

ARTICLE

## Evolving Representations of Childhood: A Diachronic Analysis of the Lexeme Child in British Newspapers from the 18th To 21st Centuries

Iryna Matiash-Hnediuk <sup>1\*</sup> , Yuliia Chura <sup>2</sup> , Inesa Melnyk <sup>1</sup> , Yuliya Datsko <sup>3</sup> , Antonina Devitska <sup>4</sup> 

<sup>1</sup>Department of English Philology, Vasyl Stefanyk National Precarpathian University, Ivano-Frankivsk 76018, Ukraine

<sup>2</sup>Department of Linguistics, Ivano-Frankivsk National Medical University, Ivano-Frankivsk 76000, Ukraine

<sup>3</sup>Department of English Philology, Ivan Franko National University, Lviv 79000, Ukraine

<sup>4</sup>Department of Applied Linguistics, Uzhhorod National University, Uzhhorod 88000, Ukraine

### ABSTRACT

This article investigates the semantic evolution of the lexeme CHILD in British newspaper discourse from the 18th to the 21st centuries, employing a diachronic approach and cognitive semantics framework. The study utilizes lexical analysis and frame modelling methodologies to trace changes in the lexical meaning of the lexeme CHILD during the mentioned period, drawing on dictionaries and newspaper archives. Findings reveal a dynamic semantic structure characterized by the emergence of new meanings and the persistence of core components like ‘*person*’ and ‘*juvenile*’. The analysis identifies shifts influenced by societal, cultural, and ideological factors, reflecting changes in societal perceptions and linguistic representations over time. This research contributes to understanding how a language mirrors and shapes societal attitudes towards childhood across centuries, emphasizing the role of newspaper discourse in framing cultural norms and perceptions. **Keywords:** Lexical semantics; Lexeme; Sememe; Seme; Diachronic analysis; Frame modelling; Frame schema; Newspaper discourse; Semantic evolution; Dictionary analysis

#### \*CORRESPONDING AUTHOR:

Iryna Matiash-Hnediuk, Department of English Philology, Vasyl Stefanyk National Precarpathian University, Ivano-Frankivsk, 76018, Ukraine;  
Email: [iryna.matiashhnediuk@pnu.edu.ua](mailto:iryna.matiashhnediuk@pnu.edu.ua)

#### ARTICLE INFO

Received: 13 July 2024 | Revised: 28 July 2024 | Accepted: 31 July 2024 | Published Online: 23 September 2024  
DOI: <https://doi.org/10.30564/fls.v6i4.6877>

#### CITATION

Matiash-Hnediuk, I., Chura, Y., Melnyk, I., et al., 2024. Evolving Representations of Childhood: A Diachronic Analysis of the Lexeme Child in British Newspapers from the 18th To 21st Centuries. *Forum for Linguistic Studies*. 6(4): 97–x. DOI: <https://doi.org/10.30564/fls.v6i4.6877>

#### COPYRIGHT

Copyright © 2024 by the author(s). Published by Bilingual Publishing Co. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

# 1. Introduction

## 1.1 Issue under study

The question of how any language aids in segmenting, categorizing, and interpreting reality and the experiences of its speakers has long been central to linguistic inquiries (T.A. van Dijk, L. (2002), A. Lehrer (1974), A. Wierzbicka (1992), W. von Humboldt (1769), F. de Saussure (1959), M. Minsky (1975; 1979), Ch. Fillmore (1992; 2010; 1977), S. Zhabotynska (2010) among others). Lexical nomination is especially important as it captures and reflects ongoing changes experienced and interpreted by individuals in their societal practices. By treating newspaper discourse as a repository of cultural insights, we can uncover the nuanced elaborate that shape portrayal of the world (Matiiash-Hnediuk et al., 2024). The newspaper discourse offers a window into the figurative frameworks of cultural contexts, embedding each conversation within a cultural backdrop, enabling communicators to comprehend both the direct message content and the intricate underpinnings of specific cultural contexts (Bilyk et al., 2022; Velykoroda, 2019). Media discussions should be viewed as intricate reservoirs of knowledge exchanged within a culture, particularly in the English-speaking context. Media text is often likened to the “proverbial tip of the iceberg,” with many implied or presupposed meanings concealed (van Dijk, 2002). Specifically, we investigate the material representation of the lexeme CHILD in British newspapers from the 18th to the 21st centuries. This research aims to offer some insights into how children were perceived and represented in media during this period, thereby enriching contemporary discussions about the role of media in shaping societal perceptions of children.

The motivation for choosing the lexeme CHILD lies in its dynamic nature and its ability to encapsulate broader societal changes. As children occupy a unique and evolving position within social hierarchies, the way they are represented in media can reveal much about underlying cultural and social currents. This research aims to offer insights into how children were perceived and represented in media during this period, thereby enriching contemporary discussions about the role of media in shaping societal perceptions of children.

By analyzing the diachronic changes in the representation of a child in British newspapers, we aim to understand

the interplay between language, media, and societal attitudes. This study not only contributes to historical linguistics but also has broader implications for sociology, psychology, and education, highlighting the critical role of media discourse in reflecting and shaping societal norms and values.

## 1.2 Theoretical background

The primary unit of a language is the word, the foundational element of the lexical level of a language. Linguistic research often begins with the word as its base, suggesting that a word’s lexical meaning (LM) acts as an “accumulator” of human knowledge, encompassing acquired experiences and activities (Borer, 2005; Cruise, 2011). This aligns with frame theory, stating that human knowledge is organized into structures represented as lexical units (Fillmore, 1992; 2010; 1982; 2006). Frames can be schemas, global models, scenes, scripts, or frameworks uniting denotative situations or unified constructs of knowledge. Commonly, a frame is a data structure representing a stereotypical situation (by M. Minsky, 1975) or a system of related concepts, where understanding any one concept requires comprehending the entire structure it belongs to (C. Fillmore, 1982, p. 111). So, frames are structures of knowledge about specific human experiences.

In the lexical system of a language, a word exists in two forms: as a lexeme (the word in all its meanings and forms) and as a sememe (a lexical-semantic variant of the word). The lexical-semantic variant (sememe) is the basic, minimal unit of the lexical-semantic system functioning in the language. The lexeme is an abstract vocabulary unit, summarizing existing word realizations in a given period. Thus, the semantic structure of a lexeme consists of lexical-semantic variants connected by semantic derivation. The semantic structure of a sememe is a hierarchical arrangement of the smallest meaning components – semes (Cruise, 1986; Cree et al., 1999).

This study emphasizes interpreting LM as an embodiment of human knowledge about the world, reflecting experiences acquired through practice and activity. The lexical meaning of the noun representing the concept CHILD is viewed as a linguistic interpretation of knowledge about the world, encompassing all relevant information (scientific, naive, encyclopedic, etc.) about a particular subject. Linguistic knowledge in a word’s meaning structure is represented

by components discussed further.

