Białystok 2022

BOOK OF ABSTRACTS

15th Researching and Applying Metaphor Conference

The Social Impact of Metaphor

21-24 September 2022

University of Białystok

Poland

UNIVERSITAS BIALOSTOCENSIS · 1997

Wydział Filologiczny

UNIWERSYTET W BIAŁYMSTOKU

RaAM
Researching & Applying Metaphor
www.raam.org.uk

Białystok 2022

RaAM15 Local Organizing Committee

Centre for Linguistic Studies
Faculty of Philology
University of Białystok, Poland

Justyna Wawrzyniuk
Daniel Karczewski
Paweł Dziedziul
Martyna Awier
Patrycja Kownacka
Tomasz Michta
Beata Piecychna
Agata Rozumko
Marcin Trojszczak
Edyta Wajda

TABLE OF
CONTENTS

Białystok **2022**

PROGRAM COMMITTEE

PLENARY LECTURES

KATHLEEN AHRENS
Taking strength from the source and breaking barriers

CHRISTIAN BURGERS
Social impact of figurative framing

VERONIKA KOLLER
Revisiting metaphors for migration: a critical perspective

SUSAN LEE NACEY
The superpowers of metaphor researchers

THEME SESSION

METAPHOR AS A BYPRODUCT OF VOICE MARKERS: A CROSS-CULTURAL PERSPECTIVE FROM THE AUSTRONESIAN LANGUAGES

SIAW-FONG CHUNG
Metaphorical mechanisms of the suffix -an in Malaysian Standard Malay

RIK DE BUSSER
The abstraction of space in Central Bunun locative nominalization

FUHUI HSIEH
Time-Space-Event metaphors in Formosan Languages: Another look on intercultural communication

THEME SESSION

CONCEPTUAL LEVELS IN METAPHOR

YI-HSUAN FU
The Conventional Metaphors of Body Parts in Arabic: Sinn 'tooth' and Yad 'hand'

CHIA-RUNG LU
Web surfing and Buddha-like: two conceptual levels of metaphorical extension in Chinese

SUET-CHING SOON
PATH Metaphors in Chinese Adverb daodi

SHU-PING GONG, YA-CHU CHUNG
Linguistic Constraints in Fictive Motion Sentences in Mandarin Chinese: The Travellability of Figures and Shape Manner in Motions

THEME SESSION

METAPHORICAL STRUCTURING IN CRITICAL GLOBAL ISSUES

HANA GUSTAFSSON, ROSANA FERRARETO
Conceptualizing COVID-19 response as a cybersecurity response: metaphorical conceptual integration across disciplines

REBECCA LEE
Conflicting Spatial Metaphors in Racism Discourse

LAURA MICHAELIS
Hitting the Pipe: Drug Addiction and other Metaphors of Fossil Fuel Supply and Demand

Cameron Mozafari

Carbon Compounds and The Need for Climate Neologisms

Sofia Moratti

Contemporary Fairy Tales: Narrating Women Academics Through Metaphors

Parallel sessions papers

Ludmilla A'Beckett

Discourse metaphors of the Russo-Ukrainian war: Framing a new experience through concepts of WW2

Špela Antloga

Figurative language in conversational humor

Yuichi Asai

Fijian Metaphors as a Local Environmental Knowledge

Anaïs Augé

"COVID-19 is the Earth's vaccine": Are environmental metaphors controversial?

Anaïs Augé

France's 'Phoney war': National implications of a political metaphor

Réka Benczes, Lilla Petronella Szabó

It's showtime: DEMOCRACY AS ENTERTAINMENT in present-day Hungarian political communication

Mostafa Boieblan

A context-based synesthetic metaphor: insights from music education discourse

Pernille Bogø Jørgensen

'Menopause puts a strain on relationships': Metaphor scenarios in discourses on menopause

Marianna Bolognesi, Francesca Citron, Francesca Strik Lievers

Visual and linguistic synaesthetic metaphors in print advertising: an experimental study

Nynke Bos, Anke Oerlemans, Gudrun Reijnierse, Lisa Vandenberg and Marlies Hulscher

"Mapping" knowledge dissemination: Metaphors in scientific and journalistic discourse about immunotherapy

Celeste Browning, Elise Stickles

Microvariation in Inner Circle Englishes: COVID-19 Metaphors in Canadian and American English

Britta Brugman, Christian Burgers, Camiel Beukeboom

Persuasive Effects of Humorous Figurative Frames in Satirical News

Ludovica Cerini, Alessandro Lenci

What metaphors can tell us about the future. Explaining innovations through metaphorical mappings

Sami Chatti

Military Framing of Covid-19

Jieyu Chen, Kathleen Ahrens, Chu-Ren Huang

The Gain- and Loss-framed JOURNEY to Legitimacy

Joanna Zhuoan Chen, Kathleen Ahrens

It is a prestigious sanctuary: A corpus-based study of metaphor and hyperbole in luxury hotel websites

Ben Clarke, John Currie

A tools-based approach for improving metaphor classification: The role of re-expression tests in analysing whether climate change is really conflict in a corpus of UK parliamentary data

HERBERT COLSTON
Why Metaphor is Dripping with Social: From Relevance, through Battling Covid, to Love

THOMAI DALPANAGIOTI
Figurative Fluidic Motion Patterns in English and Modern Greek: A Contrastive Analysis of 'run' and 'τρέχω'

SARAH DANIEL
Students vs Machines: How translation students and Machine Translation engines treat metaphor and which translation strategies are most effective

LAURENCE DE BACKER
Metaphorically framing popular dimensions of the migration debate in the news. A variationist, corpus-based discourse analysis of El Diario's coverage of the DACA-question.

ALICE DEIGNAN, ELENA SEMINO
Metaphorical and literal word uses in educational texts

DALBY DIENSTBACH
Literally on the web: evidence of metaphoricity activation on social media

JANE DILKES
I feel like a robot literally: the specific role of metaphor in a depersonalization community

LETTIE DORST, ANKE OERLEMANS, GERT OLTHUIS AND MARJAN KNIPPENBERG
Dementia and epistemic injustice: Understanding the metaphors for dementia used by migrant and ethnic minority groups in the Netherlands

TOMASZ DYRMO
How KNOWING IS SEEING in gesture: A case of objectification in coming out narratives

MARKUS EGG
Metaphor variation across registers in German

DĀVIS EŅĢELIS
Metaphors in the Soviet-Latvian and Diaspora-Latvian musical thought. A comparative analysis

RAJAB ESFANDIARI, GHASEM VADIPOUR
Using Conceptual Metaphor to Resolve the English Language Writing Challenges

IVAN DOLPH FABREGAS
Pagtan-aw: Features of a Bantoanon Worldview as Constructed in Metaphors in Ásì Poetry from 1916 to 2004

JENNIFER FOLEY, LAURA HIDALGO-DOWNING
"Instagram is a ridiculous lie factory": Creative and evaluative metaphors in discourse on social media and mental health.

SAMANTHA FORD, YUE GUAN
Making cross-cultural meaning in educational smartphone app icons: metonymies and metaphors

MARIA HELENA C. GABRIEL, L. DAVID RITCHIE, ANA C. PELOSI
VIOLENCE in Fortaleza, Brazil: the Reality and the Metaphor

DOROTA GASKINS, MARIANNA FALCONE, GABRIELLA RUNDBLAD
A usage-based approach to metaphor identification in child speech

RAYMOND GIBBS
How We Resist Metaphors

CAROLINE GIRARDI FERRARI, MAITY SIQUEIRA
Where there's a proverb, there's a conceptual mapping

ALEKSANDER GOMOLA
Clerical pedophilia and "The Church is a flock" conceptual metaphor – how they are related

BARRY GROSSMAN
COVID-19, Self-volition and the English reflexive construction get + x-self

HSIAO-LING HSU, HUEI-LING LAI, JYI-SHANE LIU
Metaphor of DEMOCRACY and democratization in Taiwanese political discourse

ASHLEIGH HUME, STEPHEN SKALICKY
Give Nothing to Satire: Kiwis and Inward Facing Satire

ANASTASIJA JAGAFAROVA
Metaphoric anaphora resolution by L2 learners of Spanish: evidence from eye tracking

KÄTLIN JÄRVE
Metaphors in European multilingual terminology: a case study of three topical terms

ANNA JELEC, IZABELA KRAŚNICKA
Where is the metaphor in metaphorical gestures?

KONRAD JUSZCZYK, BARBARA KONAT, MAŁGORZATA FABISZAK
Emotional appeal and metaphors in political argumentation

SACHI KATO, REI KIKUCHI, MASAYUKI ASAHARA
Figurative Expression Information Database on `Balanced Corpus of Contemporary Written Japanese'

KAMIL KOPACEWICZ, TYMOTEUSZ KRUMHOLC
Figurative language on dating apps: hetero- and non-heteronormative men of Tinder

TINA KRENNMAYR, FIONA MACARTHUR, SUSAN NACEY
UNDERSTANDING IS SEEING in business seminars

SCHUYLER LAPARLE, ELISE STICKLES, EVE SWEETSER AND BRYCE WALLACE
Moral framing and pandemic metaphors

HONGYING LI
Women as ANIMAL and FOOD in the Spanish version of the Chinese novel La Fortaleza Asediada - a discourse-based approach to metaphor and its translation

JEANNETTE LITTLEMORE, SARAH TURNER
Metaphor and Evaluation in Conversations about Work

YUFENG LIU
The US-China battle over Coronavirus in the news media: Metaphor transfer as a representation of stance mediation

REYES LLOPIS-GARCÍA, LAURA FILARDO-LLAMAS, INÉS OLZA AND IRAIDE IBARRETXE-ANTUÑANO
The soundtrack of the pandemic. A qualitative approach to metaphorical construals of the pandemic in songs from 2020

REYES LLOPIS-GARCÍA, BEATRIZ MARTÍN-GASCÓN, IRENE ALONSO-APARICIO
The Social Impact of Metaphorical L2 Instruction: New Avenues for Empirical Research

XIAOLONG LU
Sociocognitive Approach to the Study of Predicative Possession in Malwai Punjabi

MICHELE MANNONI
I'll meet you at the rainbow bridge'. Pet loss metaphors

MICHELE MANNONI
The word, the character, the character component, or the variant? Methodological issues in identifying linguistic metaphors in (legal) Chinese

LOLA MARINATO, GIUDITTA CALIENDO, MAARTEN LEMMENS
Sharing grief through metaphors: A study on French narratives of perinatal loss

MARTA MARTÍN GILETE
Exploring metaphor use in metaphor-mediated instruction

MARTA MARTÍN GILETE, IRENE CASTELLANO RISCO, ALBERTO HIJAZO GASCÓN AND IRAIDE IBARRETXE-ANTUÑANO
Metaphor in EMI discourse: Exploring motion events in academic talk

SHREYA MUDGIL
Beauty and Love: Sample survey based analysis of metaphors in Bollywood

MARÍA MUELAS-GIL, MANUELA ROMANO MOZO
Metaphor in anti-violence campaigns: an analysis of November 25th posters in Spain

SUSAN NACEY
Development of metaphorical production in learner language: A longitudinal perspective

ELENA NEGREA-BUSUIOC, DIANA SIMION, GEORGIANA UDREA
The heart is a pump but also a dollhouse, a four-door car or a ship: Metaphors that young students create on the fly to understand and explain core scientific concepts in biology

ELENA NEGREA-BUSUIOC
Vaccine as a cheat sheet: The power of metaphor to build and undermine pandemic-related arguments on Facebook

ANDREW NSIRIM
Historical Formation of the Nègre Concept: A Vector Semantics Approach to Mapping Diachronic Metaphor Use in French Racial Description, 1666-1789

NIAMH ANNA O'DOWD
Plastic hearts: The emotional and framing effects of multimodal metaphor in non-commercial campaigns about ocean plastic

DAVID O'REILLY, CARINA RASSE
Confidence and the role of the first language in second language idiom comprehension: Do learners know what they think they know?

EDWIN CHRIS ODHIAMBO
Metaphoric Framing and Meaning Retrieval: Conceptualizing Political Leaders in Kenya during the Building Bridges Initiative Constitutional Reform Debate

YUICHIRO OGAMI
On the Japanese idiomatic expressions representing interpersonal behavior in terms of activities associated with the buttocks

KIMBERLEY PAGER-MCCLYMONT
Pathetic fallacy as a conceptual metaphor: expressing emotions through colour tones.

KIMBERLEY PAGER-MCCLYMONT, FRANSINA STRADLING
The Role of Pathetic Fallacy in Triggering Narrative Empathy

ELINA PALIICHUK
A Spiderweb of Human Trafficking: Dimensions and Perceptions

SILVIA PETERSSEN, AUGUSTO SOARES DA SILVA
Polarising metaphors in the Venezuelan Presidential Crisis

ANA M. PIQUER-PÍRIZ, LAURA V. FIELDEN-BURNS

Alignment, pronoun shifts and role-play: Layers of personification in the English as a Medium of Instruction classroom

ANA M. PIQUER-PÍRIZ

Bringing Cognitive Linguistics into real L2 classrooms

NELE PÕLDVERE, LJILJANA SARIC

A study of metaphorical cues of deception in fake news

HAN QIU, DENNIS TAY

The interaction between metaphor use and psychometric variables: a case study of trauma metaphors about the 2019-2020 Hong Kong social unrest

FLORENCIA REALI, LUCIEN AVELLANEDA

War metaphors in feminist discourse

NICK REID, RANDALL JAMIESON

A computational account of the conceptual metaphor false memory effect

PETER RICHARDSON, CHARLES M. MUELLER

Personification as a Metaphor for Teleological Reasoning in Buddhist and Christian Texts

DAVID RITCHIE

Metaphors, deliberate and not-so-deliberate

MANUELA ROMANO

Metaphor for social transformation: The WOLFPACK case

MACIEJ ROSIŃSKI

Ecological impacts, natural resources and moral accounting: Footprint metaphors in Polish online press

JULIETTE RUTHERFORD, KHADIDJA MERAKCHI, SUI HE

Emphasising metaphor literacy in translator training: a case study of a metaphor translation workshop

SERGIO SÁNCHEZ PADILLA

Alternative metaphors, radial networks, and conceptual prototypes for the teaching and learning of so-called "present perfect" in the instruction of English as a foreign language.

ELENA SEMINO, STEPHEN FLUSBERG, ALISON MACKEY

Investigating framing effects of metaphors for vaccinations

FRANCESCA LUISA SERACINI, HANEM EL-FARAHATY, ŁUCJA BIEL

Metaphors of fundamental rights in constitutions: a cross-cultural perspective

INESA ŠEŠKAUSKIENĖ, JURGA CIBULSKIENĖ, VIRGINIJA MASIULIONYTĖ

Irony in public discourse. The Belarusian crisis from different perspectives

KAZUKO SHINOHARA, RYOKO UNO, YOSHIHIRO MATSUNAKA

What students EAT at school: Colloquial metaphors about criticism and punishments

MARK SHUTTLEWORTH, ALICE DEIGNAN, SUM WONG

Using Keyness to Identify Metaphor-rich Popular Science Articles: an Experiment in Corpus Construction

JOSIE SIMAN

How do conceptual metaphors constraint (novel) metaphors' paraphrases?

QIJUN SONG

(De-)metaphorizing Gene: Framing Chinese Political Discourse in a Post-truth Arena

Yin Zhong, Yi Deng, Kathleen Ahrens

Talking About Infertility and its Treatment: (Dis)empowerment of Metaphors in Online Communication

Posters

Godswill Chigbu

Beyond WAR Framing of COVID-19 pandemic in crisis communication in Sub-Saharan Africa

Jie Fu

The conceptualization of aphasia: metaphor framing in discourse

Ljubica Leone

Metaphorical representations of climate change in The Sun newspaper: a short-term diachronic study (1998-2021)

Julia Ostanina-Olszewska, Aleksandra Majdzińska-Koczorowicz

Memes' processing in the light of the Multimodal Metaphor and Conceptual Blending Theory

Alena Revutskaya

Metaphorical Conceptualization of Homeland in Maria Pawlikowska-Jasnorzewska Last Years' Poetry and its Translations by David Samoylov

Eva Katalin Varga, Katalin Fogarasi

Metaphors in German and Russian radiographic descriptions of lung alterations caused by COVID-19

Gloria Zanella

Popular science genre and Astrophysics

Work in progress

Vinícius da Rosa da Silva Tavares

"This represents Brazil better than samba and soccer": how Brazilians frame Brazil

Caroline Girardi Ferrari

Adaptation of a Brazilian Portuguese figurative language comprehension test to the English language

Isabelle Linden, Bruno Dumas, Anne-Sophie Collard and Anne Wallemacq

Exploration of Visual Support for the Interpretation of Metaphor : illustration of the Living Metaphor of Robots.

Yufeng Liu

Ideology and evaluation: Metaphorical (re)framing in translated COVID-19 news discourse in China, the US and the UK

Ting Ma

Chinese English-as-a-Foreign-Language Learners' Metaphor Awareness and Metaphor Use in Writing

N.J. Obihara, W.G. Reijnierse, M.W.J. Stommel, B. Bendermacher, J.W. Lardenoije, W.P.M.S. Spooren

Towards shared understanding: The impact of 'mediphors' in doctor-patient

Gina Scarpete Walters

Metaphorical conceptualizations of heart in the languages of the Balkans. Case study: the Romanian heart

Program Committee

Kathleen Ahrens – The Hong Kong Polytechnic University

Angeliki Athanasiadou – Aristotle University of Thessaloniki

Antonio Barcelona – University of Córdoba

Ksenija Bogetić – University of Belgrade

Marianna Bolognesi – University of Bologna

Christian Burgers – University of Amsterdam

Jonathan Charteris-Black – University of West of England

Jurga Cibulskienė – Vilnius University

Alan Cienki – Vrije Universiteit Amsterdam

Allison Creed – University of Melbourne

Alice Deignan – University of Leeds

Zsófia Demjén – University College London

Kristina Despot – Institute of Croatian Language and Linguistics

Lettie Dorst – Leiden University

Malgorzata Fabiszak – Adam Mickiewicz University

Charles Forceville – University of Amsterdam

Raymond W. Gibbs – Cognitive Scientist and Independent Scholar

Dedre Gentner – Northwestern University

Elżbieta Górska – University of Warsaw

Iraide Ibarretxe-Antuñano – University of Zaragoza

Albert Katz – The University of Western Ontario

Veronika Koller – Lancaster University

Jeannette Littlemore – University of Birmingham

Andreas Musolff – University of East Anglia

Susan Nacey – Inland Norway University of Applied Sciences

Ignasi Navarro i Ferrando – Universitat Jaume I

David O'Reilly – The University of York

Paula Pérez-Sobrino – University of la Rioja

Julien Perrez – University of Liège

Ana María Piquer-Píriz – University of Extremadura

Gudrun Reijnierse – Radboud University

David Ritchie – Portland State University

Francisco Ruiz de Mendoza – University of La Rioja

Elena Semino – Lancaster University

Inesa Šeškauskienė – Vilnius University

Mark Shuttleworth – Hong Kong Baptist University

Dennis Tay – The Hong Kong Polytechnic University

Paul Thibodeau – Oberlin College

Ning Yu – Pennsylvania State University

Jordan Zlatev – Lund University

PLENARY LECTURES

Taking strength from the source and breaking barriers

Kathleen Ahrens

The Hong Kong Polytechnic University, Hong Kong

In the workplace and the political arena, women, but not men, still face metaphorical glass ceilings and, more recently, glass cliffs. These metaphors refer to women having difficulty advancing in their professional roles. But what about the quotidian metaphors that rely on the WAR or PLANT source domain? Are there gendered associations for these source domains as well? This talk will examine this question, drawing upon recent work that uses ontologies and collocational patterns to determine source domain usage (Ahrens & Jiang 2020). In addition, I will look at the metaphorical choices made by women in politics, with a focus on exploring how expectations regarding these gender associations for metaphors are used by women to position themselves in various leadership roles.

