andresearchrootedin the practice of language teaching. As Pomozi(1991) points out, in Hungarian grammars prior to the publication of Simonyi (1895) the question of the usage of the Imperative in subordinate clauses is an important theme and the Subjunctive appears as a separate mood inseveral authors' works. Subsequently, historical-comparative and structural approaches of linguistic analysis both focused on the research of those patterns of language that show most regularity and that aremost suitable for a description based on systematic relations and operations. Consequently the non-imperative usages of the Imperative disappeared from the foreground of the attention of Hungarian linguistics. The need for a more comprehensive description of the phenomena in question rose again from the late 1970s. It is remarkable that many of the authors who proposed the question again approach the topic from a contrastive point of view and the practical needs of language teaching may have been a significant cause of their interest (cf. Prileszky 1974, Pataki 1984, Pomozi 1991, Hegedűs 1991, 2004, Pusztay 1998). The relation between theory and practice is specified further by the fact that the question raised by authors who were departing from practice was taken up by theoretical research, too (e.g. Molnár 1994–95) and the results of these studies also found their way into the practice of language teaching (see Durst 2003, 2006).

Although most of the research mentioned before was motivated by practical needs and it is possible to detect ideas of the functional approach in it, we cannot speak about explanations founded on solid functional bases. What we found is a mixture of functional and formal approaches and the description is often limited to the creation of a more or less coherent taxonomy of the keywords of the main clause. Less attention is directed towards the semantic relations between the constructionsthat build up the subordinate sentence with the Imperative and the relations between different functions of this kind of construction. Moreover, the parallelisms between the use of the Imperative in main and subordinate clauses are not analyzed in depth.

The research presented hereinafterstarts from the assumption that with assigning a central role to meaning and using notions of Cognitive Linguistics, a more comprehensive description of mood usage in subordinate clauses is possible. The research is based mainly on the theoretical assumptions and methodology of Cognitive Linguistics and Construction Grammars(Croft 2001, Goldberg 2006) but also builds on the results and experiences of the research mentioned before and those of previous own research (Borsos 2009, 2010, 2013).

The research accepts the theoretical base of Construction Grammars, according to which constructions (symbolic pairings of form with semantic or discourse function) are present in all levels of linguistic description, from morphemes to sentence patterns. Constructions themselves may be built up by other constructions, the joint meaning of which is not necessarily deducible from the meaning of the participating constructions. In this theoretical framework the different types of complex sentences with the Imperative can be analyzed as schemata, that is pairings of form and meaning with schematic meaning. Furthermore, based on the concept of construal in Cognitive Linguistics, we can interpret these constructions as the integration of two scenes, one of those (described in the main clause) is focused on the mental activity or a speech act of the mental subject. This scene is conceptualized in a non-autonomous way. On the other hand, the scene in the subordinate clause is conceptualized autonomously and usually interpreted as non-real or potential.

According to the hypothesis of the research, the meaning of complex sentences with the Imperative in their subordinate clauses includes the schematic meaning of constructions with the conjunction*hogy*, the schematic meaning of verb forms with the -J suffix of the Imperative and the schematic meaning of constructions that contain a verb in the Imperative in its main clause. Starting from this assumption, the description of complex sentences with theImperative seems to be possible as multiple blends (Fauconnier–Turner 2002), the main input spaces of which arethe meaning of the keyword contained by the main clause and the schematic meaning of the following three constructions: the complex sentences with*hogy*, the verb in the Imperative and Imperative constructions in main sentences. Therefore, the main task of the research is todescribe the schematic meaning of these main input sources and the dynamic semantic relations between them, using the principles of Cognitive Linguistics and the functioning of the human mind.

Construction Grammar and other cognitive approachespropose the idea of the organization of grammar as a network. This approach has been proven to be very prolific in the field of morphology (Bybee 2007) but important results have been seen in the description of larger, more complex constructions, too (Croft 2001, Dancygier–Sweetser 2005, Goldberg 2006). Based on this idea, the complex sentences with the Imperativeare described as deviations from the prototypical*hogy*-sentences, and the different constructionsof subordinate clauses with the Imperative are also described as a network organized by principles of prototype theory and family resemblance.

In accordance with main ideas of Cognitive and Functional Linguistics the research applies an inductive, quantitative approach, based on linguistic data. In the first stage of the research linguistic data from the Hungarian National Corpus (Váradi 2002) is used to describe the main types of complex Hungariansentences with*hogy*, and to create a network of these constructions by the organizing principles of prototype theory and family resemblance. In the second stage of the research, focused exclusively on the *hogy* sentences with Imperative in their subordinate clause, the corpora of the spoken language will be employed, too.

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