According to the frame theory, knowledge about specific human experiences can be organized around particular concepts, containing typical and possible information. These frames are conventional and socially significant, suitable for describing characteristic aspects within a community. Using dictionary definitions, we aim to build a diachronic frame model of the frame concept CHILD (term by M. Minsky, 1975, p. 258) from authoritative British lexicographic sources from the 18th to the 21st centuries. According to M. Minsky (1975; 1979) and Ch. Fillmore (1982; 2006), frames are units organized around specific concepts, containing fundamental, typical, and potential information, suitable for describing characteristic aspects within a community.

This research employs a diachronic approach, analyzing lexical definitions chronologically to identify the content and structure of words during specific periods. This method allows cognitive modelling to demonstrate how the original “material” evolved into the “final” form. F. de Saussure (1959) noted that “synchrony” denotes linguistic facts and phenomena simultaneously, while “diachrony” denotes the historical development of a language. Analyzing dictionary definitions chronologically, the diachronic aspect is apparent in the horizontal analysis (analyzing lexical-semantic variants across centuries), while the synchronic aspect is evident in the vertical analysis (analyzing each variant in dictionaries of the 18th, 19th, 20th, and 21st centuries).

We also apply S.A. Zhabotynska’s (2010) frame modelling methodology. The typology of basic frames includes the Thing Frame, Action Frame, Possession Frame, Identification Frame, and Comparison Frame. These frames contain a limited number of abstract propositional schemas defined by their frames. This analysis constructs a model detailing relationships between elements, identifying fundamental thought categories arranged according to how we perceive experiential aspects (Zhabotynska 2010, p. 80). Frame modelling constructs a model showing relationships between elements, providing a deeper understanding of the concept CHILD within British newspaper discourse from the 18th to the 21st centuries.

By analyzing newspaper discourse as a rich source of cultural insights, we reveal the intricate underlying factors that shape the representation of the concept CHILD. Newspaper discourse offers a window into figurative frameworks

of cultural contexts, as each distinct newspaper “conversation” is embedded within a cultural backdrop, allowing communicators to comprehend direct message content and cultural context frameworks (Bilyk et al., 2022; Velykoroda, 2019). Media discussions should be perceived as elaborate reservoirs of knowledge exchanged within a specific culture, particularly in the English-speaking context (van Dijk, 2002). Newspaper discourse aims to shape public opinion and convey aspects of social reality, consumed by a diverse mass audience, requiring texts understandable to the average reader. Mass media selectively filters events based on certain values, reflecting national-cultural specifics and current contexts, illustrating the concept within newspaper discourse.

### 1.3 Literature review

Our study builds on previous research exploring childhood and children across various disciplines, including media representation. Hestres et al. (2021) analyzed news portrayal of children’s issues, influencing public perception and policy. Atkinson and Gregory (2017) examined Victorian newspapers, revealing historical child welfare perspectives. Elvestad (2019) studied children’s interaction with news media, impacting civic engagement and emotional development. Briggs (1997) highlighted cultural influences on the meaning of childhood. Hickmann (2003) compared children’s discourse across languages. Cook-Gumperz and Kyratzis (2008) reviewed the evolution of child discourse. Clark (1978) discussed early linguistic meaning acquisition. Weist (2002) explored children’s comprehension of temporal and spatial concepts. Ambridge and Lieven (2011) examined theoretical approaches to language acquisition. Schulz (2012) analyzed media discourses on child protection in the context of family and courts. Koziel and Spänberger Weitz (2023) conducted a comparative study of policy documents guiding social work in Sweden and Germany, focusing on children’s participation and perspectives. Tang and Guan (2021) discussed the reportage of left-behind children in China from a critical discourse analysis perspective. Fillol and Pereira (2020) provided a systematic literature review on children, young people, and the news.

## 1.4 State hypothesis

The representation of the concept CHILD in British newspaper discourse from the 18th to the 21st centuries mirrors the evolving societal attitudes, cultural norms, and linguistic practices. Through diachronic analysis of lexical definitions and frame modelling, this study seeks to elucidate how the semantic structure and cultural portrayal of childhood have transformed over time. By examining the material representation of the lexeme CHILD in historical British newspapers, we aim to uncover societal attitudes, cultural norms, and linguistic practices of the past, contributing to contemporary discussions about the role of media in shaping societal perceptions of children. This research enriches the understanding of the historical evolution and cultural context of childhood representation, highlighting the impact of media on public perception and societal constructs. The objective of newspaper discourse is to shape public opinion and convey various facets of social reality. Given that this content is consumed by a diverse mass audience, the texts must be accessible and understandable to the average reader. Mass media play a critical role in selectively filtering events through the lens of particular values, thus reflecting national-cultural specifics and current contexts. This selective representation not only informs but also influences societal attitudes and perceptions (Matiash-Hnediuk et al., 2024). Consequently, newspaper discourse serves as a crucial medium for illustrating and propagating cultural and social concepts, embedding them within the public consciousness.

## 2. Materials and methods

We begin our research by examining the semantic structure of the lexeme CHILD in explanatory dictionaries. The dictionaries used include: *A Dictionary of The English Language in which the Words are deduced from their Originals, explained in their Different Meanings* (1792) (DELW-DOEDM), *A Dictionary of The English Language* (1828) (DEL), *A New English Dictionary on Historical Principles* (Vol. II. C. (1893) (EDHP), *The Concise Oxford Dictionary of Current English* (1974) (CODCE), and *Oxford Dictionaries Online* (2000–2021) (ODO). Modern dictionary definitions have developed over several centuries and reflect the ideology of society, including social, class, caste, and group concepts in different times and places. By using a diachronic

approach and applying dictionaries in chronological order, we could compare their content, analyze definitions, and view them through the lens of extralinguistic changes reflected in these lexicographic works. An inductive approach was used, moving from specific knowledge to general conclusions. We broke down the lexical meaning through component analysis (Katz and Fodor, 1963) into semes, gathering material for further analysis. At the deduction stage, we made generalizations about the lexeme CHILD from the obtained data. To visualize the semantic structure of the noun, we created a table (**Table 1**) allowing us to perform an objective analysis and track changes both synchronically and diachronically. This involved a detailed review of dictionary entries, definitions, illustrative explanations, and the identification and hierarchy of semes, using various shapes of arrows to visualize transitions and changes in the semantic structure of the lexeme CHILD.

Next, we verify the results by examining the semantic structure of the lexeme CHILD in newspaper texts. The study material included British newspaper discourse from the 18th to the 21st century, specifically from the “News” section of the late 18th century to the early 21st century, sourced from the online archives of The British Newspaper Archive, The Times, and The Telegraph.

Altogether, we analyzed 746 excerpts from newspaper articles to examine the semantic evolution of the lexeme CHILD. This includes 46 excerpts from the 18th century, 120 from the 19th century, 290 from the 20th century, and 290 from the 21st century. The variation in the number of excerpts across centuries can be explained by several factors. Newspapers from the 18th and 19th centuries are scanned from original prints, and not all scans from the British Archive are of good quality and readable, limiting the available material. Additionally, the number of newspapers published and preserved differs significantly across these centuries, affecting the quantity of accessible excerpts. Despite these limitations, our corpus provides a representative sample for analyzing the changes in the semantic structure of the lexeme CHILD over time.