Social impact of figurative framing

Christian Burgers

University of Amsterdam, the Netherlands

In many situations, figurative devices (e.g., metaphor, hyperbole, irony) can serve as frames by presenting a certain perspective on a particular issue. In this talk, I will combine insights from metaphor studies with theories and approaches from communication science. I will give an overview of recent research from my group on the use and effects of such figurative frames across discourse domains and in special settings (e.g., satirical news). These studies reveal that figurative frames may have differential effects: some figuative frames can be highly impactful, others may fizzle out, and a third group of frames may even backfire and have an opposite effect to its sender's intention. This indicates heterogeneity between frames and effects.

Thus, rather than asking *whether* figurative frames are effective, I propose that we should focus on the question *which* figurative frames are effective for *whom* under *which conditions* and *when*. By presenting such boundary conditions, we can further specify the social impact of figurative frames.

TOP

Revisiting metaphors for migration: a critical perspective

Veronika Koller

Lancaster University, UK

In this talk, I revisit a classical concern in critical metaphor analysis: the representation of refugees in public discourse. This topic has recently gained currency due to the 2015 European migrant crisis as well as the war in Ukraine and the subsequent movement of people to Western Europe. What makes this particular migration different from other cases is the overwhelmingly positive attitude of the Western public, press and politicians towards the refugees. The question I seek to answer is whether a sympathetic attitude to refugees is reflected in different metaphors than the ones recorded in the literature and how we can account for any differences or similarities.

The metaphoric representation of refugees and other migrants has been well researched, both in relatively recent (Charteris-Black 2006) and in historical discourses (Taylor 2021). Thus, we know that metaphors of invasion have been used alongside dehumanising metaphors of water, animals and objects over time, and that other metaphors, e.g. of immigrants as guests, have been employed less persistently. Previous work has also shown the ideological functions of such metaphors in public discourse (Cap 2019) and demonstrated their effects on audiences (Hart 2021).

The empirical part of the talk consists of a cross-genre study of political speeches, news coverage and statements by charities in the UK, which develops my previous work combining corpus-assisted methods such as semantic domain analysis (Koller et al. 2008) with manual analysis of metaphor scenarios (Koller and Ryan 2019; cf. Musolff 2006). Based on systemic-functional linguistics, I operationalise metaphor scenarios to include obligatory participants and processes, along with optional circumstances, evaluation and modality. Not all of these five elements are always present in a given scenario, and some of them may be realised in literal terms. A special focus will be on the lexical encoding of emotions, to see if the discourse promotes empathy with refugees from Ukraine as an affiliated rather than an out-group. The results will be compared against findings from previous studies about metaphors for refugees in relevant genres, to highlight trends in public opinion in the face of conflict.

The talk makes two contributions to critical metaphor analysis: in theoretical terms, it problematises the ideological square (van Dijk 1998) of positive self and negative other representation, while methodologically, it presents a systematic approach to metaphor scenarios. In doing so, it further promotes the study of metaphor in discourse.

References

Cap, P. (2019). Britain is full to bursting point! Immigration themes in the Brexit discourse of the UK Independence Party. In V. Koller, S. Kopf & M. Miglbauer (eds), *Discourses of Brexit* (pp. 69–85). Routledge.

Charteris-Black, J. (2006). Britain as a container: Immigration metaphors in the 2005 election campaign. *Discourse & Society, 17*(5), 563-581.

Hart, C. (2021). Animals vs. armies: resistance to extreme metaphors in anti-immigration discourse. *Journal of Language and Politics*, *20*(2), 226-253.

Koller, V., Hardie, A., Rayson, P., & Semino, E. (2008). Using a semantic annotation tool for the analysis of metaphor in discourse. *Metaphorik. de*, *15*(1), 141-160.

Koller, V., & Ryan, J. (2019). A nation divided: Metaphors and scenarios in the media coverage of the 2016 British EU referendum. In Hart, C. (ed.) *Cognitive Linguistic Approaches to Text and Discourse: From poetics to politics* (pp. 131-156). Edinburgh University Press.

Musolff, A. (2006). Metaphor scenarios in public discourse. *Metaphor and Symbol*, *21*(1), 23-38.

van Dijk, T. (1998). Ideology: A multidisciplinary approach. Sage.

Taylor, C. (2021). Metaphors of migration over time. *Discourse & Society*, *32*(4), 463-481.

The superpowers of metaphor researchers

Susan Lee Nacey

Inland Norway University of Applied Sciences, Norway

That metaphor is all around us may be no secret to RaAM conference delegates, but may surprise others. In this plenary talk, I will show how our knowledge about and awareness of metaphor gives us 'superpowers' that enable us to contribute in different ways to a wide variety of disciplines as well as to communicate with different stakeholders. To do so, I will focus on the inspiration for some of the different metaphor projects and publications I have worked on in the past two decades: the backstory leading to publications ranging from blog posts related to current events to scientific publications about learner language and other topics. This talk is especially intended to give early career researchers an idea of what they have let themselves in for, together with what they may have in store in their futures. The talk may also provide motivation for more experienced metaphor researchers to contribute with their perspectives and reflections about the various research paths open to metaphor scholars.

TOP

Metaphorical mechanisms of the suffix -an in Malaysian Standard Malay

Siaw-Fong Chung
National Chengchi University, Taiwan

Malay is a language rich in morphemes with multiple functions. Foley (1974: 29; cited in Benjamin 2009: 308) stated that "one of the striking features of Malay morphology is the confusion in the usage of morphemes, so that many have a patch quilt of multiple uses." Yet what was seldom mentioned in past research is that after a morpheme is added to a stem, the new word can still have a meaning similar to the original word. The original word and the new word together form a synonymous construction in this case. This paper will show that this phenomenon works in Malay.

The suffix –an is commonly known as a nominalizer—that is, it turns the stem (i.e., verb, adjective, adverb, and even noun) into a noun with a slightly different meaning. The situation becomes more complicated when it turns a noun into a noun. For example, –an can be attached to laut ('sea, noun') to become laut-an, which also means 'sea, noun'. With the existence of the original word, it is, logically, needless to add another word to the language, unless the new word has a different meaning. We claim that the addition of –an to a stem has specific functions that are related to plurality, magnification, location, and the product of the stem, as well as measurement. In each of these functions, one can see that metaphorical mechanisms are at play, and one can also see alternative "constructions" in the words (e.g., laut 'sea' → laut-an 'sea'; pasar 'market'→ pasar-an 'market'; pinggir 'edge' → pinggir-an 'edge, outskirt'). Moreover, one can see how the use of the suffix –an forms synonyms that can appear at the construction level.

References

Benjamin, Geoffrey. 2009. Affixes, Austronesian and iconicity in Malay. Bijdragen tot de Taal-, Land- en Volkenkunde, 165(2-3): 291–323.

Foley, William A. 1974. Notes towards a comparative syntax of Austronesian, or whatever happened to Malay? Paper presented at the First International Conference on Austronesian Linguistics. January 2–7, 1974, Honolulu, Hawaii, USA.

_____

[1] Here we use Malay to refer to Malaysian Standard Malay.

The abstraction of space in Central Bunun locative nominalization

Rik de Busser

National Chengchi University, Taiwan

Bunun, an Austronesian language of Taiwan, has a suffix -*an* that functions as a locative voice marker, that is, it indicates that the location of the event described by the voice-marked verb functions as the subject of the clause. It also has a number of nominalizing functions, which mark various types of locations, but also concepts that metaphorically derive from concrete concepts of space. De Busser (2009: 256-263) has subsumed these under two main categories: instrumental nominalizations and locus-of-event nominalizations. However, different -*an* nominalizations have their origins in at least six distinct conceptual metaphors, and can both describe humans, concrete objects and abstract concepts.

This talk will give a descriptive overview of these different nominalizing strategies based on interlinearized corpus data collected by the author on the two Central dialects of Bunun, Takivatan and Takbanuaz. This will be the basis for a discussion of how these nominalizations are used for naming traditional and modern concepts, and how their different functions are organized through metaphorical extension (Sweetser 1990) into a transparent semantic network (Haspelmath 2003). It will discuss the issue of directionality of metaphorical derivation in this network, in the light of Starosta's (2002) theory that voice markers in Austronesian languages ultimately have their origins in nominalizations themselves.

References

De Busser, Rik. 2009. Towards a Grammar of Takivatan Bunun: Selected Topics. PhD dissertation. Melbourne: La Trobe University.

Haspelmath, Martin. 2003. The geometry of grammatical meaning: Semantic maps and cross-linguistic comparison. In Michael Tomasello (ed.), The New Psychology of Language: Cognitive and Functional Approaches to Language Structure. Volume 2, 211–242. Mahwah, NJ: Lawrence Erlbaum Associates.

Starosta, Stanley. 2002. Austronesian "focus" as derivation: Evidence from nominalization. Language and Linguistics 3(2). 427–479.

Sweetser, Eve. 1990. From Etymology to Pragmatics: Metaphorical and Cultural Aspects of Semantic Structure. Cambridge: Cambridge University Press.

TOP

Time-Space-Event metaphors in Formosan Languages: Another look on intercultural communication

Fuhui Hsieh

Tatung University, Taiwan

This study sets out to investigate Event-Space-Time metaphors, linguistically manifested by the suffix –an, in Formosan languages, Austronesian languages spoken in Taiwan. Across Formosan languages, the suffix –an, a locative voice verbal suffix and meanwhile a nominalizer, is a major linguistic strategy to create place names e.g., ka-kiSka:at-an 'KA-study-NMZL' 'a place where one studies; school' in Saisiyat, and sammay-an 'cook.rice-NMZL' 'the place where one cooks; kitchen' in Kavalan. Moreover, the suffix –an is also a significant means for Formosan speakers to conceptualize TIME, e.g., ka-ba:i-an 'KA-give-NMZL' 'tax season; time to pay tax' in Saisiyat, and sa-mulay-an 'SA-flower-NMZL' 'spring (the time when flowers bloom)' in Kavalan (cf. Hsieh 2017); in other words, TIME in Formosan languages is not conceptualized by TIME IS SPACE metaphors, but rather by TIME IS EVENT metaphors. The intriguing phenomenon that SPACE and TIME in these languages are construed as the construction of events/activities where people move around in their daily lives may suggest that the cultural practices in these languages demand attention to event sequences (Huang 2016; Hsieh 2017).

The findings of this study may contribute theoretically to a better understanding of TIME-SPACE-EVENT metaphoric mapping relations in Formosan languages and may also help shed light in intercultural communication.

References

Huang, Shuping. 2016. Time as Space metaphor in Isbukun Bunun: A semantic analysis. *Oceanic Linguistics* 55(1):1-24.

Hsieh, Fuhui. 2017. Conceptualization of TIME in Kavalan and Saisiyat. *Selected Papers from the 6th UK Cognitive Linguistics Conference*, Vol. 4, ed. by A. Wallington, A. Foltz and J. Ryan, pp.17-35.

The Conventional Metaphors of Body Parts in Arabic: Sinn 'tooth' and Yad 'hand'

Yi-Hsuan Fu

National Chengchi University, Taiwan

Many studies have shown that the applications of body parts for understanding and implicating a metaphorical concept are very common across languages. Arabic is also rich in lexicons of body parts with metaphorical meanings; while some metaphors are conventional, others are more culturally specific. This study investigates the metaphorical usages of body parts in Arabic by analyzing data collected from the International Corpus of Arabic (ICA). Two body parts – sinn 'tooth' and yad 'hand' were under investigation, and one hundred instances for each term were extracted. The result reveals the wide range of usages in Arabic. First of all, Arabs use the image metaphor of body parts to generate lexicons that have the similarity of entities or specify the abstractions with the body parts that Arabs are familiar with. For example, among one hundred extracted instances, 2% of sinn 'tooth' are used to describe the shape of the comb or wheel as in sinn mushd 'the teeth of the comb'; 3% of sinn 'tooth' serve as a classifier such as in sinn thum 'a clove of garlic' due to the shape of the tooth. Besides, sinn 'tooth' also has the metaphorical concept of the age (accounting for 95%) as in huwa kabiir fi ssinn 'He is old'. As for the lexicon yad 'hand', it is used to refer to the control of an abstract entity (47%) as in fi yad sha'b qatar 'People control the destiny.' It also has the metaphorical concept of help (accounting for 15%) and power (32%) as in yad qawii 'strong power'. Furthermore, combining with color can also depict a person's character (accounting for 4%) as in yad baidha'(white hand) 'with grace'. Overall, the result shows the importance of the conventional metaphor in Arabic expressions. The study reveals that Arabic body parts have several unique metaphorical usages compared to Chinese ones. For example, 'tooth' can refer to age or the shape of the wheel in both languages, but utilizing 'tooth' as a classifier in Arabic reflects a very different conceptual pattern regarding the metaphorical concept of Arabs. To conclude, the study discusses the role of metaphor in structuring the ideas and pragmatic implications. It also suggests the differences that metaphor reflects in languages due to environmental and cultural factors.

References

Al-Adaileh, B. A., & Abbadi, R. (2012). The pragmatic implications of metonymical. body-based idioms in Jordanian Arabic. *Argumentum*, *8*, 73-91.

Al-Ramahi, R. E. A. (2016). Conventionalized metaphors in Jordanian colloquial Arabic: Case study: Metaphors on body parts. *International Journal of Linguistics*, *8*(5), 30-39.

Bataineh, M. T., & Al-Shaikhli, K. A. (2020). Cultures Think Alike and Unlike: A. Cognitive Study of Arabic and English Body Parts Idioms. *Multicultural Education*, *6*(5).

Lakoff, G. & Johnson, M. (2003). Metaphors we live by (Revised ed.). University of Chicago Press.

Maalej, Z. (2014). Body parts we live by in language and culture: The raaS 'head'and yidd 'hand'in Tunisian Arabic. In *The Body in Language* (pp. 224-259). Brill.

TOP

Web surfing and Buddha-like: two conceptual levels of metaphorical extension in Chinese

Chia-Rung Lu

National Taiwan University, Taiwan

This paper explores metaphorical extension patterns between different conceptual levels, namely, one of the schema and the other of the frame. One case study is *huá 'slide; slip'* in Chinese, which has a schema of the motion event. Despite its literal meaning, *huá* can be used as *huá shǒujī* 'spending time on phone; web surfing' in Chinese. It can further have an extensional expression such as *shǒu huá* 'hand-slip; quickly' when used in a commercial frame. CMT contains two crucial properties, i.e., (i) the ontological correspondences in the two domains, and (ii) the epistemic, involving relations of knowledge about the entities. In the metaphorical extensions of *shǒu huá*, the epistemic plays a more critical role than the ontological one. The other case study is *fóxì 'Buddha-like'* in Chinese. Buddha indicates a religious system, i.e., a frame. *Fóxì nánzǐ* 'Buddha-like men' and *fóxì fángyì* 'Buddha-like restrictions of Covid-19' depict someone or something very passive in general. In this Buddha-like case, the ontological correspondence is not salient. The qualities or characteristics of the Buddha are critical here, which generate further similar metaphors. This paper shows that although metaphorical extensions occur at different conceptual levels, the critical cause of metaphorical use may lie in the epistemic correspondences. In other words, although both the ontological and epistemic correspondences are important in CMT, they may display a Figure/Ground reversion in being recognized and in extending metaphorical use. This paper is a corpus-based study. Our data were collected from PTT Bulletin Board System, a widely used online forum in Taiwan.

References

Cornelia Müller (2019). Metaphorizing as Embodied Interactivity: What Gesturing and Film Viewing Can Tell Us About an Ecological View on Metaphor, Metaphor and Symbol, 34:1, 61-79, DOI: 10.1080/10926488.2019.1591723

Cruse, D. Alan. (2011). Meaning in language: An introduction to semantics and pragmatics. New York: Oxford University Press.

Kövecses, Zoltán. (2020). Extended conceptual metaphor theory. Cambridge; New York, NY: Cambridge University Press.

TOP

PATH Metaphors in Chinese Adverb daodi

Suet-Ching Soon

National United University, Taiwan

Chinese adverb '*daodi*' is commonly defined as 'on earth', 'at last', or 'after all', and is used to express the uncertainty of the speaker and to seek for further affirmation of the hearer's previous propositional content. This present study would like to investigate the metaphorical concept of the Chinese adverb '*daodi*' by examining traces of lexical meanings referring to image schema. With reference to Lakoff & Johnson's (2003) image schema theory, '*dao*' has the meaning of 'arrive/reach', emphasizing the motion movements towards a destination or an end-points (e.g. *from* A *to* B). As for '*di*', it refers to the spatial concept of 'under' or 'bottom' which is also similar to the concept of 'down'. However, instead of directional movement, '*di*' pinpoints to the outer layer of an object facing downwards, in opposing direction to surface.

Figure 1. Image schemas for '*dao*'

Figure 2. Image schema for '*down*' (left) and '*di*' (right)
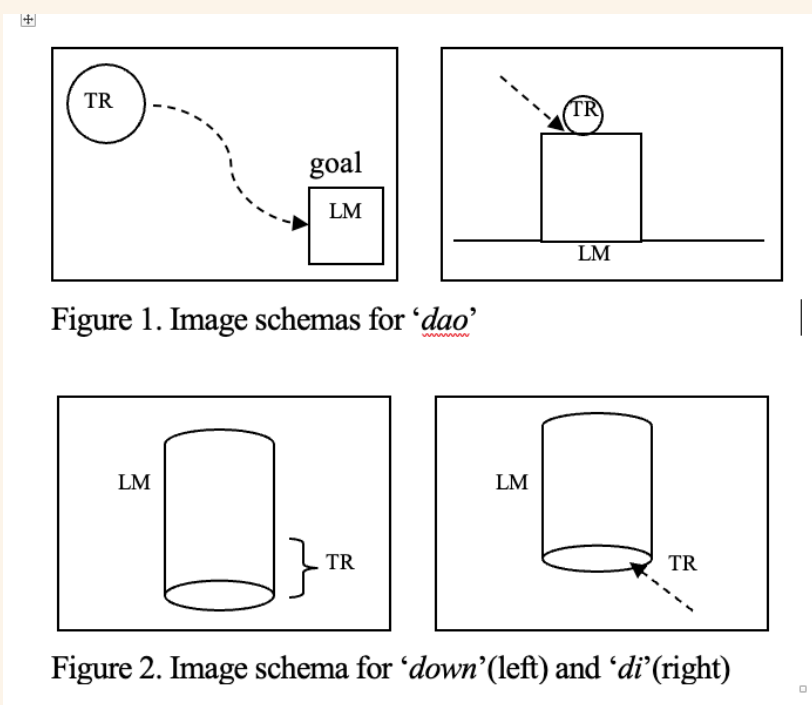
This suggests that both '*dao*' and '*di*' imply a terminal concept. It is claimed that when a form undergoes changes from a lexical to a grammatical function, traces of "the original lexical meanings tend to adhere to it" (Hopper, 1991:22). We believe that the Chinese adverb '*daodi*' implies the coherence of utterances and it includes several important features of PATH, such as moving away from starting point, ending point, and the connections between source and ending point or goal.

References

Basson, Alec. (2011). The Path Image Schema as Underlying Structure for the Metaphor Moral Life is a Journey in Psalm 25. *Old Testament Essays*, *24*(1), pp.19-29. ISSN: 2312-3621

Hopper, J. P. (1991). On some principles of grammaticalization. In Traugott and Heine (eds.) *Approaches to grammaticalization Vol.1- Focus on theoretical and methodological issues*, pp.17-35. Amsterdam & Philadelphia: John Benjamins Publishing Company.

Lakoff, G. & Johnson, M. (2003). Metaphors we live by (Revised ed.). University of Chicago Press.

Linguistic Constraints in Fictive Motion Sentences in Mandarin Chinese: The Travellability of Figures and Shape Manner in Motions

Shu-Ping Gong, Ya-Chu Chung

National Chiayi University, Taiwan

Kövecses (2020) pointed out that conceptual metaphors are not homogenous. Instead, different scopes of conceptual levels would be involved or elicited in processing conceptual metaphors, including domain, frame, scene, schema, space, etc. In this study, the frame of motion verbs in fictive motion sentences are our focus. In particular, we investigate whether the travellability of the figures and the shape manner encoded in motions are crucial in processing fictive motion sentences in Mandarin Chinese. We conducted two psycholinguistic experiments.

