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## Cognitive-conceptual approaches to multilingual repertoires in South Africa and their implications for the study of linguistic registers

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While traditionally, analyses of elicited language portraits (e.g. Busch 2012, Krumm 2013) have focussed on the description of few speakers from a more qualitative perspective, Peters & Coetzee-van Rooy (2020) and Coetzee-van Rooy & Peters (2021) advanced portrait methodology by analysing data from structured language portraits of 105 South African youth as a linguistic corpus from both qualitative and quantitative perspectives. Their portrait-corpus analysis focussed on eliciting underlying cognitive conceptualisations people exhibit when reflecting on their language repertoires. This first-ever cognitive sociolinguistic approach to patterns of meta-linguistic reflection enabled the uncovering of (a) prominent underlying (metaphorical) conceptualisations of African language(s) (such as Sotho, Tswana, Zulu and Xhosa) and (post)colonial European languages (such as Afrikaans and English) on the one hand and the human body on the other hand, and (b) the differences and similarities of these conceptualisations vis-à-vis previous cognitive (socio)linguistic studies of embodied language experiences.

The present analysis revisits some of the main cognitive findings of Peters & Coetzee-van Rooy (2020) and Coetzee-van Rooy & Peters (2021) and links them to the concept of linguistic registers. As participants' reflections of language use frequently referenced factors such as emotions, psychological (dis)comfort and stress as well as socio-cultural aspirations and cultural-communicative necessities pertaining to certain languages within the South African multilingual ecology, these reflections can be considered access points to understanding the conceptual load that language varieties and lectal variation carry in multilingual repertoires. This cognitive-conceptual approach to perceptions, attitudes and ideologies of uses of language(s) makes both qualitative and quantitative contributions to understanding factors contributing to register choice and evaluation on the levels of both individual and socio-cultural cognition.

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