Discourse analysis helped narrow the search field to rational parameters and involved extralinguistic components. This method analyzed linguistic units beyond their usual usage by involving a textual corpus that showed the choice and interpretations of these units in the context of extralinguistic

knowledge. Examining newspaper discourse over time allowed us to see which components of the semantic structure became significant, revealing which semes and sememes of the noun's lexical meaning were relevant at a certain period. A detailed analysis of the lexeme CHILD in the textual corpus helped identify components of the lexical meaning not recorded in dictionaries of the corresponding periods. This comparison between lexicographic sources and "live" newspaper discourse enriched our understanding.

Finally, we apply S.A. Zhabotynska's (2010) frame modelling methodology and single out the basic frames and propositional schemas defined by their respective frames. We consider the immediate textual environment of the lexeme CHILD within a given newspaper excerpt and analyze both explicit and implicit objectifications of this concept. This involves tracing the activation and actualization of lexical semantics and sememes within the same excerpt. We break down these elements into the simplest and indivisible components, which we then organize into an event schema through simple, atomic, basic minimal statements. This approach allows us to dissect the way the concept CHILD is framed in various contexts. By examining how the lexeme CHILD and its associated semantics are presented and contextualized, we could uncover underlying cultural and societal attitudes toward childhood. The result is a model detailing the relationships between its elements (Table 2). In detail, this analysis is discussed in the Results and Discussion section.

By following this structured methodological path, each step logically builds on the previous one, contributing to a coherent and comprehensive analysis of the concept "child" in British newspaper discourse. This enhanced approach allows us to reveal the cultural and societal attitudes toward childhood as represented in the media over time.

### 3. Results and discussions

#### 3.1 The change in conceptual content of the lexeme CHILD in diachrony

Examining the definitions of the lexeme CHILD in explanatory dictionaries from the 18th to the 21st centuries shows that its semantic structure has remained mostly unchanged over the last four centuries (Table 1 provides all the definitions). Early dictionaries from the 18th and early

19th centuries, such as DELWDOEDM (1768, 1792) and DEL (1828), define CHILD as "*an infant, or very young person,*" emphasizing the 'infant' component. For example, they might say: "*The last living child of Princess Anne.*" By the late 19th century, NEDHP Vol. II. C. (1893) adds the seme 'foetus,' also seen in early 20th-century definitions like "*unborn or newborn human being*" in CODCE (1974). Dictionary examples include: "*If she bare a male child*" and "*It expelleth the dead child and the after-birth.*" However, this seme disappears in the modern ODO (2021), indicating a focus on 'born human being' in current usage.

NEDHP Vol. II. C. (1893) first introduces 'immature' in a separate sememe: "*a young person of either sex below the age of puberty; a boy or girl*", on the third position. In CODCE (1974), this sememe is partially presented as "*boy or girl*" without directly mentioning 'immature', likely due to its concise nature. The 'immature' seme, though implicit, also appears on the fifth position in NEDHP Vol. II. C. (1893): "*formerly applied to all pupils at school, esp. at charity schools*".

In the modern dictionary, the microsegment 'immature' moves to the first position, and a new component 'juvenile' appears in the definition: "*a young human being below the age of puberty or below the legal age of majority.*" According to ODO (2021), the lexeme CHILD denotes a person who hasn't reached adolescence or legal adulthood. For instance, "*On one occasion, we visited an orphanage, and the youngest child, a 3-year-old, fell asleep on my lap.*" The new seme 'juvenile,' combined with 'infant,' highlights the social aspect of the lexeme CHILD.

On the second position, the sememe "*one in the line of filiation, opposed to the parent*" in DELWDOEDM (1768, 1792) and DEL (1828) emphasizes the 'offspring' meaning, indicating the biological aspect of the lexeme under study. By the end of the 19th century, in NEDHP. Vol. II. C. (1893), this meaning appears on the eighth position, likely due to the historical compilation method of this dictionary. This seme gradually returns to prominence, appearing on the second position in ODO (2021) as "*a son or daughter of any age.*" Illustrations: "*Children obey your fathers and mothers in all things*"; "*I have chosen to stay home to bring up my daughter and any other children I may choose to have.*"

A similar meaning appears on the third position, "*descendants, however remote,*" in the DEL (1828). In the

**Table 1.** The Semantic Structure Dynamics of the Lexeme CHILD.

DefNo	DELWDOEDM, 1768, 1792	DEL, 1828	EDHP, 1893	CODCE, 1974	ODO, 2021
1	an infant, or very young person	an infant, or very young person	the unborn or newly born human being; foetus, infant	unborn or newborn human being	a young human below the age of puberty or below the legal age of majority
2	one in the line of filiation, opposed to the parent	one in the line of filiation, opposed to the parent	<i>spec.</i> a female infant, a girl-baby, <i>dial.</i>	boy or girl	a son or daughter of any age
3	a girl child	descendants, how remote soever	a young person of either sex below the age of puberty; a boy or girl	childish person	an immature or irresponsible person
4	any thing, the product or effect of another	anything, the product of another	<i>transf.</i> one who has the character, manners, or attainments of a child ; a childish person	son or daughter, offspring	a person who has little or no experience in a particular area
5		a noble youth	formerly applied to all pupils, esp. at charity schools	descendant or follower or adherent	<i>archaic</i> the descendants of a family or people.
6			<i>arch.</i> a youth of gentle birth		a person regarded as the product of something
7			<i>obs.</i> a lad or boy in service		
8			the offspring, male or female, of human parents; a son or daughter		
9			descendants; members of the tribe or clan		
10			<i>fig.</i> one of the spiritual or moral progeny; one who inherits his spirit and hands down the tradition		
11			<i>fig.</i> expressing origin, extraction, dependence, attachment, or natural relation to a place, time, event,		
12			<i>fig.</i> that which originates from, or is produced by, something else; the offspring		

chronologically next dictionary, this definition moves to the ninth position. In CODCE (1974), it appears on the fifth position, interacting with the component ‘*adherent*’. This component transitions from the tenth position, “*fig. one of the spiritual or moral progeny of a person; one who inherits his spirit and hands down the tradition,*” in NEDHP. Vol. II. C. (1893). In the modern ODO (2021) dictionary, this sememe remains on the final position, labelled *archaic*, indicating its gradual decline.

We support this view by noting that sememes labelled as *archaic*, *obsolete*, *special*, or *dialectal* are found in later dictionaries. These sememes are marked in gray in the **Ta-**

**ble 1.** The levelling of these sememes proves that dictionary definitions capture the lexeme CHILD in its most widely accepted and used meanings. Stylistic labels mark linguistic and extralinguistic processes, showing how certain sememes lose relevance. Thus, dictionary interpretations are material representations of the language world view, reflecting all known information about the lexeme at a specific stage of societal development.