Experiment 1 was an online reading task in processing fictive motion sentences with their counterparts of literal sentences. Fictive motion sentences included two types: (1) the figures of the sentences involving the travellable figures (e.g., 小道進農田 xiǎo dào zǒu jìn nóng tián "A path goes into the farm") and (2) the figures of the sentences involving the non-travellable ones (e.g., 圍籬穿過沙地 wéi lí chuān guò shā dì "The fence through the sand"). Participants were instructed to read a sentence followed by a picture and decided whether they were relevant. The two response times of motions in travelable and non-travellable figures were acquired by subtracting their counterparts of literal ones and compared statistically. The results of Experiment 1 show that the reading time of the motions in the travelable-figure fictive motion sentences was significantly shorter than those in the non-travellable-figure ones. We summarize that the travellability of the figures, acting as a constraint, influences the processing of fictive motion sentences.

The second experiment, also a sentence reading task, was to test whether the shape manner encoded in motion verbs is crucial in processing travelable-figure and nontravellable-figure sentences. The experimental design was similar with Experiment 1 but only motion verbs of sentences were different. Experiment 1 used the non-shapemanner motion verbs while Experiment 2 adopted the shape-manner motion verbs, such as those in the travelable-figure sentences (e.g., 道路在山坡蛇行 dào lù zài shān pō shé xíng "The road snakes on the hillside") and the non-travellable-figure ones (e.g., 水管在牆壁上蜿蜒 shuǐ guǎn zài qiáng bì shàng wān yán "The water pipe meanders on the wall"). The results of the Experiment 2 show that the reading time of the motion verbs in the travellable figure sentences was not significantly shorter than those in the non-travellable-figure ones. That is, the shape manner of motion did not facilitate the processing of the travellable sentences as compared to the non-travelable ones, which is different from the results of Experiment 1. The question of the role of shape manner in processing fictive motion sentences remains, which should be further studied in the next research.

To conclude, this study confirms the constraint of the travellability of figures in processing Chinese fictive motion sentences. Finally, the embodiment theory is supported by the evidence that fictive motion sentences can evoke the physical experience of moving in the travelable space.

References

Kövecses, Zoltán. (2020). Extended conceptual metaphor theory. Cambridge; New York, NY: Cambridge University Press.

TOP

Conceptualizing COVID-19 response as a cybersecurity response: metaphorical conceptual integration across disciplines

Hana Gustafsson

Norwegian University of Science and Technology, Norway

Rosana Ferrareto

Federal Institute of Education, Science and Technology of São Paulo, Brazil

Metaphorical conceptualizations of scientific phenomena guide our understanding of the phenomena and can influence how we act on them. For example, the conceptualization of the genome as a blueprint has shaped the understanding of genes and their phenotypic outcomes as one-to-one mappings, which has substantially impacted research in molecular biology (Taylor & Dewsbury 2018; Stelmach & Nerlich, 2015).

In this talk, we approach metaphor as a mechanism for the integration of concepts, and domains as frames which are blended (Fillmore, 1982; Fauconnier & Turner, 2002). This allows us to unpack how two conceptual domains are integrated metaphorically and see the bidirectional connections between their elements. For example, the linguistic construction "the human genome is the blueprint of the human body" is grounded in the conceptual metaphor PEOPLE ARE MACHINES. The genome is framed as a blueprint of a machine, based on the body-machine comparison: the understanding of the body in terms of a machine. The "genome is a blueprint" is the metaphor that blends these two apparently unconnected frames. The output of this metaphorical conceptual integration brings up a novel third concept: the human body is a structured representation of its genetic makeup.

Using this analytical approach, we examine a blog article (Téglásy, 2020) where a cybersecurity researcher employs metaphorical conceptual integration to show the relevance of (viral) cybersecurity response for the COVID-19 (viral) pandemic response. Throughout our analysis we draw on Semino et al. (2016) multi-level framework, which helped us capture discipline-specific metaphors in this text. First, we identify linguistic constructions in the article (words, phrases, discourse markers, sentence structures) that evoke certain concepts. We then analyze how the concepts are metaphorically integrated into discipline-specific metaphors (e.g., IMMUNE SYSTEM IS A COMPUTER OPERATING SYSTEM). Next, we show how these discipline-specific metaphors build on conventional metaphors, (e.g., PEOPLE ARE MACHINES), which are not discipline-specific. Through this metaphorical structuring we show that the COVID-19 pandemic is conceptualized as a cybersecurity attack, and the response to the pandemic is conceptualized as a computer emergency response. Finally, we discuss how the author of the text employs this conceptual integration as a call to action among fellow cybersecurity experts, thus giving them agency in the pandemic response.

References

Fauconnier, G.; Turner, M. (2002) The Way We Think: Conceptual Blending and the Mind's Hidden Complexities. New York: Basic.

Fillmore, C. (1982) Frame Semantics. In: Linguistics in the morning calm. Seoul: Hanshin, p.111-138.

Semino, E., Demjén, Z., & Demmen, J. (2018). An integrated approach to metaphor and framing in cognition, discourse, and practice, with an application to metaphors for cancer. Applied linguistics, 39(5), 625-645.

Stelmach, A., & Nerlich, B. (2015). Metaphors in search of a target: the curious case of epigenetics. New genetics and society, 34(2), 196-218.

TOP

Taylor, C., & Dewsbury, B. M. (2018). On the Problem and Promise of Metaphor Use in Science and Science Communication. Journal of microbiology & biology education, 19(1).

Téglásy, B. (2020, April, 5. The Intersection Of SARS-CoV-2 And The Cybersecurity World. Secjuice: Non-profit Cyber Goodness. https://www.secjuice.com

Conflicting Spatial Metaphors in Racism Discourse

Rebecca Lee

University of Colorado Boulder, USA

In this talk, I explore divergent spatial metaphors in American racism discourse that (re)construct competing conceptualizations of racism. Hill (2008) argues that there are two competing conceptions of racism, one sanctioned by a folk theory in which racism is only perpetrated by anachronistic intentional actors, and the other by critical theories, in which racism is institutional, systemic, and defined by its impact on communities of color. While subscribers to both perspectives often invoke spatial metaphors, these spatial metaphors construct different entailments about racism. First, I highlight the spatial framing associated with the post-indefinite pronoun modification construction with spatial preposition or adverb phrase ("PIPM-S," eg *there's nothing racist **in** this post; there's something racist **here***). This construction evokes the metaphor ATTRIBUTION IS CO-LOCATION (Lakoff et al 1991). I demonstrate that tweeters who self-identify with MAGA (President Trump's 2016 campaign slogan) use this construction with several different prepositions and adverbs, such as *in, on, with, about, here,* & *there*, revealing a productive spatial metaphor that situates racism as an object near or inside a larger entity, but ultimately removable from it. In line with Hill's (2008) folk theory, this construction centers discourse about racism on individual entities or actions rather than systemic patterns of causation. I then compare this conservative construal to those used in progressive discourse, for example, those that portray racism as *interwoven* or *embedded* in or as the *foundation* of American society and institutions. While such metaphors also conceive of racism in spatial terms, the relevant spatial domain involves larger and more complex societal structures, at the institutional or national level. In addition, racism is understood to be an integral (non-separable) part of these structures. This second set of metaphorical expressions further critical perspectives on racism by situating the effects of racism as far reaching and ever-present rather than removable. The examination of these conflicting spatial metaphors can help us understand why discourse about racism is so fraught with miscommunication and conflict: at their core, both metaphors share the conceptualization that ESSENCE IS INTERNAL. However, in the folk theory of racism, an individual entity either is co-located or not co-located with racism, while in critical perspectives, racism is deeply intwined in the structure of society.

References

Hill, J. H. (2008). *The Everyday Language of White Racism*. John Wiley & Sons, Incorporated.

Lakoff, G., Espenson, J., Schwartz, A., & Goldberg, A. (1991). *Master Metaphor List*.

TOP

Hitting the Pipe: Drug Addiction and other Metaphors of Fossil Fuel Supply and Demand

Laura Michaelis

University of Colorado Boulder, United States

Avoiding catastrophic effects of global heating will require nations to transition quickly to renewable energy sources, and halt fossil fuel extraction, exploration and export. Ending reliance on fossil fuels (FF) has long been seen as a demand-side problem, but some economists and activists now see it as a matter of restricting upstream supply (Green & Deniss 2018). This talk will explore the metaphorical bases of this policy conflict, by examining persuasive language used by both the fossil fuel industry (FFI) and climate action advocates (CAA). The controversies are similar to those surrounding anti-drug efforts, where narcotics interdiction and prevention/treatment are seen as conflicting priorities. The similarity is not coincidental. The metaphor FOSSIL FUEL IS AN ADDICTIVE DRUG is a consequential one (in the sense of Gentner & Markman 1997), because the drug and oil trades are undeniably similar: both cause geopolitical conflict and harm society, and both use deceptive marketing to foreclose public discussion of the harm. FFI, e.g., uses ads that mimic the tobacco industry's documented marketing practices; these involve (a) downplaying the threat of climate change, (b) normalizing fossil-fuel 'lock in' and (c) blaming consumers for our dependence on fossil fuels (Supran & Oreskes 2021). The most prevalent instantiation of this ideology in the materials analyzed by Supran & Oreskes is a mapping that they refer to as the Fossil Fuel Savior frame (FFS). According to FFS, fossil fuels alone 'can be relied on' and are 'essential to human progress'. Consumers are called upon to 'defend' FF from 'attackers' and to 'voice support for' FF. I will argue that the FFS imitates political postures taken by climate activists in defense of 'the planet' and vulnerable peoples. The addictive drug mapping, I suggest, is the climate activist's retort, because it places blame on the supplier. I will identify the image mappings and metonymies that comprise the drug mapping—in particular in its application to natural gas. I suggest that climate activists have successfully leveraged natural gas properties (it is a poison, has a noxious smell, etc.) in the mapping FOSSIL FUELS ARE POISONS. I will contrast the drug metaphors to a complementary suite of supply-side mappings found in climate calls to action like 350.org's 'Keep it in the ground': FOSSIL FUELS ARE SUBTERRANEAN THREATS. I will conclude by suggesting that the particular supply-side metaphors used by CAA are effective rebuttals to the FFI rhetoric of individual responsibility.

Selected references

Gentner, D. and Markman, A.B., 1997. Structure mapping in analogy and similarity. American Psychologist, 52(1), 45-56. https://doi.org/10.1037/0003-066X.52.1.45

Green, F. and Denniss, R. 2018. Cutting with both arms of the scissors: the economic and political case for restrictive supply-side climate policies. Climatic Change 150, 73–87. https://doi.org/10.1007/s10584-018-2162-x

Supran G. and Oreskes, N. 2021. Rhetoric and frame analysis of ExxonMobil's climate change communications. One Earth 4, 696–719. https://doi.org/10.1016/j.oneear.2021.04.014

TOP

Carbon Compounds and The Need for Climate Neologisms

Cameron Mozafari

Cornell University, USA

As George Lakoff (2010) has claimed, we are suffering from hypocognition—or a lack of strong frames—when it comes to language pertaining to climate change. Moreover, some of the language we do have, like JOURNEY metaphors to talk about sustainability, typified by expressions like "forging a path toward sustainability," tends to present progress narratives while masking the necessary steps towards meaningful progress, thus allowing for a greenwashing of "business-as-usual" (Milne, Kearins, & Walton, 2006).

Using data from the Corpus of Contemporary American English (COCA), this paper further investigates how English speakers conceptualize issues pertaining to climate change and carbon emissions. In particular, this paper explores nominal compounds with the head words climate and carbon to explore the metaphoric and not-so-metaphoric ways we conceptualize environmental discourse. It first assesses the figurativity of highly entrenched expressions like carbon (dioxide) emissions and carbon footprint, showing how, through frequency over time, metaphoric expressions like carbon tax and carbon diet become conventionalized and reified in climate discourse. The paper continues by exploring how metaphors that pragmatically serve the same function—e.g., low carbon diet and carbon budget—draw on different frames that assign and mask agency and responsibility for reducing carbon emissions at different scales. (For analysis of the literalization of the low carbon diet nominal compound from a metaphoric way of reducing one's carbon footprint to a marketable diet plan, see Nerlich, Evans, & Koteyko, 2011). Chiefly, while the Accounting frame and Diet frame both provide ways to understand carbon emissions as a valued entity to be counted and measured against some goal, the Diet frame places agency on the individual, while the Accounting frame allows for a broader range of potential actors, including households, corporations, and countries.

To conclude the talk, the paper explores how the use of novel carbon and climate nominal compounds, such as climate apartheid and climate slaves, by social justice climate communicators can help to unmask questions of agency and social dynamics that climate communication tends to ignore. This socially oriented work is necessary if we plan to build a comprehensible and realistic worldview of how climate change affects everyone.

References

Lakoff, George (2010). Why it Matters How We Frame the Environment. Environmental Communication, Vol. 4 (1), 70-81.

Milne, Markus J., Kearins, Kate & Walton, Sara (2006). Creating Adventures in Wonderland:The Journey Metaphor and Environmental Sustainability. Organization, Vol. 13 (6), 801-839.

Nerlich, Briggite, Evans, Vivian, & Koteyko, Nelya (2011). Low Carbon Diet: Reducing the Complexities of Climate Change to Human Scale. Language and Cognition. Vol. 3 (1), 45-82.

TOP

Contemporary Fairy Tales: Narrating Women Academics Through Metaphors

Sofia Moratti

Norwegian University of Science and Technology

The investigation of gender and work through a (qualitative) critical discourse analysis lens has become central to feminist studies, following the field's 'linguistic turn' pioneered by Tolmach-Lakoff (Language and Women's Place, 1973) and Spender (Man Made Language, 1980). One fascinating stream within that scholarship is the study of metaphor use and its ideological antecedents, drawing on the seminal classics by Lakoff (Women, Fire, and Dangerous Things, 1987) and Morgan (Images of Organization, 1986). I contribute to the feminist literature that explores the vast landscape of metaphors on the professional experiences and identities of women academics, found in the public discourse (including the media, white papers by government agencies and scholarly papers). In their now classic works, feminist scholars identified one large semantic cluster of metaphors alluding to physical barriers or natural events ("glass ceiling", "chilly climate"), criticised for clouding human agency. My paper is novel in that it identifies another ample cluster of shared meanings: 'tale and myth' metaphors drawing from fairy tales, legends, sagas, folklore, mythology and religious imagery. I offer several colourful examples and argue that many such metaphors depict women academics as being of low status ("Cinderella"), and are characterised by: liminality, as they open up possible-worlds and untested social arrangements ("Alice in Wonderland"); ambivalence, as they portray women as either monsters, or prodigies, or both ("intellectual Frankenstein"); reductionism, in that they implicitly subsume complex social phenomena under familiar fictional plots; and (relatedly) normativity, in that they create expectations as to the likely development of a situation and implicitly suggest a course of action. Particularly the latter two characteristics constitute limitations of 'tale and myth' metaphors: nonetheless, can there still be merit in their use? I answer that question by asserting the epistemic value of auto-ethnography (as opposed to the re-production of grand narratives of careers) and the merit of re-telling the tale (that is, of adding characters or plot twists that are not part of the fictional story alluded to; for example, "Sisyphus' sisters" has been coined for women who do gender equality work in organizations).

References

Burkinshaw, P; White, C. (2021). Generation, Gender, and Leadership: Metaphors and Images. Frontiers in Education 10.3389/feduc.2020.517497

TOP

Parallel sessions papers

Discourse metaphors of the Russo-Ukrainian war: Framing a new experience through concepts of WW2

Ludmilla A'Beckett

University of the Free State, Australia

This paper analyses the system of correlations between WW2 and the Russo-Ukrainian War from 2014 to the present time. It aims to represent the mappings that were used for structuring this new war experience and for projecting moral evaluation. The data was taken from interviews with Russian oppositionists and Ukrainian politicians in 2021-2022 and from discussions in social media. The framework of discourse metaphors (Zinken, 2007; Zinken, Hellsten, & Nerlich, 2008) has been used to reconstruct the habitual analogies that have been culturally situated. The main focus has been on allusional naming (Lennon, 2004), that is, the use of proper names that gained salience in discussions of WW2. The analogies have been built around the names of leaders engaged in the confrontation and names of cities resisting ferocious attacks by enemies, e.g., Putin-Hitler, Zelensky—Churchill, Kharkiv—Stalingrad of the 21st century.

The analogies construct situations in which agents have been attributed as having certain traits and as engaging in certain activities thus, providing a ground for a moral evaluation (Musolff, 2006; Musolff, 2015). The reconstruction of these situations and their deviations enables us to see the cognitive usefulness of names as indices to the culturally accumulated knowledge.

The application of these allusions enables the audience to project their cultural knowledge onto the new reality and to shape the perception of ongoing events according to existing memories. The function of discourse metaphors was (1) to create a discernible opposition of heroes and villains or good and evil through metaphoric stories entailed; (2) to combat the existing propaganda narratives attributing the role of Nazis and Hitlerites to Ukrainians (A'Beckett, 2019); (3) to project an outcome which is unclear at this point of time. The paper concludes on the utility of discourse metaphors for propaganda purposes.

Bibliography

A'Beckett, L. (2019). Displaced Ukrainians: Russo-Ukrainian discussions of victims from the conflict zone in Eastern Ukraine. In L. V. Musolff, *Migration and media: Discourse identities in crises* (pp. 265-291). Amsterdam: John Benjamins.

Lennon, P. (2004). Allusions in the Press: An Applied linguistic study. Mouton de Gruyter. Berlin: Mouton de Gruyter.

Musolff, A. (2006). Metaphor Scenarios in Public Discourse. *Metaphor and Symbol*(21(1)), 23-38.

Musolff, A. (2015). Dehumanizing metaphors in UK immigrant debates in press and online media. *Journal of Language Aggression and Conflict, 3*(1), 41-56.

Zinken, Z. (2007). Discourse metaphors: The link between figurative language and habitual analogies. *Cognitive linguistics, 18*(3), 339-382.

Zinken, J., Hellsten, I., & Nerlich, B. (2008). Discourse metaphors. In R. M. Frank et al. Body, Language and Mind (pp. 363-385.). Berlin/New York: de Gruyter.

TOP

Figurative language in conversational humor

Špela Antloga

University of Maribor, Slovenia

Humour plays an essential role in several social, emotional, and cognitive functions, making it an extremely powerful internal mechanism for coping with demanding situations, releasing tensions and frustrations, overcoming anxiety, and building social bonds. Developing humour skills requires observing, self-observing, practising, and also assembling the theoretical background. In the presentation, I will try to answer the question of which figurative instruments and how they are involved in making something humorous. I will be interested in whether we can associate the bisociation of ideas, i.e., the collision of two mutually incompatible scenarios as defined by Raskin (1985) and Raskin and Attardo (1991) in humour theory with source and target domain in conceptual metaphorical mapping. In addition, I will be interested in when combining two different scenarios or concepts is humorous and when not (when a metaphor does not achieve a humorous effect).

In analysing figurative instruments in conversational humour, I will use previously transcribed stand-up performances, talk shows, podcasts and entertaining TV shows in Slovene and annotate figurative instruments using an annotation tool WebAnno. I will focus on mechanisms that highlight, resemble or change basic meanings of language expressions such as metaphors, metonymy, hyperbole, etc. Both conceptual metaphor and metonymy as a source of humour in conversation have so far not received much research attention. Although researchers paid attention to the co-occurrence of humour and metaphor (Attardo 1994; Coulson 2000; Grady et al. 1999; Veale et al. 2006) regarding the semantic distance of the two juxtaposed concepts in both metaphor and humour, there was no comprehensive research focusing on the relationship between them, on the role of metaphor, metonymy, and other figurative instruments in creating a humorous effect, and on the cognitive processes involved in recognising something as humorous. In addition, in both international and Slovenian research, we can recognise a significant shortcoming in the research of metaphor and metonymy in conversation. I will try to explain cognitive mechanisms that trigger a humorous effect and interpret different humorous types concerning semantic structures. To better understand the cognitive processes involved in recognising something as humorous, I will focus on the relationship between metaphor in terms of conceptual blending and humour and what conceptual structures speakers use in conversation to achieve a humorous effect.