The fourth sememe “*anything, the product or effect of another*” in the DELWDOEDM (1768, 1792) and DEL (1828) captures the seme ‘*product.*’ The lexeme CHILD was used to denote objects resulting from certain activities.

In all the analyzed dictionaries, this meaning occupies the last positions. The presence of examples and detailed explanations in the NEDHP. Vol. II. C. (1893) and ODO (2021) shows that since the late 19th century, the lexeme CHILD has marked both people and inanimate objects and phenomena that are products, consequences, effects, outcomes, or results of specific actions, phenomena, or people.

Besides the levelling of semes and sememes, new components emerge in the semantic structure of the lexeme CHILD. At the end of the 19th century, the NEDHP. Vol. II. C. (1893) introduces the seme ‘immaturity’ on the fourth position, defined as “one who has the character, manners, or attainments of a child; a childish person,” with the label *transferred sense*, indicating metaphorical use. In the 20th century this sememe rises in importance occupying the third position in the CODCE (1974) and ODO (2021). Examples include: “The French, always treated as children, are, in political matters, children still.”

The early 21st century sees the emergence of a new component ‘incompetent’ indicating an inexperienced person: “a person who has little or no experience in a particular area” in ODO (2021), for example, “he’s a child in financial matters.” The inclusion of this new seme in the dictionary reflects how the object denoted by the lexeme CHILD acquires new characteristics in the minds of users. This change is evident in both the linguistic worldview and dictionary definitions, which in this study are considered as the material embodiment of the linguistic worldview.

### 3.2 The actualization of the concept CHILD in the british newspaper discourse

The analysis of the newspaper discourse from the late 18th century to the early 21st century shows that the usage of the lexeme CHILD matches its definitions in the dictionaries we reference in our research. To support this view, we will now examine this in detail.

The use of the lexeme CHILD in 18th-century newspaper discourse supports the definition in the DELWDOEDM (1768, 1792). In the articles we reviewed, we found the semes ‘infant,’ ‘descendant,’ and ‘progeny.’ Some also suggest the meanings ‘juvenile’ and ‘product.’ We consider the seme ‘product’ implicit, as the definition “anything, the product or effect of another” allows for interpreting the word as the “product” of parents, often seen with words like son, fa-

ther, mother, parents. Here are some illustrations to confirm this:

... charged with infusing arsenic into some drops, with an intent to poison a **child**; about six months old, he had by the daughter of a person, who lived in the neighbourhood; the **child** was under the care of the mother ... (1785, The Times)

On Wednesday last, a poor woman left three **children** in the house; and although she returned in a few minutes, she found the youngest **child**, a girl about eighteen months old, all in flames. (1791, The Times)

At the Clerkenwell Sessions on Saturday, Patrick McCarthy was tried upon an indecent charging him with assaulting Catherine Sullivan, a **child** under the age of nine years, with intent to commit a rape. (1799, The Times)

As we can see, the seme ‘infant’ is actualized through clear indications of age, while ‘descendant,’ ‘progeny,’ and ‘product’ are actualized through the accompanying lexemes mentioned above.

The definitions in the 19th-century dictionary we used for research are similar to those in the 18th-century one. Likewise, newspaper articles from this period align with the dictionary’s interpretation of the lexeme CHILD. For example,

Elizabeth Harvey was capitally indicted on a charge of having murdered, her bastard **child** ... (1801, The Times)

The pannel; about two years ago, bad a natural **child**, a fine boy who lived with his mother. ... This person had been greatly annoyed by the **child** crying during the night, and had repeatedly made his mother threaten to turn their unfortunate lodger out of doors. In order to avert this catastrophe, the poor woman bethought her of giving her **child** laudanum, to induce sleep ... (1811, The Times)

... a very old woman, aged seventy-seven, who for many years has been considered by the superstitious as a witch, was tried for obtaining money of a **child** under the following circumstances (1811, The Times)

From one hovel were withdrawn the father, mother, son, and daughter, dead, an infant **child** had yet survived this horror, though with worms of three to four inches in length crawling in its flesh - the **child** will he saved. Infant **children** who have lost their parents, and wretched parents who have lost their **children** ... (1811, The Times)

...but no tidings could be had of the poor boy for two

days, when the **child's** mother happening to mention the circumstance at a neighbouring public-house ... (1824, The Times)

*Brutal treatment of a **child**. ... a young unmarried woman, named Louisa Darlington was charged with ill-treating her illegitimate **child**, a boy about three or four year of age. ... their attention was attracted to the woman, in Chapel-street, by the screams of the **child**, which she held in her arms. ... but she replied that the **child** was hers, and she would do what she liked with it.* (1849, The Times)

The provided excerpts illustrate the use of the semes 'infant,' 'descendant,' 'progeny,' and 'product.' The basis for identifying these semes is consistent with the criteria we used for the 18th century.

Unlike the first half of the 19th century, the use of the lexeme CHILD in the newspaper discourse of the second half does not fully align with the dictionary definitions from this period (NEDHP. Vol. II. C. (1893)). This is because the dictionary uses historic definitions, some of which are outdated or dialectal. Newspaper discourse reflects current language usage. Thus, in newspapers, we find the semantic components: 'infant,' 'juvenile,' 'progeny,' 'descendant.' Here are some examples:

*Grey suggested the insertion of words providing that the magistrates should not remand a **child** in order that inquiries might be made as to the circumstances of its parents, ... a magistrate would have the power of arbitrarily severing the ties between parent and **child**.* ... (1857, The Times)

*... a middle-aged woman named. Ann Lole, a widow, was brought up, charged with the willful murder of her illegitimate **child** on the 17th of January last. It appeared that the **child** was born on the 20th of December last, and was then remarked to be strong and healthy.* (1862, The Times)

*Two more of the nine unowned infants found on the baby farm at Brixton having died at the Lambeth Workhouse ...the resumed inquest yesterday on the death of Miss Cowan's **child** was extended to admit of these two extra deaths being also inquired into.* ... (1870, The Times)

*In regard to the case of mistaken identity which recently occurred at the North-Western Fever Hospital of the Mletropolitan Asylums Board, whereby a dead **child** was buried by strangers, and another **child**, a living one, presented to the bereaved family as their **child**, ... The **child** Malquin was visited by Mr. Green and other supposed rela-*

*tives.* (1898, The Times)

A distinctive feature of this period, compared to the previous centuries, is the increased frequency of using the core seme, and the seme 'juvenile.' For example, in:

*School **children** and After School Work. The Education Department had asked for information with regard to **children** in full-time attendance at the board's schools, the number of the **children** known to be working for wages after school hours ...* (1898, The Times)

*The parent of every **child** between the ages of 5 and 14 must cause such **child** to receive efficient elementary instruction in reading, writing, and arithmetic.* (1876, The Times)

In the examples provided, because of the direct indication of age, we see that the seme 'juvenile' does not necessarily mean "the unborn or newly born human being; foetus; infant" (NEDHP. Vol. II. C. (1893)). It is interesting that, this seme gets clearly documented in the 21st-century dictionary, so, for over 142 years it was not noted by dictionaries. This shows that lexicographical production often lags behind the actual use of language.

The use of the lexeme CHILD in 20th-century newspaper discourse matches the definitions in the CODCE (1974). We see the same meaning components as before. Here are some excerpts from articles:

*... The parent of every **child** of not less than five nor more than 13 years of age shall cause such **child** to attend school, unless there be a reasonable excuse for non-attendance ...* (1900, The Times)

*An important and tragic result of the recent case of C (the "blood-tie" adoption **child**) is that at the comparatively advanced age of 19 months he lost his known world and people.* (1966, The Times)

*TWO ten-year-old boys accused of abducting and murdering James Bulger and attempting to abduct another **child** were in the secure custody of Sefton borough council ...* (1993, The Times)

The provided examples confirm the updated meanings of 'infant,' 'progeny,' 'descendant,' and 'juvenile' as documented in the dictionary of this period.

In the 21st century, the dictionary entry for the lexeme under study in ODO (2021) shows definitions similar to those from previous centuries, with only minor and non-significant changes in semantic components. This trend is also seen in



the use of the lexeme CHILD in the newspaper discourse of this period. For example:

... *Then Paul Ince was told that he would not start the group nine game and opted to join his wife for the birth of their **child**, who is to be induced today.* (2000, The Times)

... *We are being reminded that **children**, and indeed all of us, should eat five portions of fruit and vegetables every day.* (2000, The Times)

*Many parents worry about the size of their **child's** vocabulary.* (2000, The Times)

*Tina Sjogren remembers exactly where she was when she told her husband, Tom, that she wanted to go to Mars ... Then Tina, one of the first women to ski to the North Pole, started crying like a **child**.* (2021, The Times)

... *Yejide cannot drive the other wife away unless she gets pregnant, and her longing for a **child** becomes frantic. She does manage to produce two **children**, only to see them die of sickle-cell anaemia. ...* (2021, The Times)

So, the semantic structure of the lexeme CHILD in newspaper discourse includes ‘*infant*,’ ‘*progeny*,’ ‘*descendant*,’ ‘*juvenile*,’ and ‘*product*.’ The core component is ‘*infant*,’ as it appears in all analyzed articles. The lexeme under study and its semantic structure seen through dictionaries matches its use in the newspaper discourse. However, there is a discrepancy in the latter half of the 20th century: the sememe ‘*juvenile*’ is evident in newspapers but is only formally defined in dictionaries at the start of the 21st century.

The analysis of how the lexeme CHILD being a material representation of the concept CHILD was used in 18th-century newspaper discourse enabled the identification of fundamental frames and propositions, or, in the terms of S.A. Zhabotynska, event schemas. The graphical representation of the activation of the concept CHILD in British newspaper discourse (**Table 2**) shows it as a holistic structure endowed with qualitative, possessive, and action characteristics.

**The Thing Frame:**

- the qualitative schema SB/STH is SUCH-quality;
- the mode of existence schema SB/STH exists SO-mode of being.

**The Action Frame:**

- the contact schema A SB/STH-agent acts upon SB/STH-patient – the patient does not undergo changes;
- the contact schema B SB/STH-agent/instrument acts

upon SB/STH-affected – the patient undergoes changes;

- the state/process schema SB/STH-agent acts.

**The Possession Frame:**

- the ownership schema SB/STH-owner has SB/STH-owned;
- the inclusion schema (special features correlate with the qualitative schema of the Thing Frame) SB/STH-container has STH-content

The analysis of the newspaper discourse of the 19th century shows the activation of the following basic frames.

**The Thing Frame:**

- the qualitative schema SB/STH is SUCH-quality;
- the mode of existence schema SB/STH exists SO-mode of being

**The Action Frame:**

- the contact schema B SB/STH-agent acts upon SB/STH-patient – the patient undergoes changes;
- the state/process schema SB/STH-agent acts

**The Possession Frame:**

- the ownership schema SB/STH-owner has SB/STH
- the inclusion schema (special features correlate with the qualitative schema of the Thing Frame) SB/STH-owner has STH-content

The analysis of the newspaper discourse of the 20th century shows the activation of the following basic frames.

**The Thing Frame:**

- the qualitative schema SB/STH is SUCH-quality;
- the mode of existence schema SB/STH exists SO-mode of being;
- the locative schema SB/STH is (exists) THERE-place

**The Action Frame:**

- the contact schema B SB/STH-agent acts upon SB/STH-patient – the patient undergoes changes;
- the state/process schema SB/STH-agent acts

**The Possession Frame:**

- the ownership schema SB/STH-owner has SB/STH-owned
- the inclusion schema (special features correlate with the qualitative schema of the Thing Frame) SB/STH-container has STH-content
- the part-whole schema SB/STH-whole has SB/STH-part

The analysis of the newspaper discourse of the 21st century shows the activation of the following basic frames.