TOP

Fijian Metaphors as a Local Environmental Knowledge

Yuichi Asai

Tokyo University of Agriculture and Technology, Japan

This paper examines Fijian metaphors and analyzes how local knowledge in a Fijian cultural life with its natural environment (i.e., oceans, plants, and foods) as a pacific island is represented in their linguistic expressions, and explores how human/non-human relationship in Fiji is calibrated through language use. In doing so, it especially examines the expressions in Bauan, mostly spoken in the eastern part of Viti Levu Island in Fiji, which became the so-called standard variety of Fijian used between people whose dialects differ markedly. First, the paper examines several expressions which conceptualize human relationships, especially romantic relationships among couples, in comparison to their experience with oceans. As Fiji consists of a large number of islands in the south pacific, a variety of expressions that conceive the romantic relationships as an ocean voyage are found; for example, "Our voyage has been too long" (*Sa rui balavu tu na nodaru soko qo*), indicating their relationship has not gone well for a while, or "I ask you to protect your boat not to get wrecked" (*Kerei iko yadrava nomu waqa de vocano*), implying that they are in a long-distance relationship between islands. Next, the paper demonstrates how local Fijian knowledge of plants is reflected in their language use; for instance, "I will not talk to them until the *kalakala* blooms (*Au sega ni tukuna vei ratou me yacova ni se na kalakala*), meaning that they would not talk for good as *kalakala* is known as a kind of plant which never bloom, or "She bumped into the coconut leaf (*O koya sa lai sotava na kena sasa*), indicating that the person was unexpectedly punished just as hitting something hard accidentally. Finally, the paper examines that the daily experience with food is reflected in Fijian expressions; for example, "There is no eggplants for you here" (*E sega ni dua na nomu baigani eke*), meaning that it is none of one's business, or "Coconuts drop, they drop on its roots" (*Lutu na niu, lutu ki vuna*), indicating that children tend to grow as they are taught. Thus, examining metaphorical expressions in Fijian in relation to oceans, plants and foods, the paper explores examples of conceptual mappings, perhaps distinctive in Fijian, and illuminates how the local experience and knowledge with the natural environment as a pacific island are connected to and inherently calibrated through their language use.

References:

Asai, Y., & Shinohara, K. (2021, March 17). *On Fijian metaphors* [Conference presentation]. Metaphor Research Group of the Pragmatics Society of Japan, Osaka, Japan.

Dixon, R. M. W. (1988). *A grammar of Boumaa Fijian*. Chicago, IL: The University of Chicago Press.

Geertz, C. (1983). Local knowledge: Further essays in interpretive anthropology. New York: Basic Books.

Shinohara, K., & Asai, Y. (2020, July 27). *TIME IS MOTION metaphors in Fijian* [Conference presentation]. UK Cognitive Linguistics Conference, Birmingham, UK.

TOP

"COVID-19 is the Earth's vaccine": Are environmental metaphors controversial?

Anaïs Augé

Bangor University, UK

My paper proposes a discussion of the controversial Twitter thread "Nature is healing. We are the virus" that appeared during the COVID-19 pandemic (Bosworth 2021). First, I focus on the variety of metaphors – HEALTH, WAR, CRIME, CONTAINER, JOURNEY – that have been used by environmentalists to blame humanity for climate change and COVID-19. Research shows that environmentalists emphasised the consequences of pollution on health, they praised the drop of emissions, and they advertised a "new" post-COVID-19 world (Sorce and Dumitrica, 2021). My paper demonstrates to what extent (if at all) environmentalists relied on disputable metaphors to promote such arguments.

Second, with regards to the metaphor HUMANITY AS A VIRUS, I focus on the occurrences of the HEALTH metaphor scenario (Musolff, 2010) in environmental discourse. I distinguish the metaphors used before the pandemic from the ones used during the pandemic. This establishes the environmental arguments promoted during the pandemic through the use of the HEALTH scenario.

The research relies on pragmatics, cognitive linguistics, and discourse analysis to study environmental texts published in 2020 and 2021 by Greenpeace and Extinction Rebellion (251 texts). My results show that environmentalists rely on metaphors to blame humanity for the present crises (e.g., "we should not focus on the healing, but on what had made nature sick in the first place"), but they adapt these to show support to the communities suffering from the virus and promote mitigation (e.g., "Bail out people and the planet OR bail out the industries that are killing us"). Environmentalists depicted the environment as a SICK BODY prior the pandemic; the occurrences related to the COVID-19 pandemic highlight the human characteristics associated with the source domain HEALTH (e.g., "putting people and the planet's health first").

References

Bosworth, K. (2021). The bad environmentalism of "nature is healing" memes. Cultural Geographies. DOI: 10.1177/14744740211012007

Musolff, A. (2010). Metaphor, nation, and the Holocaust: The concept of the body politic. London, Routledge.

Sorce, G. & Dumitrica, D. (2021). #fighteverycrisis: Pandemic shifts in Fridays For Future's protest communication frames. Environmental Communication. DOI: 10.1080/17524032.2021.1948435

France's 'Phoney war': National implications of a political metaphor

Anaïs Augé

Bangor University, UK

This paper proposes an investigation into the metaphorical references to the 'phoney war' in French media discourse about COVID-19. Existing literature has documented the significant use of WAR metaphors by politicians (Brugman et al. 2022; Charteris-Black, 2021; Musolff, 2022). Yet, when observing such metaphors in French, I noticed that media discourse exploited the French president Emmanuel Macron's statement 'We are at war' ("nous sommes en guerre") to repeatedly describe a 'phoney war' against the virus.

The 'Phoney war' represents the early stage of the Second World War – from September 3rd, 1939 to May 10th, 1940 – when the war had been declared and Poland was in the process of being invaded by Nazi Germany, while France and its allies remained unresponsive.

The question addressed in this paper is: to what extent the arguments promoted by the metaphor COVID-19 AS A PHONEY WAR differ from the more conventional WAR metaphor?

Texts retrieved from French national media were collected to analyse the metaphors COVID- 19 AS A WAR and COVID-19 AS A PHONEY WAR. The data represent explicit responses from national media to the French President's WAR statement. Occurrences are analysed from a qualitative, critical, and pragmatic approach to discourse.

The results show that the metaphorical conceptualisation of COVID-19 as a 'phoney war' is grounded in two main episodes associated with the historical event: the unstable political context, and the anticipation of the battle. Each episode is referred to in the media to promote a wide range of arguments, endorsing the WAR frame to inform about pre-existing "conflicts". However, the metaphorical references prevent a focus on the pandemic-WAR and promote a description of COVID-19 as a "defeat". This paper demonstrates how the 'phoney war' responses comprise significant implications in the French context.

References:

Brugman, B. et al. (2022). Audience perceptions of COVID-19metaphors: the role of source domain and country context. Metaphor and Symbol 37 (2), pp. 101-113.

Charteris-Black, J. (2021). Metaphors of Coronavirus: Invisible enemy or zombie apocalypse? Palgrave.

Musolff, A. (2022). "World-beating" pandemic responses: Ironical, sarcastic, and satirical use of war and competition metaphors in the context of COVID-19 pandemic. Metaphor and Symbol, 37 (2), pp. 76-87.

TOP

It's showtime: DEMOCRACY AS ENTERTAINMENT in present-day Hungarian political communication

Réka Benczes
Corvinus University of Budapest, Hungary

Lilla Petronella Szabó
Corvinus University of Budapest, Hungary

It is a worldwide phenomenon that political campaigns follow the strategies, tactics, and methods adopted from American politics (Weimann 2008: 33). Hungary is no exception to this: American political campaign techniques have appeared in each campaign to various degrees. However, these can function effectively only if they are adapted to the local, i.e., Hungarian political context (Sebők & Böcskei 2019: 18).

Politics is entertainment is a prevalent metaphor of American political life (Kövecses 2005), which depicts politicians as participants in a show and designates entertainment as the most important function of politics. Recently, this metaphor has appeared explicitly in Hungarian politics in the so-called "Gyurcsány-show" campaign of the ruling Fidesz Party. The advertisement's title refers to the previous PM and current opposition politician, Ferenc Gyurcsány, depicting him and other opposition party politicians in a mocking and disparaging manner. However, the politics is entertainment metaphor does not imply the negative connotation and ridicule which is portrayed in the "Gyurcsány-show" campaign.

Accordingly, the presentation aims to demonstrate via conceptual blending theory a) how the politics is entertainment metaphor has become adapted to the Hungarian context as democracy is entertainment; and b) how a seemingly neutral metaphor in an appropriate context can become an effective tool in deconstructing democratic norms and institutions.

References:

Kövecses, Z. (2005). Metaphor in culture: Universality and variation. Cambridge University Press.

Sebők, M., & Böcskei, B. (2019). Az amerikai politika hatása Magyarországon [The effect of American politics in Hungary]. In M. Sebők & B. Böcskei (Eds.), *Itt van Amerika: Az Amerikai Politika Hatása Magyarországon* [America is here: The effect of American politics in Hungary] (pp. 10–18). Atheneum.

Weimann, G. (2008). American-style campaigning. In L. L. Kaid & C. Holtz-Bacha (Eds.), *Encyclopedia of political communication* (pp. 33–35). Sage Publications.

A context-based synesthetic metaphor: insights from music education discourse

Mostafa Boieblan

Universidad Politécnica de Madrid

Synesthesia (*syn* = together and *aisthesis* = perception) is a physiological phenomenon wherein subjects' experience of stimulation to one sensory modality elicits a response from another one (Galton, 1883). This phenomenon has been primarily explored as an early-built-cross modality interaction in the brain—i.e., synaesthetes' experience of this phenomenon emerges in childhood or perhaps earlier and lasts throughout their lifespan (Simner, 2012). Further studies have reported that synesthesia might be rooted in neurological associations formed, among others, between letters and colors (Barnett et al. 2008), numbers and colors (Beeli et al. 2007), and sounds and colors (Galeyev, 2007). However, recent research has pinpointed other types of synesthesia that might be acquired or induced (Cohen Kadosh et al. 2009; Winter, 2019). All in all, this phenomenon may be made manifest through cognitive constructs and linguistic expressions in which certain attributes that correspond to a given sensory modal are mapped onto those of another to form conceptual metaphor (Lakoff and Johnson, 1980), aka, synaesthetic metaphor (Rakova 2003). Thus, *bright sound* and *loud color* are synaesthetic metaphors as both source and target domains are rooted in two sensory modals. While these examples show that we are synaesthetes, at least to some degree, the question that arises is whether synesthetic metaphor might emerge as a necessary communicative tool in a given social context (Kövecses, 2015). To address this question, 50 native Spanish speakers were recruited from two university centers, Music (n = 25) and Linguistics (n = 25) to take part in an experiment in which they were required to rate, in terms of acceptability, linguistic expressions that manifest synesthetic metaphors whose source domain is sound. Since participants from the music discourse require more sound attributes to precisely describe sound phenomena, it is likely that they resort to synesthetic metaphors more than those from the linguistics discourse (Thibodeau et al., 2019). Material consists of 70 synesthetic metaphors of the type *Sonido oscuro* (dark sound), which were collected from *Diccionario Enciclopédico de la Música*, were rated by two music instructors. Cohen's Kappa was run to assess the interrater reliability between these instructors, and the most rated items were selected for the main experiment. Participants' responses were analyzed using Chi-square test to assess whether there is a statistically significant difference between the two groups in their acceptability rating of synthetic metaphors. Data analysis produced statistically significant results suggesting that participants from the music discourse use synesthetic metaphors to reason about sound attributes while those from the linguistic discourse do not. This, in turn, shows that synesthetic metaphors might be highly context-based.

References

Barnett, K. J., Finucane, C., Asher, J. E., Bargary, G., Corvin, A. P., Newell, F. N., & Mitchell, K. J. (2008). Familial patterns and the origins of individual differences in synaesthesia. *Cognition*, *106*(2), 871-893. Beeli G, Esslen M, J¨ancke L. 2007. Frequency correlates in grapheme-color synaesthesia. *Psychol. Sci.* 18:788–92.

Galeyev, B. M. (2007). The nature and functions of synesthesia in music. *Leonardo, 40* (3), 285-288.

Galton, F. (1883). Inquiries into Human Faculty and Its Development. New York: AMS Press.

TOP

Cohen Kadosh, R., Henik, A., Catena, A., Walsh, V., & Fuentes, L. J. (2009). Induced cross-modal synaesthetic experience without abnormal neuronal connections. *Psychological Science*, *20*(2), 258-265.

Kövecses, Z. (2015). Where metaphors come from: Reconsidering context in metaphor. Oxford University Press, USA.

Lakoff, G., & Johnson, M. (2008). *Metaphors we live by*. University of Chicago press.

Rakova, M. (2003). The extent of the literal: Metaphor, polysemy and theories of concepts. Springer.

Simner, J. (2012). Defining synaesthesia. *Br. J. Psychol.* 103:1–15.

Thibodeau, P. H., Matlock, T., & Flusberg, S. J. (2019). The role of metaphor in communication and thought. *Language and Linguistics Compass*, *13*(5), e12327.

Winter, B. (2019). Sensory linguistics. *Language, perception and metaphor.* Amsterdam & Philadelphia*:* Benjamins.

'Menopause puts a strain on relationships': Metaphor scenarios in discourses on menopause

Pernille Bogø Jørgensen

Lancaster University, UK

Discourse studies of metaphor in health discourses have typically focused on how metaphor is used to represent the interaction between healthcare professionals and those experiencing health problems (Semino & Demjén, 2017, pp. 371-399). A common theme is the (dis-)empowering potential of language use and how this may affect patients' experience (see e.g. Bullo, 2018; Demjén, 2016).

Metaphor scenarios have been developed to discuss how agents and agency are represented and evaluated within metaphoric mini-narratives in political discourse (Musolff, 2006). In narratives, agents are human(-like) and their consciousness implied. This is usually the case in political discourses, but a characteristic of health discourses is that agency is often attributed to processes such as disease, injury or death (Potts & Semino, 2017). Applying metaphor scenarios to health discourses may therefore require a wider understanding of narrative to include agents that do not have a human-like consciousness.

In this talk, I will apply such a broadened understanding of metaphor scenarios. I pose the research question: How is agency represented and evaluated in women's magazines and on public-facing medical websites in articles on menopause? Data are from both Denmark and the US. Combining social actor theory (van Leeuwen, 2008) and the appraisal framework (Martin & White, 2005) with metaphor scenario analysis, I focus on agency and representations of menopause. I collected the data manually and coded it for elements of metaphor scenarios using Atlas.ti.

Findings include negative evaluation of bodily processes and positive evaluation of the actions of those experiencing these processes. There are also attempts to reframe menopause through negation of scenarios that problematize menopause and associated feelings of shame. Some of these draw on container and nature metaphors. Further, some scenarios describe positive aspects of reaching this age and challenge perceived stereotypes that hormones make women tired and grumpy. In light of these findings, I will discuss how metaphor scenarios may impact the social experience of menopause.

References

Bullo, S. (2018). Exploring disempowerment in women's accounts of endometriosis experiences. *Discourse and Communication*, *12*(6), 569–586. https://doi.org/10.1177/1750481318771430

Demjén, Z. (2016). Laughing at cancer: Humour, empowerment, solidarity and coping online. *Journal of Pragmatics*, *101*, 18–30. https://doi.org/10.1016/j.pragma.2016.05.010

Martin, J. R., & White, P. R. R. (2005). The Language of Evaluation: Appraisal in English. Palgrave Macmillan.

Musolff, A. (2006). Metaphor scenarios in public discourse. *Metaphor and Symbol*, *21*(1), 23–38. https://doi.org/10.1207/s15327868ms2101

Potts, A., & Semino, E. (2017). Healthcare professionals' online use of violence metaphors for care at the end of life in the US: A corpus-based comparison with the UK. *Corpora*, *12*(1), 55–84. https://doi.org/10.3366/cor.2017.0109

Semino, E., & Demjén, Z. (2017). The Routledge handbook of metaphor and language. Routledge.

van Leeuwen, T. (2008). Discourse and Practice new tools for critical discourse analysis (Oxford studies in sociolinguistics). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195323306.003.0001

TOP

Visual and linguistic synaesthetic metaphors in print advertising: an experimental study

Marianna Bolognesi
University of Bologna, Italy

Francesca Citron
Lancaster University, UK

Francesca Strik Lievers
University of Genoa, Italy

Advertisements produced by creative agencies make large use of metaphors and, especially in recent years, they have shown a tendency to include clues pointing to one or multiple sensory modalities. Alongside studies describing and analyzing linguistic and visual figurative constructions in advertising (McQuarrie & Mick 1996; Forceville 2006; Pérez Sobrino 2017; Pérez Sobrino et al. 2021), research in marketing and psychology has specifically investigated the impact of the use of linguistic and visual metaphors on consumers' attitudes and behavior (cf. Dehay & Landwehr 2019 for a review) as well as the effects of (multi)sensory elements in advertising (Krishna 2013; von Wallpach & Kreuzer 2013; Wörfel et al. 2022). In this paper we explore the interaction of language and images in constructing multisensory metaphors in print advertising.

We hereby analyze and discuss crowdsourced data about consumers' appreciation and intention to purchase products that are advertised through synaesthetic metaphors (when perceived complexity and perceived realism of the ad are controlled). Synaesthetic metaphors are defined as metaphors that connect concepts related to different sensory modalities, as in the slogan "music to your mouth" (hearing/taste) used to advertise chocolate. We selected real multimodal advertisements containing an image and a verbal slogan and graphically/linguistically manipulated them to create four conditions 1) presence of both a linguistic and a visual synaesthetic metaphor, e.g., the slogan above accompanied by the picture of chocolate and a musical instrument; 2) linguistic synaesthetic metaphor with non-metaphoric picture (simple chocolate image); 3) visual synaesthetic metaphor with non-metaphoric slogan ("pleasure to your mouth"); 4) no presence of synaesthetic metaphor. Preliminary results from 40 participants show that the presence of visual synaesthetic metaphors increases appreciation, especially if together with linguistic synaesthesia. On the contrary, linguistic synaesthetic metaphor alone shows little appreciation from consumers. With regards to persuasion, results show no difference among conditions: purchase intentions are not influenced by the presence or absence of synaesthetic metaphors, whether visual or linguistic. Further results (involving a larger group of participants) and more details about the experimental work will be presented and their theoretical implications and possible applications will be discussed in relation with the social impact of metaphor.

References

Dehay, E. K., & Landwehr, J. R. (2019). A MAP for effective advertising: The metaphoric advertising processing model. *AMS Review*. 1-15.

Forceville, C. (2006). Pictorial Metaphor in Advertising. London: Routledge.

Krishna, A. (2013). Customer Sense: How the 5 Senses Influence Buying Behavior. New York: Palgrave Macmillan.

McQuarrie, E. F., & Mick, D. G. (1996). Figures of rhetoric in advertising language. *Journal of Consumer Research*, *22*(4), 424.

Pérez Sobrino, P. (2017). *Multimodal Metaphor and Metonymy in Advertising*. Amsterdam Philadelphia: John Benjamins Publishing Company.

Pérez Sobrino, P., Littlemore, J., & Ford, S. (2021). *Unpacking Creativity. The Power of Figurative Communication in Advertising.* Cambridge: Cambridge University Press. von Wallpach, S., & Kreuzer, M. (2013). Multi-sensory sculpting (MSS): Eliciting embodied brand knowledge via multi-sensory metaphors. *Journal of Business Research*, *66*(9), 1325–1331.

Wörfel, P., Frentz, F., & Tautu, C. (2022), Marketing comes to its senses: a bibliometric review and integrated framework of sensory experience in marketing, *European Journal of Marketing*, ahead-of-print: https://doi.org/10.1108/EJM-07-2020-0510

TOP

"Mapping" knowledge dissemination: Metaphors in scientific and journalistic discourse about immunotherapy

Nynke Bos
Radboud UMC,
the Netherlands

Gudrun Reijnierse
Radboud University,
the Netherlands

Lisa Vandeberg
Radboud University,
the Netherlands

Anke Oerlemans
Radboud University,
the Netherlands

Marlies Hulscher
Radboud UMC,
the Netherlands

Scientific and journalistic discourse about developments in medicine often utilizes metaphor to describe such new phenomena in terms of more concrete or more familiar things (e.g., Leydesdorff & Hellsten, 2005). Scientists use metaphors as part of their jargon or to discuss novel developments in science. Science journalists, on the other hand, use metaphors to explain scientific findings to the general public (e.g., Boyd, 1993).

Immunotherapy is a relatively novel therapy that targets the immune system of patients and has proven effective in treating various cancers, allergies, and infectious diseases. As immunotherapy holds tremendous promise for science and society, it receives increasing attention in scientific and journalistic publications. Since metaphor use has the potential to shape the way people think about immunotherapy, the aim of this study was to map current communication about this therapy. We asked:

RQ1: (a) Which linguistic metaphors are used in the descriptions of immunotherapy? (b) What are the source domains of these metaphors? (c) Which functions do these metaphors have?

Research has also shown that journalists sometimes adopt metaphors from academic publications in their news articles, but that they may also extend existing metaphors or even create new ones (e.g., Knudsen, 2003). Therefore, we asked:

RQ2: How does metaphor use in scientific texts compare to metaphor use in journalistic texts?

We conducted a content analysis of 1,425 scientific review articles and 2,650 British newspaper articles on immunotherapy. We extracted text chunks containing immunotherapy-related terms (9,360 chunks) and searched these for metaphor markers

(e.g., 'like', 'as if'). Coding took place in three rounds: 1) linguistic metaphor identification (Steen et al., 2010); 2) source-domain categorization (Reijnierse & Burgers, submitted); and 3) analysis of metaphor functions (e.g. 'effect of immunotherapy'). We double-coded the entire dataset and discussed differences until consensus was reached.

Results of our analyses showed that scientific and journalistic articles used a variety of linguistic metaphors (RQ1a) and source domains (RQ1b) related to immunotherapy, but these were more heterogeneous in news than in scientific articles (RQ2). These differences are in line with earlier research (e.g., Knudsen, 2003) and can be explained by the type of author (scientists vs. journalists) and/or the type of audience (scientific peers vs. lay audience) for which the various articles are intended. Analysis of the functions (RQ1c) is currently ongoing, and results will be presented at the conference. In the presentation we will also discuss the scientific and practical implications of our findings.

References

Boyd, R. (1993). Metaphor and theory change: What is "metaphor" a metaphor for? In A.

Ortony (Ed.), *Metaphor and Thought* (pp. 481–532). Cambridge University Press.

Knudsen, S. (2003). Scientific metaphors going public. *Journal of Pragmatics*, *35*(8), 1247–1263. doi: 10.1016/S0378-2166(02)00187-X

Leydesdorff, L., & Hellsten, I. (2005). Metaphors and diaphors in science communication: mapping the case of stem cell research. *Science Communication, 27*(1), 64–99. doi:10.1177/1075547005278346

Reijnierse, W.G., & Burgers, C. (under review). Introducing MSDIP: A method for coding source domains in metaphor analysis.

Steen, G.J., Dorst, A.G., Herrmann, J.B., Kaal, A.A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification: From MIP to MIPVU.* John Benjamins.

Microvariation in Inner Circle Englishes: COVID-19 Metaphors in Canadian and American English

Celeste Browning
University of British Columbia, Canada

Elise Stickles
University of British Columbia, Canada

Canadian English (CanEng) is an Inner Circle variety influenced by British and American English (AmEng)[6]. The Canadian linguistic picture is distinctive: Canada is officially bilingual, and 56% of Canadians speak English monolingually[6], versus 78% of Americans[13]. Most CanEng studies are on lexicography or phonetics, with some morphosyntax[5]. Kövecses recognizes regional differences as a factor contributing to within-culture metaphor variation – using British and AmEng as an example[7]. However, virtually no work has been done on CanEng metaphor; a search returns two papers studying literary usages[1,9].

This study analyses CanEng metaphoric variation using the MetaNet database[4,11], focusing on news reporting on COVID-19. It contributes to the study of CanEng as a distinct variety and allows for the investigation of cultural differences on metaphoric variation within closely related varieties. COVID-19 is a useful point of comparison due to salient differences between Canada and the US. Canadians rate themselves as more collectivist than Americans[12]; have greater trust in government[10]; and are more supportive of legislation limiting individual rights[10]. We predict these differences will result in variation with regards to COVID-19 government interventions.

We find that although conceptual metaphors for COVID-19 are largely shared, there are differences at the level of lexical expression. For example, CHANGE IN LOCKDOWN STATUS IS MOVEMENT BETWEEN LOCATIONS is more frequently expressed in CanEng as a *yo-yo* ("this *yo-yo* of opening and closing"[8]) at a rate of 84.8% in the Coronavirus Corpus[2], whereas AmEng usage is 40.3%. This difference is despite an overall higher frequency of *yo-yo* in AmEng (0.569/million vs. 0.389/million in GloWbE[3])*.

Analysis yields three types of dialectal variation: (1) Identical usage in both varieties
(2) Found in both, but differs in lexical expression (3) Frequently used in one, infrequently in the other

A corpus study using the Coronavirus Corpus[2] will further investigate frequency variation. A diachronic line of research will consider the assumption that novel metaphors begin in AmEng and are then borrowed into CanEng via the asymmetric influence of American media in Canada. Furthermore, CanEng may borrow metaphors from AmEng but then develop lexical variation. One challenge posed by the corpus approach is the possibility that journalistic writing may privilege certain metaphors over

those that could be more frequent in other genres. Therefore, evidence for CanEng variation may be found by analysing direct quotes from Canadian citizens regarding government interventions, in comparison to journalists' writing.

* Excludes proper nouns, e.g. *Yo-Yo Ma.*

References

[1] Colston, H. L., & Rasse, C. (2021). Embodiment across Englishes: The comprehension of metaphors in popular song lyrics in Canadian, Austrian, and American English. *In* M. Callies & M. Degani (Eds.), *Metaphor in Language and Culture across World Englishes*, pp. 129-150. Bloomsbury Academic.

[2] Davies, Mark. (2019-) *The Coronavirus Corpus*. Available online at https://www.english-corpora.org/corona/.

[3] Davies, Mark. (2013) *Corpus of Global Web-Based English*. Available online at https://www.english-corpora.org/glowbe/.

[4] Dodge, E., Hong, J., & Stickles, E. (2015). MetaNet: Deep semantic automatic metaphor analysis. *In* E. Shutova, B. B. Klebanov, & P. Lichtenstein (eds.), *Proceedings of the 3rd Workshop on Metaphor in NLP*, pp. 40-49.

[5] Dollinger, S. (2017). Canadian English in real-time perspective. *In* A. Bergs & L. Brinton (Eds.), *History of English. Vol. V: Varieties of* English, pp. 53-79. Berlin, New York: de Gruyter Mouton.

[6] Dollinger, S. (2020). English in Canada. *In* C. Nelson, Z. Proshina, & D. Davis (Eds.), *Handbook of World Englishes*, Second edition, pp. 52-69. Malden, MA: Blackwell-Wiley.

[7] Kövecses, Z. (2005). Metaphor in culture: Universality and variation. Cambridge University Press.

[8] Lowrie, M. (2022, January 25). Quebec to reopen restaurant dining rooms next week, allow small private gatherings. *The Toronto Star.* https://www.theglobeandmail.com/canada/article-quebec-reports-85-more-deaths-linked -to-covid-19-drop-in/

[9] Nagy, J. (2011). Metaphors of weather in Canadian short prose. *Brno Studies in English 37*(1): 97-111.

[10] Nakhaie, R., & De Lint, W. (2013). Trust and support for surveillance policies in Canadian and American opinion. *International Criminal Justice Review*, *23*(2), 149-169.

[11] Sweetser, E., David, O., & Stickles, E. (2019). MetaNet: Automated metaphor identification across languages and domains. *In* M. Bolognesi, M. Brdar, & K. S. Despot (Eds.), *Metaphor and Metonymy in the Digital Age: Theory and methods for building repositories of figurative language*, pp. 23-47. John Benjamins.

[12] Taras, V., Kirkman, B. L., & Steel, P. (2010). Examining the impact of Culture's consequences: a three-decade, multilevel, meta-analytic review of Hofstede's cultural value dimensions. *Journal of Applied Psychology*, *95*(3), 405-439.

[13] United States Census Bureau. (2019). Detailed household language by household limited English speaking status. *American Community Survey 2019.* https://data.census.gov/cedsci/table?q=Language%20Spoken%20at%20Home&tid=AC SDT1Y2019.B16002. Accessed February 23, 2022.

TOP

Persuasive Effects of Humorous Figurative Frames in Satirical News

Britta Brugman
University of Amsterdam, the Netherlands

Camiel Beukeboom
Vrije Universiteit Amsterdam, the Netherlands

Christian Burgers
University of Amsterdam, the Netherlands

Elly Konijn
Affiliation, the Netherlands

Satirical news presents opinions about the news through humor. Previous research demonstrated that exposure to satirical news can influence audience's opinions about the news compared to regular news, but that findings have been inconsistent (see Burgers & Brugman, 2021, for a meta-analysis). An explanation that is offered in the literature is that satirical news' persuasive effects depend on the type of humor used (Holbert et al., 2011), for instance on whether the humor contains irony, metaphor, and/or hyperbole (e.g., Young et al., 2019). However, empirical evidence for this claim is limited, with previous research showing few to no differences in persuasive effects between satirical news that is characterized by different humor types (e.g., Boukes et al., 2015; Polk et al., 2009; Skalicky & Crossley, 2019).

The current study advances our understanding of the conditions for satirical news to be persuasive by focusing on combinations of humor types. Figurative framing theory (Burgers et al., 2016) proposes that when types of figurative expression are used together to convey a specific message (e.g., in satirical news: criticism of an issue), their effects surpass effects of any of the figurative frames in isolation. This is the case because each figurative frame conveys its own argument, and it is more difficult to refute multiple arguments. We thus test the prediction that satirical news is more persuasive when it contains combinations of humorous figurative frames.

To test this prediction, we conducted experimental research. Participants were randomly assigned to read one of five articles in which we manipulated figurative humor type: (1) irrelevant regular news article (control), (2) relevant regular news article (control), (3) satirical news article with an ironic frame only (default humorous figurative frame, see Burgers, 2022), (4) satirical news article with a combined ironic-metaphorical frame, and (5) satirical news article with a combined ironic-hyperbolic frame. Participants next answered questions about issue agreement as well as several text perceptions such as perceived humor of the article.

While results showed effects of genre (satirical news vs. regular news) on issue agreement and text perceptions, no differences in scores were found between the different satirical news articles. These results contradict figurative framing theory (Burgers et al., 2016) by showing that the use of figurative frames did not influence effects of satirical news. Future research could look into interactions between humor type and humor content, where differential effects of humor type in satirical news possibly only exist in case of certain humor content.

References

Boukes, M., Boomgaarden, H. G., Moorman, M., & de Vreese, C. H. (2015). At odds: Laughing and thinking? The appreciation, processing, and persuasiveness of political satire. *Journal of Communication, 65*(5), 721-744. https://doi.org/10.1111/jcom.12173

Burgers, C. (2022). Irony and satire. In R.W. Gibbs Jr. & H.L. Colston (Eds.), *The Cambridge handbook of irony and thought.* Cambridge University Press

Burgers, C., & Brugman, B. C. (2021). Effects of satirical news on learning and persuasion: A three-level random-effects meta-analysis. *Communication Research.* Advance online publication. https://doi.org/10.1177/00936502211032100

Burgers, C., Konijn, E. A., & Steen, G. J. (2016). Figurative framing: Shaping public discourse through metaphor, hyperbole and irony. *Communication Theory, 26*(4), 410–430. https://doi.org/10.1111/comt.12096

TOP

Polk, J., Young, D. G., & Holbert, R. L. (2009). Humor complexity and political influence: An elaboration likelihood approach to the effects of humor type in The Daily Show with Jon Stewart. *Atlantic Journal of Communication, 17*(4), 202-219. https://doi.org/10.1080/15456870903210055

Skalicky, S., & Crossley, S. A. (2019). Examining the online processing of satirical newspaper headlines. *Discourse Processes, 56*, 61-76. https://doi.org/10.1080/0163853X.2017.1368332

Young, D. G., Bagozzi, B. E., Goldring, A., Poulsen, S., & Drouin, E. (2019). Psychology, political ideology, and humor appreciation: Why is satire so liberal? *Psychology of Popular Media Culture, 8*, 134-147. https://doi.org/10.1037/ppm0000157

What metaphors can tell us about the future. Explaining innovations through metaphorical mappings

Ludovica Cerini

University of Pisa, Italy

Alessandro Lenci

University of Pisa, Italy

This work investigates the educative and persuasive functions of metaphors used in journalistic discourse. In particular, the aim is to explore how extended and novel metaphors, produced in the context of innovation discourse, contribute to educating to new and innovative topics (e.g. Industry 4.0 related topics) and in spreading new knowledge. Secondly, it is our intention to study how the framing effect could lead to a negative or persuasive interpretation of these innovations, by also exploring the interplay between metaphors and emotions.

In journalistic discourse, metaphors are used, not only as a rhetorical device, but as a more efficient tool to explain and disseminate innovations. We collected web articles from online portals dedicated to innovation and topics regarding Industry 4.0 to quantitatively investigate the different types of metaphorical mappings used in this context and to identify qualitative correlations between the emotions conveyed by the metaphorical sentences and the metaphorical mappings themselves. In this work we present an exploratory annotation method that mainly addresses the problem of defining how source and target domains differ in the way they convey emotions and if there is any correlation between emotions conveyed and the way they are combined.

The metaphors gathered from web articles were randomly selected from 4 main topics (Innovation, Data Science, Criptocurrency, Design), in order to collect different instances of extended metaphors created by authors with the specific purpose of persuading readers about new ideas in the context of innovation.

To study the interaction between the metaphorical mappings and emotions, we adopted a finegrained analysis to annotate source and target domains; then we used the Ekman's theory of basic emotions to annotate the degree and the type of emotions conveyed both by source and target domain. We then evaluated the inter-annotator agreement both for fine-grained mappings and emotions. These steps allowed us to identify not only new and more specific mappings (e.g.

BLOCKCHAIN IS VACUUM CLEANER), but also to understand whether the interaction between source and target domain conveys a positive or negative attitude towards the main topic of the articles.

The proposed method wants to set a guideline standard to analyze where and how emotional states are conceptualized or transferred from concrete and abstract concepts, and how metaphorical mappings could raise different persuasive effects depending on the context.

References

Bauer, A, Bogner, A (2020) Let's (not) talk about synthetic biology: Framing an emerging technology in public and stakeholder dialogues. Public Understanding of Science 29: 492–507.

abot, P. L. H., Dankers, V., Abadi, D., Fischer, A., & Shutova, E. (2020). The Pragmatics behind Politics: Modelling Metaphor, Framing and Emotion in Political Discourse. ACL Anthology.

Citron, F. M. M., & Goldberg, A. E. (2014). Metaphorical sentences are more emotionally engaging than their literal counterparts. Journal of Cognitive Neuroscience, 26(11), 2585–2595.

TOP

Citron, F.M.M., Cacciari, C., Kucharski, M. et al., (2016). When emotions are expressed figuratively: Psycholinguistic and Affective Norms of 619 Idioms for German (PANIG). Behav Res 48, 91–111.

Dankers, V., Rei, M., Lewis, M., & Shutova, E.. (2019). *Modelling the interplay of metaphor and emotion through multitask learning*. In Proceedings of the 2019 Conference on Empirical Methods in Natural Language Processing and the 9th International Joint Conference on Natural Language Processing (EMNLP- IJCNLP), pages 2218– 2229, Hong Kong, China

Ekman, P., (1984). *Expression and the nature of emotion*. In Approaches to emotion, ed. K.R. Scherer and P. Ekman, 319–343. Hillsdale: Lawrence Erlbaum.

Feldman Barrett, L., (2017). How emotions are made: The secret life of the brain. Boston et al. 2017.

Gao, X., Huang, C., & Lee, S.Y. (2019). Conceptual Metaphor in Emotion Expressions in Mandarin Chinese. Frontiers in Chinese Linguistics.

Hansen, J, Baumer, EPS, Richland, L, Tomlinson, B (2011) *Metaphor and creativity in learning science*. In: Proceedings of the American educational researchers association annual conference (AERA), New Orleans, LA, 8–12 April.

Iliev, R, Axelrod, R (2017) The paradox of abstraction: Precision versus concreteness. Journal of Psycholinguistic Research 46(3): 715–729.

Katz, L., Ortony, A., (1987). Metaphorical Uses of Language in the Expression of Emotions.

Metaphor and Symbol - METAPHOR SYMB. 2. 239-250.

Kim, E., & Klinger, R. (2018). A survey on sentiment and emotion analysis for computational literary studies. arXiv preprint arXiv:1808.03137.

Kołakowska, A., Landowska, A., Szwoch, M., Szwoch, W., and Wróbel, M.R., (2015). *Modeling emotions for affect-aware applications*. Cover Title Page Designed ESENCJA Sp.zoo.

Kövecses, Z. (2020). Extended conceptual metaphor theory. Cambridge University Press.

Lakoff, G. (1991). Metaphor and war: The metaphor system used to justify war in the Gulf. Peace Research, 25-32.

akoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago press.

Lindquist, K. A. (2017). The role of language in emotion: Existing evidence and future directions. Current Opinion in Psychology, 17, 135–139

Mohammad, S., Shutova, E., & Turney, P. (2016, August). *Metaphor as a medium for emotion: An empirical study.* In Proceedings of the Fifth Joint Conference on Lexical and Computational Semantics (pp. 23-33)

Müller, N., Nagels, A. & Kauschke, C., (2021). Metaphorical expressions originating from human senses: Psycholinguistic and affective norms for German metaphors for internal state terms (MIST database). Behav Res.

Scarantino, A., de Sousa, R., (2018). *Emotion*, The Stanford Encyclopedia of Philosophy (Summer 2021 Edition), Edward N. Zalta (ed.)

Schwarz, N. (2000). *Emotion, cognition, and decision making*. Cognition and Emotion, 14(4), 433–440.

Steen, G. J., Dorst, A. G., Herrmann, J. B., Kaal, A. A., & Krennmayr, T. (2010). *Metaphor in usage*. Cognitive Linguistics, 21(4).

Steen, GJ, Dorst, AG, Herrmann, JB, Kaal, A, Krennmayr, T, Pasma, T (2010) *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*. Amsterdam: Benjamins.

Taylor, J. R. (2010). *Cognitive grammar* (Reprinted). Oxford textbooks in linguistics. Oxford: Oxford Univ. Press.

Tong, X., Shutova, E., & Lewis, M., (2021). Recent advances in neural metaphor processing: A linguistic, cognitive and social perspective. 4673-4686.

Zayed, O., McCrae, J. P., & Buitelaar, P. (2019). Crowd-sourcing a high-quality dataset for metaphor identification in tweets. In 2nd Conference on Language, Data and Knowledge (LDK 2019). Schloss Dagstuhl-Leibniz-Zentrum fuer Informatik.

-Sopory, P, Dillard, JP (2002) The persuasive effects of metaphor: A meta-analysis. Human Communication Research 28(3): 382–419.