**The Thing Frame:**

**Table 2.** Concept CHILD in the British newspaper discourse.

XVIII Century	XIX Century	XX Century	XXI Century
<b>The Thing Frame</b>			
the qualitative schema SB/STH ( <i>child</i> ) is SUCH-quality ( <i>a newborn, male, under the age of nine years, only four years old, their own, the youngest, living</i> );	the qualitative schema SB/STH ( <i>child</i> ) is SUCH-quality ( <i>bastard, one, lying dead, ill, his, natural, infant, illegitimate, child was not much hurt, guilty of vagrancy, was to be remanded to a goal, was born, male, dead</i> );	the qualitative schema SB/STH ( <i>child</i> ) is SUCH-quality ( <i>certain, every, such, Christian, Unitarian, the three-months- old, illegitimate, unborn British, handicapped</i> );	the qualitative schema SB/STH ( <i>child</i> ) is SUCH-quality ( <i>every, each, adolescent, familial, unborn</i> );
<u>the mode of existence schema</u> "SB/STH ( <i>child</i> ) exists SO-mode of being ( <i>under the care of the mother, all in flames</i> ).	the mode of existence schema SB/STH ( <i>child</i> ) exists SO-mode of being ( <i>between parent and child, at present in the custody</i> )	the mode of existence schema SB/STH ( <i>child</i> ) exists SO-mode of being ( <i>is under efficient instruction</i> )	the mode of existence schema SB/STH ( <i>child</i> ) exists SO-mode of being ( <i>fostered</i> )
		the locative schema SB/STH ( <i>child</i> ) is ( <i>exists</i> ) THERE-place ( <i>place for a child</i> )	the locative schema SB/STH ( <i>child</i> ) is ( <i>exists</i> ) THERE-place ( <i>in private registered childcare</i> )
<b>The Action Frame</b>			
<u>the contact schema A</u> "SB/STH-agent ( <i>a person</i> ) acts upon SB/STH-patient ( <i>see the CHILD, take the child</i> ) – the patient does not undergo changes	the contact schema SB/STH-agent ( <i>a person – woman, parents</i> ) acts upon SB/STH-patient ( <i>gave aquafortis, gave laudanum, have lost their children, threw a child, knew about Ms Cowan's child, to vaccinate the child, to educate and adopt</i> ) – the patient undergoes changes	the contact schema SB/STH-agent ( <i>a person</i> ) acts upon SB/STH-patient ( <i>to educate and adopt, shall cause, prevented, be sent</i> ) – the patient undergoes changes	
<u>the contact schema B.</u> SB/STH-agent/instrument ( <i>a person</i> ) acts upon SB/STH-affected ( <i>poison a child, caught the child up</i> ) – the patient undergoes changes;			the contact schema B SB/STH-agent ( <i>a person</i> ) acts upon SB/STH-patient ( <i>is placed, is excluded, damaged, abused, tackles, incites</i> ) – the patient undergoes changes
<u>the state/process schema</u> "SB/STH-agent acts ( <i>fell into the water</i> ).	the state/process schema "SB/STH-agent acts ( <i>terrified, survived</i> )	the state/process schema "SB/STH-agent acts ( <i>to attend school</i> )	the state/process schema SB/STH-agent acts ( <i>wears, behaves, harms</i> )
<b>The Possession Frame</b>			
the ownership schema "SB/STH-owner ( <i>child</i> ) has SB/STH-owned ( <i>grey eyes, very light hair</i> )	the ownership schema "SB/STH-owner ( <i>child</i> ) has SB/STH-owned ( <i>no money, with worms of three to four inches in length crawling in its flesh, child's mother</i> )	the ownership schema SB/STH-owner ( <i>CHILD</i> ) has SB/STH-owned ( <i>homes for CHILD ren</i> )	
<u>the inclusion schema</u> SB/STH-container ( <i>child</i> ) has STH-content– ( <i>evidence of the child</i> )	the inclusion schema SB/STH-owner ( <i>child</i> ) has STH-content – ( <i>the death of the child, money of a child, brutal treatment of a child, screams of the child</i> )	the inclusion schema SB/STH- container ( <i>child</i> ) has STH-content – ( <i>the employment of a child under 12, child welfare, the murder of a child</i> )	the inclusion schema SB/STH-owner ( <i>child</i> ) has STH-content – ( <i>child poverty, child benefit</i> )
		the part-whole schema SB/STH-whole ( <i>child</i> ) has SB/STH-part– ( <i>the body of the child</i> )	the part-whole schema SB/STH-whole ( <i>child</i> ) has SB/STH-part– ( <i>images of children, murder of a child</i> )

- the qualitative schema SB/STH is SUCH-quality;
- the mode of existence schema SB/STH exists SO-mode of being
- the locative schema SB/STH is (exists) THERE-place

**The Action Frame:**

- the contact schema B SB/STH-agent acts upon SB/STH-patient – the patient undergoes changes;
- the state/process schema SB/STH-agent acts

**The Possession Frame:**

- the inclusion schema (special features correlate with the qualitative schema of the Thing Frame) SB/STH-owner has STH-content
- the part-whole schema SB/STH-whole has SB/STH-part.

Thus, the semantic structure of the lexeme CHILD consists of the following components: ‘*person*’, ‘*infant*’, ‘*juvenile*’, ‘*descendant*’, ‘*progeny*’, ‘*immaturity*’, ‘*product*’, ‘*incompetent*’. We consider the seme ‘*person*’ to be the core one and an obligatory component, as it is implicitly or explicitly present in all the analyzed definitions. The semes ‘*de-*

*scendant*’ and ‘*product*’ function as peripheral components, as they do not move from the final positions of dictionary entries over the analyzed four centuries. We classify the seme ‘*juvenile*’ as identifying because it marks the characteristics of the object denoted by the lexeme under study. The differential components ‘*immaturity*’ and ‘*incompetent*’ appear in specific cases of usage and indicate the distinction of objects to which the lexeme CHILD is applied.

The analysis of the dynamic semantic structure of the lexeme CHILD indicates the emergence of new meanings and the loss of existing ones. The levelling and acquisition of certain semantic components reflect changes not only in the semantic structure but also in the conceptual structure: the dynamics of semantic components, sememes, and the content of dictionary definitions. As a result, dictionaries have recorded changes in the lexeme CHILD as a material representative of knowledge about the object it denotes.

Analyzing the previously discussed frame schemes from a diachronic perspective, we can conclude that quality

characteristics of the concept CHILD are permanent. The Thing Frame is consistently present in British newspaper discourse over four centuries. In the 20th century, the locative scheme of this frame appears, highlighting a place considered child-like or meant for a child as a key concept feature.

The levelling of the contact schema A of the Action Frame in the 18th century shows that the dependence on agents (parents, mother, father, woman, etc.) is a characteristic feature which is reflected in newspaper discourse. The part-whole schema of the Possessive Frame in the 20th century shows that a child becomes a part of other objects in reality.

The actualization of the CHILD in British newspaper discourse shows it as a holistic structure with qualitative, locative, possessive, and actional characteristics. The absence of Identification and Comparative frames shows the stability of the concept CHILD in the linguistic worldview. Therefore, changes to the frame schemas over the past four centuries have been minor. This stability could be explained through the lexeme CHILD being a fundamental component of a family.

While this study provides valuable insights, the authors acknowledge several limitations in this study that could affect the interpretation of the findings. The selection criteria for newspaper sources were constrained by the availability of online archives, which may not represent the full spectrum of British newspaper discourse. Additionally, potential biases in historical dictionary definitions reflect the ideologies and societal norms of their respective periods, which could influence the semantic analysis. Methodological limitations, such as the subjective nature of component analysis and frame modeling, may also introduce variability in the results. Recognizing these constraints provides a more nuanced and balanced interpretation of our findings, highlighting areas for future research and improvement.

## 4. Conclusions

Understanding the lexical meaning of a word as a complex structure that reflects organized human knowledge about the world forms the basis of our investigation. In this context, the lexeme CHILD is viewed as a condensed, specific model of human experience. Cognitive-semantic modeling of a fragment of the linguistic worldview is thus a research procedure

aimed at creating a scientific construct that schematically reproduces language's capacity for self-development under the influence of cultural, historical, political, social, and other factors.

The methodology described in this work allowed us to establish dependencies and connections between the dynamics of cognitive-semantic structures, their representation in dictionaries, and their actualization in newspaper discourse. This projection of human knowledge about the world most fully, accurately, and objectively manifests changes and transformations in cultural, ideological, and overall humanistic spheres of human existence. It highlights specific accents and characteristics typical of individual periods in the development of British societal spheres, making the landscape of the British worldview accessible for analysis and illustrating its evolution over time.