Military Framing of Covid-19

Sami Chatti

University of Manouba, Tunisia

Military metaphors matter. In war as in peace, the language of warfare serves communicative purposes for it appeals to fear to persuade or dissuade. Given the analogy between the experience of disease and the enterprise of war, public health communication has often been receptive to the use of military jargon and war-related metaphors. The global outbreak of the coronavirus pandemic earlier this year evidenced the role and value of the warfare metaphor in framing the understanding of the novel infectious disease and informing pandemic response plans to this unprecedented and multifaceted crisis. The versatile function of the warfare metaphor poses, however, more problems than it solves. The paper explores the multiple correspondences between the source domain of war and the target domain of disease to explain the merits and limits of the warfare framing of the COVID-19 disease. It offers also an analysis of the collocational properties of the 'coronavirus' and 'COVID-19' lexemes to show the visceral relationship between treating diseases and waging wars. The fear-driven implications of such conceptual link motivate the use of alternative, hope-oriented metaphors to reframe the COVID-19 disease.

The Gain- and Loss-framed JOURNEY to Legitimacy

Jieyu Chen
South China Agricultural
University,
China

Kathleen Ahrens
The Hong Kong Polytechnic
University,
Hong Kong

Chu-Ren Huang
The Hong Kong Polytechnic
University,
Hong Kong

The role of metaphor in framing value systems, especially in terms of the grand challenges we face, is a topic yet to be fully explored in applied metaphor research. We focus on how the source domain of Journey is used to frame oil companies' environmental practices in Corporate Social Responsibility (CSR). Combining Prospect Theory and source domain analysis of metaphor in CSR reports, we demonstrate that gain and loss frames play a central role in choosing source domains to achieve legitimacy by ethically positioning the issue.

Our data include CSR reports from Fortune 500 oil companies in China and the U.S. We hypothesize that the different economic and national contexts could result in different legitimization strategies. We studied 47 CSR reports published by 6 American petroleum companies and 34 CSR reports generated by 4 Chinese petroleum companies.

The results show similar frequencies of use for the source domain of Journey. However, American oil companies tended to focus on sustainability or environment-friendliness with the keyword "way", whereas Chinese oil companies tended to emphasize their achievements with "reach".

Oil companies from both countries often employed the gain frames in the Journey source domain to show how companies generated profit for direct stakeholders. However, both gain- and loss-framed Journey source domains were often presented in a future time frame to downplay urgency. The future time perspective was realized through the use of metaphors such as "progress" and "accelerate" that have a future-oriented conceptualization. In American CSRs, the metaphor "progress" was often used to present incremental steps to a better future. In contrast, the metaphor "accelerate" frequently used by Chinese CSRs could be ingeniously deceptive. Its focus on bringing a situation "up to speed" implies achievements in environmental practice, yet it takes attention away from the fact that acceleration from close to zero means little movement.

In sum, American oil companies tended to use the Journey source domain to update future sustainability goals. On the other hand, Chinese oil companies underline ongoing improvements in lieu of actual achievements. The analysis of the different perspectives engaged in gain-framing shows how the same source domain of Journey can be applied in very different ways of legitimizing environmental policies in CSR reports given the different broader socio-cultural contexts.

TOP

It is a prestigious sanctuary: A corpus-based study of metaphor and hyperbole in luxury hotel websites

Joanna Zhuoan Chen

The Hong Kong Polytechnic University, Hong Kong

Kathleen Ahrens

The Hong Kong Polytechnic University, Hong Kong

Promotional discourse needs to be appealing, emotionally engaging, and persuasive. It, therefore, should not be surprising that many cases of figurative expressions, such as metaphor and hyperbole, can be identified in promotional discourse, particularly in its most prototypical category of advertising (Bhatia, 2005; Jaworska, 2017). According to Figurative Framing Theory (Burgers et al., 2016), figurative language is an important communication tool in political discourse because it can emphasise a particular aspect of reality and colour the subject being discussed (Burgers & Ahrens, 2020). Hence, we argue that figurative language in advertising has the potential to improve consumers' attitudes and influence their decision-making process by communicating the positive benefits of products (McQuarrie & Mick, 2003; McQuarrie & Phillips, 2005).

Many studies have analysed metaphor and hyperbole in the sample of online travel advertising, including tourist texts on the web (Mattiello, 2012), hotel introductory texts (Cheng & Suen, 2014), and tourist destination websites (Kaltenbacher, 2006). However, these studies only analyse a select number of metaphors (or hyperboles) and do not provide systematic descriptions of metaphor (or hyperbole) types and frequencies. This is important because the types and functions of metaphor and hyperbole may vary from context to context (Thibodeau & Boroditsky, 2011). Moreover, while most research investigates metaphor and hyperbole in isolation, in real-world discourse, different figurative devices may occur together and are more persuasive than figurative devices used in isolation (Mattiello, 2012; Burgers et al., 2016).

The current study focuses on the use of figurative language in advertising on hotels' proprietary websites and looks at how these hotels and their services are positively delineated via metaphor and hyperbole in two corpora made up of text introducing hotel facilities. The data of these two corpora includes 31 luxury hotels from Hong Kong and 31 luxury hotels from Singapore, consisting of 186,000 words. Two research questions will be answered in this study:

(1) What types of metaphor and hyperbole are used on luxury hotel websites in Hong Kong and Singapore, and what are their frequencies?

(2) Are metaphors and hyperbole used differently in luxury hotel websites in Hong Kong and Singapore?

Combining both qualitative method and quantitative corpus-based approach, this study will extend our knowledge on figurative language variation and contribute to Figurative Framing Theory (Burgers et al., 2016) by exploring how metaphor and hyperbole, both alone and together, frame and intensify favourable attributes of hotels and their services.

References:

Bhatia, V. (2005). Generic patterns in promotional discourse. In H. Halmari & T. Virtanen (Eds.), *Persuasion across genres: A linguistic approach* (pp. 213–225). Amsterdam, the Netherlands: John Benjamins.

Burgers, C., & Ahrens, K. (2020). Change in metaphorical framing: Metaphors of TRADE in 225 years of State of the Union addresses (1790-2014). *Applied Linguistics*, *41*(2), 260–279.

TOP

Cheng, W., & Suen, A. (2014). Multimodal analysis of hotel homepages: A comparison of hotel websites across different star categories. In W. Cheng & M. J. Wang (Eds.), *The Asian ESP Journal, Special Issue*, 5-33. Brisbane, Australia: English Language Education Publishing.

Kaltenbacher, M. (2006). Systemic functional linguistics and corpus analysis: the language of exaggeration in websites of tourism. In *Empirical Approaches to Discourse Analysis* (pp. 89-117). Frankfurt A. M.: Peter Lang.

Mattiello, E. (2012). Metaphor in tourism discourse: Imagined worlds in English tourist texts on the web. *Textus*, *1*(1), 67–82.

McQuarrie, E. F., & Mick, D. G. (2003). Visual and verbal rhetorical figures under directed processing versus incidental exposure to advertising. *The Journal of Consumer Research*, *29*(4), 579–587.

McQuarrie, E. F., & Phillips, B. J. (2005). INDIRECT PERSUASION IN ADVERTISING: How consumers process metaphors presented in pictures and words. *Journal of Advertising*, *34*(2), 7–20.

Thibodeau, P. H., & Boroditsky, L. (2011). Metaphors we think with: The role of metaphor in reasoning. *PLoS ONE*, *6*(2), 1–11.

A tools-based approach for improving metaphor classification: The role of re-expression tests in analysing whether climate change is really conflict in a corpus of UK parliamentary data

Ben Clarke

University of Gothenburg, Sweden

John Currie

Østfold University College
University of Gothenburg, Sweden

Current theories attempting to account for metaphor still find necessary recourse, rightly or wrongly, to characterise the phenomenon as being latent and having inherent fuzziness (Deignan, 2005: 93, Charteris-Black, 2004: 32; Cameron, 2011: 35-36). In Conceptual Metaphor Theory (Lakoff & Johnson, 1980; Kövcses, 2010; henceforth CMT), several procedures approaches to metaphor classification have been developed to attempt to counteract this challenge. Prominent among these is MIP (Pragglejaz Group, 2007), based on contrasting the contextual and 'basic' meanings of a lexical unit under study supported by dictionaries. MIP has been adopted by many metaphor researchers, including those who combine metaphor- and corpus-research (e.g. Atanasova & Koteyko, 2017a, 2017b; Shaw & Nerlich, 2015). Other procedures such as MIP-VU (Steen et al., 2010) have built on MIP but work with a more elaborate typology. Applying these procedures is often time-consuming, which is evidently multiplied in corpus-based work, though the benefits of using corpus-based tools in metaphor analysis have been well documented (e.g. Deignan, 2005; 1999; Taylor & Marchi, 2018).

Based on our experience of coding a large UK parliamentary dataset (approximately 600,000 words; Hansard, n.d.) for realisations of the conceptual metaphor CLIMATE CHANGE IS CONFLICT (Currie & Clarke, 2022), we here present and discuss the merits of a tools-based approach as either complementary or alternative to the procedures approaches of MIP, MIP-VU and similar. Our approach provides secondary checks to improve analyses and is particularly adept for corpus work. Largely, this is a matter of re-expression tests, probing authentic examples by rewording/rephrasing and/or restructuring them to help determine which of several semantic readings is the most feasible. These help disambiguate between literal and metaphorical senses of a lexical unit, an analytical judgement at the heart of CMT analysis (Pragglejaz Group, 2007). The research question underpinning our paper, then, is: Can reexpression tests based on lexicogrammatical recognition criteria and corpus evidence improve the systematicity of metaphor analysis? Re-expression tests have aided the development of rigorous analytical frameworks in many traditions of linguistic work (e.g. Reinhart's (1981) 'aboutness'-topics; Martin, Matthiessen & Painter's (1997) tests for semantic transitivity; etc.). Specifically, we present three such re-expression tests - Synonym Replacement Test; Consequence Re-expression Test; Material Transitivity Re-expression Test - the employment of which led to a high-level of consistency of metaphor classification when used in combination with MIP in our aforementioned project (k=0.91; cf. those reported in MIP: k=0.72 to k=0.62).

References

Atanasova, D., & Koteyko, N. (2017a). Metaphors in Guardian Online and Mail Online Opinionpage Content on Climate Change: War, Religion, and Politics. Environmental Communication, 11(4), 452-469.

Atanasova, D., & Koteyko, N. (2017b). Metaphors in Online Editorials and Opeds About Climate Change, 2006 – 2013: A Study of Germany, the United Kingdom and the United States. In The Role of Language in The Climate Change Debate, ed. by Kjersti Fløttum, 71–89. London: Routledge

Cameron, L. (2011). Metaphor and Reconciliation: The Discourse Dynamics of Empathy in Post-Conflict Conversations. Routledge Studies in Linguistics. New York: Routledge.

TOP

Currie, J.S.G. & Clarke, B.P. (2022). 'Fighting talk: The use of the conceptual metaphor CLIMATE CHANGE IS CONFLICT in the UK Houses of
    Parliament 2015-2019'. Journal of Language and Politics.

https://doi.org/10.1075/jlp.21052.cur

Deignan, A. (2005). Metaphor and Corpus Linguistics. Amsterdam: John Benjamins Publishing Company.

Deignan, A. (1999). Corpus-based research into metaphor. In Lynne Cameron & Graham Low

(eds) Researching and Applying Metaphor (The Cambridge applied linguistics series). (p.177199). Cambridge: Cambridge University Press.

Hansard. (n.d.). Hansard. https://hansard.parliament.uk/.

 Kövecses, Z. (2010). Metaphor: A Practical Introduction. 2nd edition. Oxford: Oxford University Press.

Lakoff, G. & Johnson, M. (1980). Metaphors We Live By. Chicago: The University of Chicago Press.

Martin, J., Matthiessen, C.M.I.M. & Painter, C. (1997). Working with Functional Grammar. London: Edward Arnold.

Pragglejaz Group. (2007). 'MIP: A method for identifying metaphorically used words in discourse.' Metaphor and Symbol, 22(1), 1-39.

Reinhart, T. (1981). 'Pragmatics and linguistics: An analysis of sentence topics'. Philosophica, 27, 53–94.

Shaw, C., & Nerlich, B. (2015). Metaphor as a Mechanism of Global Climate Change Governance: A Study of International Policies, 1992–2012. Ecological
    Economics, 109(1): 34– 40.

Steen, G., Dorst, A., Herrmann, J. B., Kaal, A., Krennmayr, T. & Pasma, T. (2010). A Method for Linguistic Metaphor Identification : From MIP to MIPVU.
    Amsterdam: John Benjamins.

Taylor, C. & Marchi, A. (2018). Introduction: Partiality and Reflexivity. In Corpus Approaches to Discourse: A Critical Review, ed. by Charlotte Taylor & Anna
    Marchi, 1–15. London: Routledge.

Why Metaphor is Dripping with Social: From Relevance, through Battling Covid, to Love

Herbert Colston

University of Alberta, Canada

"…[we use figurativity] freely and frequently as a means of spicing up our interactions"

Gareth Carrol, 2021

Metaphor does not merely *have an impact on* sociality in people (among other entities)— regarding all the rich metaphorical comprehension activity having some influnce on social interaction.

Rather, metaphor *is* that sociality, or at least a major and important (and linguistic) part of it (Colston, 2019, 2021; Colston & Katz, 2005; Colston & Rasse, in press). We tend to frame matters in the former „impact" terms because of our focus (not unjustifiably) on the ways (uber interesting ones) in which metaphor imparts meaning—or put differently, we care about *how* metaphor makes meaning. But if we focus a little more widely, we can see that *why* metaphor makes meaning is a social thing through and through. Moreover, this argument can also hold to some degree for all language. But metaphor and other figurative forms take this social work so far that one can argue sociality is among the primary reasons for figurativity's/metaphor's existence.

The talk attempts to make this point through six „sketches" of metaphor intertwined with sociality, or, metaphor's sociality and:

Relevance Theory

Negative Sociality

Figurative Outing

Social Bonding

Subversiveness

Love

Moreover, a conjecture is made that one cannot fully address the above "how" question without attending to the "why" one, vis a vis metaphor and sociality. The situation is akin to gifts and gift-giving. To fully understand what gifts and gift-giving does, we cannot look just at the utilitarian components (i.e., a giver selects a gift to fit a perceived need/desire of a receiver [giving a set of headphones because the receiver's old pair were destroyed by a pet]. Rather, we must incorporate the social aspects of gifts and gift-giving, (i.e., the mere act of giving and what it means—putting oneself out for the happiness of another, carefully selecting a gift to maximize all parties' happiness/gratitude/feelings of selflessness, the giver's selection demonstrating their subtle thoughtfulness about the receiver, the situation, etc.). Put succinctly, you cannot get the full "how" of metaphor, unless you look at the "why".

A final point will then be made that metaphor and figurativity more broadly perform this social work by adhering to more fundamental aspects of what it means to be social—what major social goals exist in people and why (Lieberman, 2013)—and how figurativity pinpoints and accomplishes one or more of these.

References

Carrol, G., (2021). Jumping sharks and dropping mics: Modern idioms and where they come from. Winchester, UK: IFF Books.

Colston, H. L. (2019). How language makes Meaning: Embodiment and conjoined antonymy. New York: Cambridge University Press.

TOP

Colston, H. L. (2021). Humor and figurative language: Good for a laugh, and more. In M. Strick & T. E. Ford (Eds.), *Current issues in social psychology: The social psychology of humor*, (pp. 92-108). Oxon, UK: Routledge.

Colston, H. L., & Katz, A. N. (Eds.), (2005). Figurative language comprehension: Social and cultural influences. Mahwah, N.J.: Laurence Erlbaum.

Colston, H. L., & Rasse, C. (in press). Figurativity: Cognitive, because it's social. In H. Colston, G.

Steen, & T. Matlock (Guest Eds.), C. F. Burgers (Ed.), *Dynamism in Metaphor and Beyond*. Series: Metaphor in Language, Cognition, and Communication (Vol. tbd), (pp. tbd). Amsterdam: John Benjamins.

Lieberman, M. (2013). Social: Why our brains are wired to connect. New York: Broadway Books.

Figurative Fluidic Motion Patterns in English and Modern Greek: A Contrastive Analysis of 'run' and 'τρέχω'

Thomai Dalpanagioti

Aristotle University of Thessalonki, Greece

This paper investigates conceptual and phraseological patterns from a cross-linguistic perspective. The focus of attention is on the fluidic motion uses of the highly polysemous verbs *run* and *τρέχω* in English and Modern Greek respectively. They are manner of motion verbs denoting the typically human, fast movement on ground and they are frequently cited in the literature on motion event encoding. The particularly complex polysemy of *run* may have attracted linguists' attention from a corpus-based cognitive (Gries 2006), socio-cognitive (Glynn 2014) or contrastive (English/German: Boas 2001; Goddard, Wierzbicka & Wong 2016) viewpoint, yet scant (if any) attention has been paid to the fluidic motion cluster of its uses. On the other hand, examples of *τρέχω* feature in typological discussions of motion event encoding across languages (English/French/Modern Greek: Soroli & Verkerk 2017; Modern Greek/ German: Georgakopoulos & Härtl 2020), but no similar contrastive analysis of the specific cluster of uses seems to be available. By "fluidic motion" we refer to motion of a liquid (i.e. liquid Figure) as opposed to "aquamotion" which refers to "motion of a non-liquid Figure in or on the surface of a liquid Ground" (Koptjevskaja-Tamm, Divjak & Rakhilina 2010: 316). Although both *run* and *τρέχω* show the same semantic extension pattern from fast pedestrian motion to fluidic motion, they have divergent figurative uses.

Considering pending questions about the kind of empirical data and the nature of the "tertium comparationis" that can yield robust cross-linguistic insights, we draw on different lines of research in the field of contrastive linguistics. We combine comparable with parallel corpora as sources of data and we explore the potential of semantic frames to serve as a common ground for cross-linguistic comparison (Enghels, Defrancq & Jansegers 2020: 5-7). Another strand of research we build on is contrastive phraseology which, inspired by Sinclair's model of extended units of meaning, focuses on corpus-based contrastive analysis of "patterns" (Ebeling & Oksefjell Ebeling 2013).

Therefore, convergences and divergences are identified at a conceptual and phraseological level through a twofold corpus-based study involving comparable monolingual analysis and parallel corpus investigation (drawing on data from Sketch Engine). The contrastive approach taken combines cognitive linguistics (Frame Semantics, Conceptual Metaphor and Metonymy Theory) with a phraseological view of language. Various types of translation shifts are illustrated (e.g. shifts in grammatical constructions, in frames, in frame element configuration, in frame mappings).

References

Boas, H. C. (2001). Frame Semantics as a framework for describing polysemy and syntactic structures of English and German motion verbs in contrastive computational lexicography. In P. Rayson, A. Wilson, T. McEnery, A. Hardie & S. Khoja (Eds.), *Proceedings of Corpus Linguistics.* Lancaster, U.K.: University Centre for computer corpus research on language, 64-73.

Ebeling, J. & Oksefjell Ebeling, S. (2013). *Patterns in contrast.* Amsterdam/ Philadelphia: John Benjamins.

Enghels, R., Defrancq, B. & Jansegers, M. (2020). Reflections on the use of data and methods in contrastive linguistics. In *R. Enghels*, *B. Defrancq & M. Jansegers* (Eds.), New *approaches* to *contrastive linguistics. Empirical and methodological challenges.* Berlin/ New York: Mouton de Gruyter, 221-264.

TOP

Georgakopoulos, Th. & Härtl, H. (2020). Goal prevalence and situation types: An empirical analysis of differences in Greek and German motion event descriptions. In M. Georgiafentis, G. Giannoulopoulou, M. Koliopoulou & A. Tsokoglou, *Contrastive studies in morphology and syntax*. London: Bloomsbury Academic, 262-280.

Glynn, D. (2014). The many uses of *run*: Corpus methods and socio-cognitive semantics. In D. Glynn & A. J. Robinson (Eds.), *Corpus methods for semantics: Quantitative studies in polysemy and synonymy*. Amsterdam: John Benjamins, 117-144.