The analysis discerned that changes in historical, political, cultural, and social spheres of life are reflected in the structure of the lexical meaning of words. Significant and meaningful transformations in the semantic structure date back to the 20th and 21st centuries, characterized by a pronounced dominance starting from the early 21st century. Definitions from this period underscore anthropocentrism with an emphasis on individualism and subjectivism in dictionary interpretations. The actualization or levelling of certain semes and cognitive schemes are outcomes of these changes. The expansion of knowledge about a particular object or phenomenon inevitably leads to the expansion of the semantic structure, elevating components of meaning into higher hierarchies of semes.

The evolution of dictionary definitions and the lexical meaning of the analyzed nouns reflect these processes, implicitly or explicitly indicating components that actualize anthropocentrism, often individualism and egocentrism. From the 18th to the 21st centuries, it is evident that object and possessive frames quantitatively prevail, indicating the dominance of object categories in the perception and worldview of the linguistic community.

The Action frame follows in frequency of objectification, with its active characteristic actualizing the concept undergoing transformations that adapt to the conditions in which it functions. The cognitive-semantic structure of the word evolves in historical retrospect: meanings appear or disappear, change their positions relative to each other. These

processes indicate that native speakers of a particular language change their perceptions of reality, shift priorities, and modify the assessment of current phenomena. Modelling the conceptual space of the analyzed concept reflects its basic properties such as multidimensionality and dynamism, manifested in the expansion of frames through the addition of schemes, and integrity represented through relationships between components verbalizing basic propositional schemes.

Future research could extend this work by exploring the lexical analysis of related concepts such as YOUTH or ADOLESCENT to provide a more comprehensive view of life stages. Comparative studies with newspaper discourse from other English-speaking countries could uncover cultural and regional differences in the representation of childhood. Employing advanced computational methods like machine learning for semantic analysis could enhance the accuracy and depth of future studies. Additionally, integrating insights from psychology, sociology, and education could enrich our understanding of the media's impact on societal attitudes towards children. These suggestions highlight the ongoing relevance of our work and aim to inspire further scholarly inquiry in related fields, deepening our understanding of the evolving nature of childhood as reflected in language and media.

## Author Contributions

Conceptualization by Iryna Matiiash-Hnediuk and Yuliia Chura; Methodology by Inesa Melnyk; Software by Yuliya Datsko; Validation by Yuliya Datsko, Antonina Devitska, and Yuliia Chura; Formal analysis by Inesa Melnyk; Investigation by Antonina Devitska; Resources by Inesa Melnyk; Data curation by Yuliia Chura; Writing—Original Draft Preparation by Iryna Matiiash-Hnediuk; Writing—Review and Editing by Yuliya Datsko and Antonina Devitska; Visualization by Iryna Matiiash-Hnediuk and Yuliia Chura; Supervision by Iryna Matiiash-Hnediuk; Project Administration by Iryna Matiiash-Hnediuk. All authors have read and agreed to the published version of the manuscript.

## Conflict of Interest

The authors declare no conflict of interests.

## Data Availability Statement

The data that support the findings of this study are openly available in the references section of this article and can be accessed through the links in this section. All relevant data and materials used in this study are included in these sources and are accessible through the provided links. There are no restrictions on access to these data.

## Funding

This research received no external funding.

## References

- A New English Dictionary on Historical Principles, 1893. Volume II: C. Edited by Murray, J.A.H., Bradley, H., Craigie, W.A., et al. Oxford: The Clarendon Press.
- Ambridge, B., Lieven, E., 2011. Child Language Acquisition: Contrasting Theoretical Approaches. Cambridge: Cambridge University Press. pp. 387-426.
- Atkinson, P., Gregory, I.N., 2017. Child Welfare in Victorian Newspapers: Corpus-Based Discourse Analysis. *The Journal of Interdisciplinary History*. 48(2), 159–186. Available online: <https://www.jstor.org/stable/48555706> (accessed on 1 May 2024).
- Bilyk, O., Bylytsia, U., Doichyk, O., et al., 2022. COVID-19 metaphoric blends in media discourse. *Studies about Languages/Kalbu studijos*. 40, 17–33. <https://doi.org/10.5755/j01.sal.1.40.30155>.
- Borer, H., 2005. *Name Only*. Oxford: Oxford University Press.
- Briggs, J., 1997. Mazes of meaning: how a child and a culture create each other. In: Corsaro Miller, W.P.J. (Ed.). *Interpretive Approaches to Children's Socialization*. pp. 25–50. San Francisco: Josey-Bass. <https://doi.org/10.1002/cd.23219925804>.
- British Newspaper Archive. Available online: [http://www.british-newspaperarchive.co.uk/?utm\\_campaign=wb&utm\\_medium=email&utm\\_source=bn&utm\\_content=160603](http://www.british-newspaperarchive.co.uk/?utm_campaign=wb&utm_medium=email&utm_source=bn&utm_content=160603) (accessed on 1 May 2024).
- Brown, S.W., 2008. Polysemy and the mental lexicon. *Colorado Research in Linguistics*. 21, 1–12.
- Cook-Gumperz, J., Kyratzis, A., 2008. Child Discourse. <https://doi.org/10.1002/9780470753460.ch31>. Available online: [https://www.research-gate.net/publication/229800486\\_Mazes\\_of\\_meaning\\_How\\_a\\_child\\_and\\_a\\_culture\\_create\\_each\\_other](https://www.research-gate.net/publication/229800486_Mazes_of_meaning_How_a_child_and_a_culture_create_each_other) (accessed on 5 April 2024).