Goddard C., Wierzbicka A. & Wong J. (2016). 'Walking' and 'running' in English and German: The conceptual semantics of verbs of human locomotion. *Review of Cognitive Linguistics*, 14(2), 303-36.

Gries, St. Th. (2006). Corpus-based methods and Cognitive Semantics: The many senses of *to run*. In St. Th. Gries & A. Stefanowitsch (Eds.), *Corpora in Cognitive Linguistics. Corpus-based approaches to syntax and lexis*. Berlin/ New York: Mouton de Gruyter, 57-99.

Koptjevskaja-Tamm, M., Divjak D. & Rakhilina E. (2010). Aquamotion verbs in Slavic and Germanic: A case study in lexical typology. In V. Hasko & R. Perelmutter (Eds.), *New approaches to Slavic verbs of motion.* Amsterdam/ Philadelphia: John Benjamins Publishing Company, 315–341.

Soroli, E. & Verkerk, A. (2017). Motion events in Greek: Methodological and typological Issues. *CogniTextes*, 6(1), 1-53.

Students vs Machines: How translation students and Machine Translation engines treat metaphor and which translation strategies are most effective

Sarah Daniel

Swansea University and Université Grenoble Alpes, France

The introduction of Neural Machine Translation (NMT) in 2016 (Le & Schuster, 2016) greatly improved the quality of Machine Translation (MT) output. However, NMT can provide output that reads fluently but does not convey the same meaning as the source text. The widespread availability of free, online machine translation (FOMT) engines, combined with this increase in output fluency, creates a challenge for translation and language teachers, as MT output is less readily distinguishable from student translations. This study initially aimed to investigate the differences between translations proposed by translation students and those produced by FOMT engines to help teachers identify student work which relies excessively on MT.

Metaphorical expressions were chosen as the focus of this study as they are often mistranslated by both translation students and Machine Translation, since their meanings are culturally bound and cannot always be decomposed into individual words. Volunteer Translation Masters students were recruited to translate a 404-word extract of a journalistic article on immigration from French into English. 25 metaphorical expressions were identified in the extract, using the Metaphor Identification Procedure (Pragglejaz Group, 2007). The same extract was also translated using 5 FOMT engines (Google Translate, Bing/Microsoft Translator, Systran, DeepL and Yandex). The collected translations of the 25 metaphorical expressions were classified according to the strategies proposed by Dobrzyńska (1995): maintaining the conceptual metaphor, using a different conceptual metaphor and paraphrasing. A fourth category, omission, was added based on work by Jensen (2005) and Zheng and Xiang (2014). We found that both groups most often translated metaphorical expressions using the same conceptual metaphor, but that MT did so more often than translation students. MT also translated literally more often than students did, while students paraphrased more than MT.

This paper will investigate the effectiveness of the translation strategies observed. English-French bilinguals will be recruited to rate the acceptability of the translations proposed for the target expressions. The metaphorical expressions will also be categorised as dead or conventional according to Deignan (2005), in order to establish whether different strategies are more successful when employed to translate specific types of metaphor. Teachers of translation can use the results of this study to encourage critical use of MT and to help students improve their translations.

References

Deignan, A. (2005). *Metaphor and Corpus Linguistics*. Amsterdam/Philadelphia: John Benjamins.

Dobrzyńska, T. (1995). Translating metaphor: Problems of meaning. *Journal of Pragmatics, 24*, 595-604.

Jensen, A. (2005). Coping with Metaphor: A cognitive approach to translating metaphor. *Hermes, Journal of Linguistics, 35*, 183-209.

Le, Q. V., & Schuster, M. (2016). A Neural Network for Machine Translation, at Production Scale Retrieved from https://ai.googleblog.com/2016/09/a-neural-network-for-machine.html

Pragglejaz Group. (2007). MIP: A Method for Identifying Metaphorically Used Words in Discourse. *METAPHOR AND SYMBOL, 22*(1), 1-39.

Zheng, B., & Xiang, X. (2014). The impact of cultural background knowledge in the processing of metaphorical expressions: An empirical study of English-Chinese sight translation. *Translating and Interpreting Studies, 9*(1), 6-24.

TOP

Metaphorically framing popular dimensions of the migration debate in the news. A variationist, corpus-based discourse analysis of El Diario's coverage of the DACA-question.

Laurence De Backer

Ghent University, Belgium

News metaphors are held to represent a potent tool for influencing people's way of thinking, feeling and acting in relation to complex socio-political issues (cf., Boeynaems et al., 2017), including migration (e.g., Binotto, 2015). Yet, while much of the research on media representations of human mobility has focused on divisive topics, such as (unauthorized) border crossings (e.g., Bruno, 2016) and the presence of undocumented individuals (e.g., Santa Ana 1999), less is known about popular themes (e.g., lenient migration policy decisions carried by the public opinion).

In light of this *incognita*, the current presentation aims to tackle how a highly-popular migration policy issue is metaphorically framed in the US written press. It focuses on the news outlet *El Diario*, which, due to its unique location on the US-Mexico border, releases two local editions of its newspaper geared towards audiences on both sides of the frontier (El Paso vs. Juárez). The main goal is to chart the metaphors and discursive strategies dominating *El Diario*'s reportage of the migration debate surrounding DACA. Short for "Deferred Action for Childhood Arrivals", DACA entails a widely supported US migration policy issue granting limited social and legal benefits to a segment of the US-population brought to the country as children (cf., Krogstad, 2020).

To this end, a corpus-based discourse analysis has been conducted of articles thematizing DACA published in *El Diario* during the presidency of Joe Biden. Linguistic metaphors were identified using a customized version of MIPVU (Steen et al., 2010), annotated for linguistic and context-related variables (e.g., semantic field, linguistic referent, edition), and subjected to quantitative and qualitative analyses. Additionally, given *El Diario*'s double audience and their diverging positionings in relation to the DACA-question, a variationist analysis has been carried out contrasting both editions, with the objective of gauging the existence and nature of variation in the type, frequency and 'situational use' (Van Teeffelen, 1994) of the policy metaphors registered in both versions.

Preliminary results reveal variable metaphorical patterns contingent on the theme and edition, especially concerning the relative frequency and consistency of one semantic field (e.g. WAR) used in relation to another (e.g., DISEASE).

References

Binotto, M. (2015). Invaders, Aliens and Criminals Metaphors and Spaces in the Media Definition of Migration and Security Policies. In E. Bond, G. Bonsaver & F. Faloppa (Eds.), *Destination Italy. Representing Migration in Contemporary Media and Narrative* (pp. 31-58). Bern: Peter Lang.

Boeynaems, A., Burgers, C., Konijn, E., Steen, G. (2017). The Impact of Conventional and Novel Metaphors in News on Issue Viewpoint. *International Journal of Communication*, 11, 2861-2879.

Bruno, M. (2016). Media representations of immigrants in Italy: framing real and symbolic borders. *REMHU Revista Interdisciplinar da Mobilidade Humana, 24*(46), 45-58.

Krogstad, J. M. (2020, June 17). *Americans broadly support legal status for immigrants brought to the U.S. illegally as children*. Pew Research Center. https://www.pewresearch.org/fact-tank/2020/06/17/americans-broadly-support-legal-status-for-immigrants-brought-to-the-u-s-illegally-as-children/

Santa Ana, O. (1999). 'Like an animal I was treated': anti-immigrant metaphor in US public discourse. *Discourse & Society, 10*(2), 191-224.

TOP

Steen, G.J., Dorst, A.G., Herrmann, J.B, Kaal A.A., Krennmayr, T., Pasma, T. (2010). *A Method for Linguistic Metaphor Identification: from MIP to MIPVU*. Amsterdam: Benjamins.

Van Teeffelen, T. (1994). Racism and Metaphor: The Palestinian-Israeli Conflict in

Popular Literature. Discourse & Society, 5(3), 381-405. doi:10.1177/0957926594005003006

TOP

Metaphorical and literal word uses in educational texts

Alice Deignan
University of Leeds, UK

Elena Semino
Lancaster University, UK

It is known that the language of school differs from the everyday language that children encounter in their non-school lives. As children progress through school, they tend to move from a thematically organised, child-centred curriculum, to a disciplinary organised curriculum designed to lead them towards national, subject focussed examinations. This presents a personal challenge and also a linguistic one as children encounter increasingly specialised language.

We have compiled corpora of texts and teacher talk from (1) the last two years of primary school and (2) the first two years of high school, and also use the BNC2014 and Oxford Children's corpus as reference corpora. Our analyses suggest that while there are some completely new vocabulary items in high school, the main vocabulary learning load consists of new, metaphorical meanings of known words, and sometimes the reverse, little known literal meanings of words which are more usually used as metaphors. These uses are often subject specific, and have specific patterns and forms. For example, in mathematics, children will encounter metaphorical uses such as *expand* [an equation], [square] *root*, *round* [number], as well as grammatical structures that are highly symbolic, such as the conditional *If x is [3], what [is y]*, and *Show that [x = y]*, and highly restricted uses of everyday words, such as *problem*. Science and mathematics vocabulary items such as *concentrate* (substance that is not watered down) and *prime* (a number that can only be divided by itself and one) are possibly literal counterparts to their more familiar everyday meanings 'think hard' and 'best quality'. Our data suggest that teachers are aware of the challenge that such uses present, but do not have a systematic way of identifying and classifying them. School students are also aware of metaphorical meanings, but they are sometimes unsure of the boundaries of these.

"Regarding vocabulary, for example, the mathematicians and chemists alike noted the challenge of words that had both general and specific meanings. However, unlike the chemists, the mathematicians were adamant that the precise mathematical definition needed to be learned — memorized, as it were — in order to obtain true understanding of the mathematical meaning in contrast to its more general meaning. For example, a student must know that prime refers to a positive integer not divisible by another positive integer (without a remainder) except by itself and by 1. Prime also means perfect, chief, or of the highest grade, but none of these nonmathematical meanings aids in understanding the mathematical meaning. In contrast, the historians did not even mention words with both general and specific meanings. Rather, they noted that although history did not have as much technical vocabulary as other fields, technical terminology was often co-opted from fields such as political science, economics, and sociology. In addition, the historians noted that the difficulty level of the general vocabulary could be quite high. Terms such as aggressive or adversarial are difficult, yet their meaning is not necessarily specific to history. They also mentioned that students often had to read and understand words that are not current (e.g., the Gilded Age) or that need to be understood metaphorically (e.g., Black Thursday)."

Shanahan and Shanahan 2007: 52

Literally on the web: evidence of metaphoricity activation on social media

Dalby Dienstbach

Getulio Vargas Foundation, Brazil

Falling within the field of cognitive linguistics (Winters and Nathan 2020), more precisely of metaphor in discourse (Semino 2008), this paper focuses on a particular aspect of our metaphoric competence (Littlemore and Low 2006), namely metaphoricity. Based on the definition of metaphoricity as the possibility of recognizing a metaphor as such - by ordinary speakers (Dienstbach 2017) -, this paper seeks to investigate the activation of metaphoricity (or rather the recognizability) of metaphorical expressions on social media platforms. Via the social monitoring tool CrowdTangle (Facebook Inc.), we collected a corpus of 5,749 textual memes containing the adverb 'literally' (as a potential activation device of metaphoricity; Stibbe 1996) posted on Facebook in two periods: January 1st to 7th, and February 10th to 17th, 2022. Drawing on the concepts of conceptual metaphor (Lakoff 1993), metaphoricity (Dienstbach 2017), and deautomatization (Kyratzis 2003), we employ procedures for the identification of metaphorical expressions (Steen et al. 2010) and the annotation of explicitness (Steen 2004) in the corpus. Preliminary findings show that the most uses of 'literally' in the corpus accompany non-metaphorical expressions. However, in cases where a metaphor could be identified, this adverb occasionally either signaled the semantic incongruence of the expression or, most importantly, highlighted part of the cross-domain mapping - namely the source domain - underlying the metaphor. By evoking source domain components, particular comments on the memes suggest that 'literally' might allow conscious access to (part of) the cross-domain mapping, which upholds this adverb as a potential activation device of metaphoricity. Finally, understanding how the adverb 'literally' can affect our ordinary uses - in terms of production and comprehension - of metaphors could cast some light on the role played by such activation devices in discourse, on how our metaphoric competence works, or on how our conceptual system processes meaning.

References

Dienstbach, D. (2017). Metaphoricity: a genre-constrained aspect. *Fórum Linguístico* 14(1):1767-1778.

Kyratzis, S. (2003). Laughing metaphorically: metaphor and humour in discourse. In *8th International Cognitive Linguistics Conference*. Spain: University of La Rioja.

Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (Ed.). *Metaphor and thought* (2 ed., pp. 164-201). Cambridge: Cambridge University Press.

Littlemore, J. & G. Low. (2006). Metaphoric competence, second language learning, and communicative language ability. *Applied Linguistics* 27(2):268-294.

Semino, E. (2008). Metaphor in discourse. Cambridge: Cambridge University Press.

Steen, G. (2004). Can discourse properties of metaphor affect metaphor recognition? *Journal of Pragmatics* 36:295-1313.

Steen, G., A. Dorst, J. Berenike Herrmann, A. Kaal, T. Krennmayr & T. Pasma. (2010). *A method for linguistic metaphor identification:* from MIP to MIPVU. Amsterdam: John Benjamins.

Winters; M. & G. Nathan. (2020). Cognitive linguistics for linguists. New York: Springer.

I feel like a robot literally: the specific role of metaphor in a depersonalization community

Jane Dilkes

The Open University, UK

The debilitating dissociative disorder depersonalization/derealization (the experience of unreality or detachment from the senses or surrounding events) is an under-acknowledged and under-researched condition (unrealuk.org, 2022) that has been characterized as the 'as if' disorder because of reliance on metaphors to communicate the experience. In the current study natural language processing and quantitative methods are used to extract and quantify naturally occurring metaphor from a prominent English language depersonalization/derealization internet forum (dpselfhelp.com). The focus is on (i) metaphor referenced in the DSM-V diagnostic criteria for this condition, for example "feeling robotic, like an automaton" (American Psychiatric Association, 2013, p. 303); (ii) comparison of metaphoric simile and direct metaphor; and (iii) explicitly referenced metaphor. It is argued that specific metaphor use has relevance for the DSM-V diagnostic criterion for this disorder that reality-testing must be intact. It is shown that in participants' early engagement with the forum there is a significant decrease in use of metaphor typically used to express this disorder, and a significant increase in explicit reference to metaphor. For example, the explicit markers 'metaphor' and 'analogy' are used around 15 and 10 times as often respectively on this depersonalization/derealization forum as they are in a comparative health forum. Insights into metaphor use in conjunction with depersonalization/derealization are vital in terms of the experience, progression, and diagnosis of this under-recognized condition, in which e.g. "the biggest mistake doctors make with dp (depersonalization) is diagnosing it as psychosis because they mishear something like 'i feel like a zombie' as 'i believe i am a zombie'" (dpselfhelp.com), where the specific fear of developing psychosis is prominent in depersonalization. This study shows that the social and personal impact of metaphor is explicitly recognised and addressed within this depersonalization community, in which a relationship to metaphor is adopted that analogously represents the experience of depersonalization.

References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders.

unrealuk.org. (2022). Our mission. Unreal. https://www.unrealuk.org/about

TOP

Dementia and epistemic injustice: Understanding the metaphors for dementia used by migrant and ethnic minority groups in the Netherlands

Lettie Dorst

Leiden University,
the Netherlands

Gert Olthuis

Radboud UMC,
the Netherlands

Anke Oerlemans

Radboud University,
the Netherlands

Marjan Knippenberg

Radboud UMC,
the Netherlands

There are many different ways to think and talk about dementia, including through the use of metaphors like dementia is war, dementia is a journey, dementia is loss and dementia is disappearing (e.g. Castaño 2020; George 2010; Van Gorp & Vercruysse 2012; Zimmermann 2017a, b). However, not everyone in society has equal influence on the language that is used to discuss dementia, a phenomenon called *hermeneutic injustice* by Fricker (2007). As shown by Broos (2019), metaphors commonly used in the media – dementia is a disaster, dementia is an epidemic – were not used by people with dementia and were considered confusing and upsetting. In addition, minorities and vulnerable groups also suffer what Fricker calls *testimonial injustice*, since society values the discourses of some, usually those in power, more than others. Taken together, these two forms of *epistemic injustice* entail that the metaphors used by Dutch media, medical professionals and policy makers determine the discourse on dementia and are given more credibility and value than those that express the lived experience of people with dementia and their caretakers from migrant and ethnic minority (MEM) groups.

The current study addressed this epistemic injustice by interviewing informal caregivers of people with dementia from a Chinese, Dutch-Antillean, Moroccan, Surinamese and Turkish background in their native language and eliciting their everyday thinking and talking about dementia. Metaphor-related words were identified following MIPVU (Nacey et al. 2019; Steen et al. 2010) and were then analyzed in context to determine meaningful patterns (Dorst 2017; Semino 2008) and related conceptual metaphors (Lakoff & Johnson 1980). The results indicate, first of all, a conspicuous lack of metaphor to reflect on the nature of dementia and the experience of having dementia. Typical illness metaphors such as the journey and war metaphors were virtually absent in all 5 MEM groups. More importantly though, the interviews demonstrate that it is common to frame the behaviour of people with dementia through child and insanity metaphors, which has serious consequences for people with dementia's need for autonomy, competence and relatedness (Castaño 2020).

With our study we wish to raise awareness for the epistemic injustice surrounding dementia in MEM groups and demonstrate the need for more genuinely multilingual and multicultural research on the metaphors for dementia. We hope our findings will contribute to bridging the gap in quality of care for persons with dementia from MEM groups and lead to more culturally sensitive person-centered dementia care.

References

Broos, A. (2019). *Dementie in metaforen: Een zorg-ethische beschouwing op het spreken over dementie* [Dementia in metaphors: An ethics-of-care reflection on speaking about dementia]. Unpublished MA thesis. Universiteit van Humanistiek, the Netherlands.

Castaño, E. (2020). Discourse analysis as a tool for uncovering the lived experience of dementia: Metaphor framing and well-being in early-onset dementia narratives. *Discourse & Communication* 14(2), 115–132.

TOP

Fricker, M. (2007). Epistemic injustice: Power and the ethics of knowing. Oxford University Press.

George, D.R. (2010). Overcoming the social death of dementia through Language. *Lancet* 376(9741), 586–587.

Lakoff, G. & Johnson, M. (1980). *Metaphors we live by.* University of Chicago Press.

Nacey, S., Dorst, A.G., Krennmayr, T. & Reijnierse, G. (2019). Metaphor identification in multiple languages: MIPVU around the world. John Benjamins.

Semino, E. (2008). *Metaphor in Discourse*. Cambridge University Press.

Semino, E., Demjen, Z., Demmen, J., Koller, V., Payne, S., Hardie, A. & Rayson, P. (2017). The online use of Violence and Journey metaphors by patients with cancer, as compared with health professionals: a mixed methods study. *BMJ Supportive and Palliative Care 7*(1), 60-66.

Steen, G. J., Dorst, A. G., Herrmann, J. B., Kaal, A. A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification: From MIP to MIPVU*. John Benjamins.

Van Gorp, B. & Vercruysse, T. (2012). Frames and counter-frames giving meaning to dementia: A framing analysis of media content. *Social Science & Medicine* 74, 1274-1281.

Zimmermann, M. (2017a). Alzheimer's disease metaphors as mirror and lens to the stigma of dementia. *Literature and Medicine* 35(1), 71–97.

Zimmermann, M. (2017b). The Poetics and Politics of Alzheimer's Disease Life-writing. Palgrave Macmillan.