- Cree, G.S., McRae, K., McNorgan, C., 1999. An attractor model of lexical conceptual processing: simulating semantic priming. *Cognitive Science*. 23 (3), 371–414.
- Cruse, A.D., 2011. *Meaning in Language*. Oxford: Oxford University Press.
- Cruse, D.A., 1986. *Lexical semantics*. Cambridge: Cambridge University Press.
- De Saussure, F., 1959/1986. *Course in general linguistics*. London: Peter Owen.
- Elvestad, E., 2019. News, Children, and Young People. <https://doi.org/10.1093/acrefore/9780190228613.013.851>. Available online: <https://oxfordre.com/communication/display/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-851> (accessed on 5 April 2024).
- Fillmore, C., Atkins, B.T., 1992. Toward a Frame-based Lexicon: The semantics of RISK and its neighbours. In: Lehrer, A., Kittay, E. (Eds.). *Frames, fields and contrasts: New essays in semantic and lexical organization*. Hillsdale: Erlbaum. pp. 75–102.
- Fillmore, C., Baker, C., 2010. A frame approach to semantic analysis. In: Heine, B., Narrog, H. (Eds.). *The Oxford handbook of linguistic analysis*. Oxford: Oxford University Press. pp. 313–340.
- Fillmore, C., 1977. Topics in Lexical Semantics. In: Cole, P. (Ed.). *Current Issues in linguistic theory*. Bloomington: Indiana University Press. pp. 76–136.
- Fillmore, C., 1982. Frame Semantics. In: *Linguistic Society of Korea (Ed.). Linguistics in the Morning Calm*. Seoul: Hanshin. pp. 111–138.
- Fillmore, C., 2006. Frame semantics. In: Geeraerts, D. (Ed.). *Cognitive Linguistics: basic readings*. Berlin: Mouton de Gruyter. pp. 373–400.
- Fillol, J., Pereira, S., 2020. Children, young people and the news: a systematic literature review based on Communication Abstracts. *Comunicação e sociedade*. 37. Available online: <http://journals.openedition.org/cs/2696> (accessed on 18 June 2024).
- Fodor, J., Lepore, E., 1999. Impossible words? *Linguistic Inquiry*. 30, 445–453.
- Fowler, H.W., Fowler, F.G., 1974. *The Concise Oxford Dictionary of Current English*. Oxford: The Clarendon Press.
- Hestres, L., Rochman, A., Busso, K., et al., 2021. How Are Children’s Issues Portrayed in the News? A Media Content Analysis. Washington, DC: FrameWorks Institute. Available online: <https://www.frameworksinstitute.org/wp-content/uploads/2021/11/LeadingforKids-MCA.pdf> (accessed on 10 April 2024).
- Hickmann, M., 2003. *Children’s discourse. Person, space and time across languages*. Cambridge university press. Available online: <https://cat.dir.loc.gov/catdir/samples/cam041/2002073441.pdf>.
- Humboldt, von W., 1848. *Wilhelm von Humboldt’s Gesammelte Werke*. Brandes, Berlin: G. Reimer. Volume 06. Available online: <https://archive.org/details/wilhelmvonhumbol06humb/page/n3/mode/2up> (accessed on 18 March 2024).
- Johnson, S., 1768. *A Dictionary of The English Language in which the Words are Deduced from their Originals, explained in their Different Meanings*. Dublin: printed by W. G. Jones.
- Johnson, S., 1792. *A Dictionary of The English Language in which the Words are deduced from their Originals, explained in their Different Meanings*. London.
- Johnson, S., 1828. *A Dictionary of The English Language*. London.
- Katz, J., Fodor, J., 1963. The Structure of a Semantic Theory. *Language*. 39/2. 170–210.
- Koziel, S., Spånberger Weitz, Y., 2023. Discourses about children’s participation and child perspective: A comparative study of the policy documents that guide social work in Sweden and Germany. In *Baltic Worlds*. Volume XVI(1–2), pp. 90–105. Available online: [https://balticworlds.com/wpcontent/uploads/2023/06/BW\\_2023\\_90-105\\_KOZIEL\\_SPA%E2%95%A0%C3%A8NBERGER.pdf](https://balticworlds.com/wpcontent/uploads/2023/06/BW_2023_90-105_KOZIEL_SPA%E2%95%A0%C3%A8NBERGER.pdf) (accessed on 2 April 2024).
- Lehrer, A., 1974. *Semantic fields and lexical structure*. Amsterdam: North Holland.
- Matiash-Hnediuk, I., Soloviova, T., Bilianska, I., et al., 2024. Conceptualizing parenthood: American newspaper discourse analysis. *Forum for Linguistic Studies*, 6(1): 1987. <https://doi.org/10.59400/fls.v6i1.1987>. Available online: <https://fls.acadpub.com/index.php/FLS/article/view/1987/1096> (accessed on 2 April 2024).
- Minsky, M., 1975. A Framework for Representing Knowledge. In: Winston, P.H. (Ed.). *The Psychology of Computer Vision*. New York: McGraw Hill. pp. 211–277.
- Minsky, M., 1979. The Society Theory of Thinking. In: Winston, P., Brown, R. (Eds.). *Artificial Intelligence, an MIT Perspective*. Cambridge: MIT Press. pp. 421–450.
- Njuguna, J., 2020. *Media and Its Role in Protecting the Rights of Children in Africa*. <https://doi.org/10.4018/978-1-7998-0329-4.ch006>.
- Oxford English Dictionary Online. Available online: <https://en.oxforddictionaries.com/definition/child> (accessed on 3 March 2024).

- Schulz, P.D., 2012. Opinion, Family, Courts and Media Discourses: The Contested Spaces of Time, and the Politics of the Protection of Children. *Children Australia*. 37(4), 142–150. <https://doi.org/10.1017/cha.2012.35>.
- Sinclair, A.R., Jarvella, J., Levelt, J.M., 1978. *The Child's Conception of Language*. Berlin/Heidelberg and New York: Springer-Verlag. Available online: [https://pure.mpg.de/rest/items/item\\_61336\\_9/component/file\\_468242/content](https://pure.mpg.de/rest/items/item_61336_9/component/file_468242/content) (accessed on 28 May 2024).
- Talaat, N., 2020. Won't somebody please think of the children? Media@LSE, London School of Economics and Political Science ("LSE"), Houghton Street, London. Available online: <https://www.lse.ac.uk/media-and-communications/assets/documents/research/msc-dissertations/2019/Talaat.pdf> (accessed on 2 April 2024).
- Tang, W., Guan, B., 2021. Discussion on the Reportage of Left-behind Children from the Perspective of Critical Discourse Analysis: A Case Study of China Daily. *Advances in Social Science, Education and Humanities Research*. 575, 161–166. Available online: [https://www.researchgate.net/publication/354647266\\_Discussion\\_on\\_the\\_Reportage\\_of\\_Left-behind\\_Children\\_from\\_the\\_Perspective\\_of\\_Critical\\_Discourse\\_Analysis\\_A\\_Case\\_Study\\_of\\_China\\_Daily](https://www.researchgate.net/publication/354647266_Discussion_on_the_Reportage_of_Left-behind_Children_from_the_Perspective_of_Critical_Discourse_Analysis_A_Case_Study_of_China_Daily) (accessed on 3 June 2024).
- The Telegraph Archive. Available online: <http://www.telegraph.co.uk/archive/> (accessed on 3 March 2024).
- The Times Digital Archive. Available online: <http://www.thetimes.co.uk/archive/> (accessed on 3 March 2024).
- van Dijk, T., 2002. Discourse, ideology and context. *Journal of Asian Economics*. 35, 11–40. <https://doi.org/10.1515/flin.2001.35.1-2.11>.
- Velykoroda, Y., 2019. Conceptual metaphorization through precedent-related phenomena in media discourse. *Studies about Languages/Kalbų studijos*. 34, 132–145. <https://doi.org/10.5755/j01.sal.34.0-22088>.
- Weist, R.M., 2002. Temporal and spatial concepts in child language: conventional and configurational. *Journal of Psycholinguistic Research*. 31(3), 195–210. <https://doi.org/10.1023/a:1015522711549>.
- Wierzbicka, A., 1992. *Semantics, Culture, and Cognition: Human concepts in Culture-Specific Configurations*. New York: Oxford University Press.
- Zhabotynska, S., 2010. Principles of building conceptual models for thesaurus dictionaries. *Cognition, communication, discourse. International Online journal*. 1, 75–92. Available online: <http://sites.google.com/site/cognitiondiscourse/-vypusk-no1-2010> (accessed on 18 March 2024).