How KNOWING IS SEEING in gesture: A case of objectification in coming out narratives

Tomasz Dyrmo

Adam Mickiewicz University, Poland

Metaphors have been repeatedly shown to be present in many modalities (e.g., Gibbs 2020, Unwin 2019, Górska 2019), including gesture (e.g., Cienki 2013, Kraśnicka 2021). When we consider the gestural component in metaphor, we may observe that gestures enact basic correlational metaphors: KNOWING IS SEEING metaphor, for instance, gets enacted via Palm-Up Open-Hand (e.g., Ladewig and Bressem 2013, Müller 2017). PUOH gestures, which usually covey the meaning of holding or transferring a metaphorical object, have been noticed to occur quite frequently in coming out narratives, especially alongside the phrase "come out" and related lexical items. In this presentation, I would like to show how objectification, one of the most basic cognitive operations (e.g., Szwedek 2014), surfaces in gesture in coming out narratives. The analysed sample consists of 18 gestures, coming from 41 publicly available videos posted on YouTube: 15 of the gestures come from members of the LGBT+ community and 3 from a case study of an ally (a parent). The preliminary results of the analysis suggest that metaphors of coming out are gesturally enacted via objectification in more than one way: SECRETS may be conceptualised as OBJECTS that are shown or manipulated, but objectification may be employed pragmatically in order to show exactness, for example in a form of a precision grip (Russo Cardona 2008).

References:

Cienki, A. (2013). Image schemas and mimetic schemas in cognitive linguistics and gesture studies. Review of Cognitive Linguistics, 11(2), 417–432.

Gibbs, R. W. (2021). Metaphors in the flesh: Metaphorical pantomimes in sports celebrations. Cognitive Linguistics, 32(1), 67–96.

Górska, E. (2019). Spatialization of abstract concepts in cartoons. A case study of verbopictorial image-schematic metaphors. In: I. Navarro and Ferrando (Ed.), Current Approaches to Metaphor Analysis in Discourse (pp. 279–294). De Gruyter

Kraśnicka, I. (2021). Gdzie jest metafora? Sposoby reprezentowania gestów metaforycznych w dialogu. Polonica, 41.

Ladewig, S. H., & Bressem, J. (2013). New insights into the medium hand: Discovering recurrent structures in gestures. Semiotica, 2013(197).

Müller, C. (2017). How recurrent gestures mean: Conventionalized contexts-of-use and embodied motivation. Gesture, 16(2), 277–304.Russo Cardona, T. (2008). Metaphors in sign languages and in co-verbal gesturing. Gesture, 8(1), 62–81.

Szwedek, A. (2014). The nature of domains and the relationships between them in metaphorization. Review of Cognitive Linguistics, 12(2), 342–374.

Unwin, S. (2019). Metaphor: An exploration of the metaphorical dimension and potential of architecture. Routledge.

Metaphor variation across registers in German

Markus Egg

Humboldt-Universität Berlin, Germany

We investigate the interdependency of metaphor and register (Halliday and Hasan, 1985, Biber and Conrad 2009) and present first results from a new annotated German corpus.

Much previous work on this topic investigates metaphors in specific registers. Steen et al. (2010), Krennmayr (2011), Beger (2015), Herrmann (2015), and Dorst (2015) analyse news, conversation, fiction, and academic discourse. Goatly (1994, 2011) and Deignan et al. (2013) correlate metaphor functions with register features. Berber Sardinha (2015) reports evidence for the influence of metaphor on register variation.

Like the VU Amsterdam Metaphor Corpus (Steen et al., 2010), our corpus (of eventually 500,000 words) includes different registers (parliament speeches, newspaper commentaries, sermons, light fiction, and debates of a debating society), which represent important dimensions of register variation like literal- ity/orality, persuasivity, or relations between the interlocutors. The annotation procedure extends the 'Meta- phor Identification Procedure-VU' (Steen et al., 2010; Herrmann et al., 2019), identifying metaphors and the contexts that motivated their metaphorical interpretation. It also distinguishes non-conventionalised and ex- tended metaphors and a new kind of metaphor called *potential metaphor*, the use of tokens of the same ex- pression first with literal and then with metaphorical senses in the same text.

Non-conventionalised and extended metaphors appear predominantly in highly persuasive registers. Despite their oral nature, the debates did not emerge as less metaphorical than the literal registers, unlike the conversations investigated by Steen et al. (2010). We link this result to the different degree of informative purpose for debates and conversations. As for individual registers, fiction exhibits few metaphors, like in Steen et al. (2010). The register with the highest register marking are sermons. They comprise high numbers of non-conventional metaphors, furthermore, extended and potential metaphors clearly mark sermons. This effect is enhanced in that extended metaphors often recur within a sermon with high frequency and variety.

References

Beger, A. (2015). Metaphors in psychology genres. Counseling vs. academic lectures. In B. Herrmann and T. Berber Sardinha (eds), *Metaphor in specialist discourse*. Benjamins, 53–75.

Berber Sardinha, T. (2015). Metaphor and register variation. In B. Herrmann and T. Berber Sardinha (eds), *Metaphor in specialist discourse*. Benjamins, 17–51.

Biber, D. and Conrad, S. (2009). *Register, genre, and style*. Cambridge University Press.

Deignan, A., J. Littlemore and E. Semino (2013). *Figurative language, genre and register*. Cambridge University Press.

Dorst, A. (2015). More or different metaphors in fiction? A quantitative cross-register comparison. *Lan*guage and Literature 24, 3—22.

Halliday, M. and Hasan, R. (1985). *Language, context and text*. Deakin University Press.

Herrmann, B. (2015). High on metaphor, low on simile. An examination of metaphor type in sub-registers of academic prose. In B. Herrmann and T. Berber Sardinha (eds), *Metaphor in specialist discourse*. Benjamins, 163–190.

Goatly, A. (1994). Register and the redemption of relevance theory. The case of metaphor. *Pragmatics 4*, 139–181.

Goatly, A. (2011). *The language of metaphors*. 2nd ed. Routledge. Herrmann, B., Woll, K., and Dorst, A. (2019). Linguistic metaphor identification in German. In S. Nacey et al. (eds), *Metaphor identification in multiple languages*. 113–135. Benjamins.

TOP

Krennmayr, T. (2011). Metaphor in newspapers. PhD thesis. Vrije Universiteit Amsterdam.

Steen, G., Dorst, A., Herrmann, B., Kaal, A., Krennmayr, T., and Pasma, T. (2010). *A method for linguistic metaphor identification: from MIP to MIPVU*. Benjamins.

Metaphors in the Soviet-Latvian and Diaspora-Latvian musical thought. A comparative analysis

Dāvis Eņģelis

Institute of Literature, Folklore and Art of the University of Latvia (ILFA), Jāzeps Vītols Latvian Academy of Music, Latvia

The discourse of written musical thought is frequently conceptualized through metaphorical mappings. Following the cognitive viewpoint (Billman 2017), this paper analyses how the metaphors used by Latvian music professionals represent the influence of their respective communities and sociopolitical context (western diaspora community of post-WWII refugees and Latvian musicologists under totalitarian Soviet regime divided by the iron curtain).

The dataset consists of two sub-corpora – two yearbooks of musical essays and scholarly articles published during the decades of post-WWII.

Drawing from Conceptual metaphor theory, I identify metaphors that are mapped from various conceptual domains to the domain of music. A mixed quantitative-qualitative approach is grounded in content analysis and techniques of corpus linguistics. The metaphors are extracted manually and sorted through 51 category. Each unit of lexical metaphors is coded according to the respective metaphor category, subject/actor, and emotional valence.

Preliminary results of both corpora from the 1960s/1970s (over 200,000 words, more than 80 publications from over 30 authors in each sub-corpus) show a strong influence of the Marxist-Leninist aesthetics of reflection on the Soviet Latvian musicologists. This translates in frequency of process and visual metaphors in musical descriptions. For Soviet musicologists, music is often an actor, which 'uncovers' and 'unveils' the musical meaning (there are no such mappings in the diaspora corpus). Respectively, Soviet authors relatively often uncover (and, thus, explicitly elaborate) political, ideological meanings in music, using metaphorical mappings. For the diaspora authors, mappings from political vocabulary rarely appear with musical collocates, these mostly being idiosyncrasies, but a common trait they share is ironic modality ('ideoloģiskie sārņi' (ideological dross), 'sarkanarmiešu vienība' (Red Army unit), 'sarkanie jūliji' (red Julys)).

The semantics and grammar of process metaphors vary between the corpora. The adjective 'celtniecisks' (build-like/constructive) is metaphorically applied to music only by the diaspora authors (the Soviet corpus shows a frequent verb form in the typical expression 'komunisma celtniecība' (building of communism); 'mūzika izglīto' (music is educating) in the Soviet musical thought; 'muzikāla atklāsme' (musical revelation) adds to the conspicuous frequency of spiritual metaphors of musical and social 'spirit' and 'soul' in the Soviet corpus.

References:

Billman, D. (2017). Representations. In W. Bechtel & G. Graham (Eds.), A Companion to Cognitive Science (pp. 649–659). Blackwell Publishing Ltd. https://doi.org/10.1002/9781405164535.ch51

TOP

Using Conceptual Metaphor to Resolve the English Language Writing Challenges

Rajab Esfandiari

Imam Khomeini International University, Iran

Ghasem Vadipoor

Imam Khomeini International University, Iran

The present paper examines the theory of conceptual metaphor (Lakoff & Johnson, 2003), using the theoretical framework of the cognitive writing model to improve English-as-a-foreign language (EFL) learners' writing creativity and metacognitive writing awareness. To that end, 120 male and female EFL Bachelor-of-Arts (BA) students majoring in the English language from Foreign Languages Center at Islamic Karaj Azad University in Iran participated voluntarily in this research study. The participants were randomly assigned into two equal groups, with the experimental group receiving the cognitive approach training and the control group the traditional approach instruction. Using a two-way analysis of co-variance (ANCOVA) procedure, as implemented in SPSS (version 25), the researchers assessed the posttest scores of both groups. The results of the ANCOVA analysis indicated that the experimental group significantly enhanced its scores in the posttest of metacognitive writing strategies and writing creativity compared to the traditional group. The findings suggest that writing is not merely drafting and rewriting prefabricated patterns, but it is a recursive and interactive process in which writers attempt to construct meaning and create original ideas using real-life experiences. The findings also imply that conceptual metaphor as a powerful literary device for improving EFL learners' idea generation, writing creativity, and metacognitive writing awareness merits focal attention in EFL writing courses in tertiary education. Pedagogical implications in relation to the development of EFL writing syllabi are discussed.

Pagtan-aw: Features of a Bantoanon Worldview as Constructed in Metaphors in Àsì Poetry from 1916 to 2004

Ivan Dolph Fabregas

University of the Philippines-Diliman, The Philippines

From a cognitive linguistics perspective, metaphors are more than linguistic ornaments but are considered a matter of intellect, instrumental in describing a people's worldview since worldview is also a cognitive entity. Since they are rich in imagery, metaphors provide material for understanding worldviews. This study makes use of Lakoff and Johnson's (1980) Conceptual Metaphor Theory to describe a worldview of the Bantoanons, the people of Banton in Romblon, Philippines who have an understudied language (Ásì) and culture. It analyzes metaphors that contain the most frequently occurring source and target domains extracted from a collection of 86 poems written by Bantoanon authors. The emerging worldview of the Bantoanons based on the metaphors in these poems is then read alongside Jocano's (2001) theory of Filipino Worldview to assess whether the findings reinforce, refine, or contradict Jocano's observations. Specifically, this study addresses the following questions:

1. How do the conceptual metaphors found in Ásì poems construct a Bantoanon worldview?
2. What conceptual metaphors can be extracted from the Ásì poems?
3. How are the most prevalent conceptual metaphors in these poems linked to the sociocultural experiences of the Bantoanons?
4. What worldview is constructed by the prevalent conceptual metaphors?
5. How do the Bantoanons' sociocultural experiences relate to their worldview?
6. How do the findings of this study refine and nuance Jocano's concept of a Filipino worldview?

This study finds that such Bantoanon worldview is centered on having great respect for nature, having a positive outlook, being happy, and being caring, a worldview which is likely a product of the Bantoanon's sociocultural experiences on the island. In different instances, this worldview (1) reinforces Jocano's observations like the Filipino's view of nature, time, and words; (2) presents subtle differences from Jocano's discussions, e.g., a specific view of time; and (3) completely diverges from Jocano's findings like how Filipinos view happiness, dreams, and love. The findings about this Bantoanon worldview can nuance Jocano's discussion of the worldview of the "rural villagers." This study thus adds to the conceptualization of a national theory of worldview that addresses the criticisms of Jocano's theory as nativistic or essentialist: By considering the diversity of Filipino cultures, it paves the way for more studies to be done using linguistic and literary data to make the observations about local worldviews more comprehensive and inclusive.

References

Jocano, F. L. (2001). Filipino worldview: Ethnography of local knowledge. Quezon City: PUNLAD Research House, Inc.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by.* Chicago, IL: University of Chicago Press.

TOP

"Instagram is a ridiculous lie factory": Creative and evaluative metaphors in discourse on social media and mental health.

Jennifer Foley

Autonomous University of Madrid, Spain

Laura Hidalgo-Downing

Autonomous University of Madrid, Spain

The role that social media plays in our lives, and the effect that it has on our mental health, is an area that has been studied in-depth in fields such as anthropology and psychology (Miller et al. 2021; Orben 2020). One of the main lines of research in these studies is whether or not social media positively or negatively affects mental health and wellbeing – although the literature suggests a correlation between mental health problems and social media use, researchers call for more rigorous studies and more objective approaches (Keles et al. 2021). Despite the extensive amount of research that has been carried out on the metaphorical representation of mental health (Charteris-Black 2012; Forceville and Paling 2021), there is little research on social media and mental health from the perspective on CMT (le Roux and Parry 2020).

The aim of this study is threefold: (1) to discover which source domains people use to conceptualise social media; (2) to find out if metaphors are used creatively, and to what extent; and (3) to discover if metaphors are used to positively or negatively evaluate social media, and its effect on mental health and wellbeing. To achieve this aim, we annotated a 10,000-word corpus of 'opinion' and 'lifestyle' articles from the online newspapers *The Guardian* and *The Independent*. Steen et al.'s (2010) MIPVU was used to identify metaphors that conceptualised social media companies, platforms, the ways in which people used these platforms, and the behaviours that they encountered and enacted on the platforms. We also identified metaphors that were used to conceptualise mental health, in order discover the state of authors' mental health and wellbeing before, during and/or after interacting with social media.

We identified 252 metaphors in the discourse, of which 115 (46%) were creative and 166 (66%) were evaluative. The most frequently used source domains were PERSON, DRUG, PLACE, WAR, JOURNEY, COMPETITION and CONTAINER, and semantic creativity predominantly occurred by creatively expanding these source domains (Hidalgo-Downing 2020). Finally, evaluative metaphors were predominantly used to negatively evaluate social media and its effect on mental health.

Bibliography:

Charteris-Black, J. (2012). Shattering the Bell Jar: Metaphor, Gender, and Depression. *Metaphor and Symbol*, 27, 199 - 216.

Demjén, Z., and Semino, E. (2017) Introduction. In Semino, E., & In Demjén, Z. (2017). *The Routledge Handbook of Metaphor and Language*. Routledge: Abingdon.

Forceville, C., and Paling, S. (2021). The metaphorical representation of depression in short, wordless animation films. *Visual Communication*, *20*(1), 100–120.

Fuoli, M., Littlemore, J., and Turner, S. (2021) 'Sunken Ships and Screaming Banshees: Metaphor and evaluation in film reviews', *English Language and Linguistics 26(1),* 75-103. doi:10.1017/S1360674321000046

Hidalgo-Downing, L. (2020). Towards an integrated framework for the analysis of metaphor and creativity in discourse. In Hidalgo-Downing, L., & Kraljevic, B. *Performing metaphoric creativity across modes and contexts*. John Benjamins: Amsterdam.

Keles, B., McCrae, N., and Grealish, A. (2020) A systematic review: the influence of social media on depression, anxiety and psychological distress in adolescents, *International Journal of Adolescence and Youth,* 25(1) 79-93, DOI: 10.1080/02673843.2019.1590851

le Roux D.B., Parry D.A. (2020) The Town Square in Your Pocket: Exploring Four Metaphors of Social Media. In: Hattingh M., et al. (eds) *Responsible Design, Implementation and Use of Information and Communication Technology*. I3E 2020. Lecture Notes in Computer Science, vol 12067. Springer, Cham. https://doi.org/10.1007/978-3-030-45002-1_16

Miller, D., et al. (2021) The Global Smartphone: Beyond a youth technology. Ageing with Smartphones. UCL Press: London, UK.

Semino, E. (2008). *Metaphor in Discourse*. Cambridge University Press: Cambridge.

Semino, et al. (2020). Metaphor, Cancer and the End of Life: A Corpus-Based Study. Routledge:Abingdon.

Steen, G.J., et al. (2010). A Method for Linguistic Metaphor Identification: From MIP to MIPVU. John Benjamins: Amsterdam.

Sutton, T. (2017) Disconnect to Reconnect: The Food/Technology Metaphor in Digital Detoxing. *First Monday*, 22(6). doi: http://dx.doi.org/10.5210/fm.v22i16.7561

Tay, D. (2017) Using metaphor in healthcare: mental health interventions. *The Routledge Handbook of Metaphor and Language*. Routledge: Abingdon.

Making cross-cultural meaning in educational smartphone app icons: metonymies and metaphors

Samantha Ford

University of Birmingham, UK

Yue Guan

Sun Yat-sen University, China

Alongside advances in smartphone communication (Yus, 2021), remote education is becoming more popular as millions of education apps are increasingly downloaded. Previous research has shown that smartphone app icons use figurative tropes such as metaphor and metonymy to communicate information about the app prior to download (Burgers et al., 2016; Pérez-Sobrino et al., 2021).

We identify and interpret multimodal metaphor and metonymy in the design of education app icons from the UK and China, and explore the variation of cross-cultural meaning. We acknowledge that other tropes interact with metaphor and therefore also consider personification, anthropomorphism, pun, hyperbole, and irony. We analysed 60 education apps from the UK Google Play Store (N = 30) and Chinese Huawei app store (N = 30) using an adapted annotation procedure for multimodal metaphor and metonymy (Pérez-Sobrino, 2016), figurative communication (Pérez-Sobrino et al., 2021), and semiotics (Beasley & Danesi, 2010).

Our preliminary findings indicate that: (1) app icons contain more metonymies than metaphors, and (2) use similar metonymies that portray objects (or a part of them) as standing for the app function or an action associated with app use, or as a property standing for the app category; (3) multimodal metaphor and metonymy combine with other tropes such as anthropomorphism and personification when presenting animals and objects in human clothes or with human facial features or behaviors (i.e. waving/smiling) to represent apps as user-friendly, as well as with pun and hyperbole; however, (4) the interpretation of meaningful messages conveyed by these tropes is subject to cultural variation between the analysts, which influences our understanding of the app's function.

Our paper provides an exploration of cross-cultural meaning in smartphone communication, a contribution of empirical research to the study of multimodal metaphor and metonymy, and some recommendations for future apps designers from a practical perspective.

References

Beasley, R., & Danesi, M. (2010). Persuasive signs: The semiotics of advertising (Vol. 4). Walter de Gruyter.

Burgers, C., Eden, A., de Jong, R., & Buningh, S. (2016). Rousing reviews and instigative images: The impact of online reviews and visual design characteristics on app downloads.

Mobile Media & Communication, 4(3), 327–346. https://doi.org/10.1177/2050157916639348

Pérez-Sobrino, P. (2016). Multimodal Metaphor and Metonymy in Advertising: A CorpusBased Account. Metaphor and Symbol, 31(2), 73–90. https://doi.org/10.1080/10926488.2016.1150759

Pérez-Sobrino, P., Littlemore, J., & Ford, S. (2021). Unpacking Creativity: The Power of Figurative Communication in Advertising. Cambridge University Press.

Yus, F. (2021). Smartphone Communication: Interactions in the App Ecosystem. Routledge.

https://doi.org/10.4324/9781003200574

TOP

VIOLENCE in Fortaleza, Brazil: the Reality and the Metaphor

Maria Helena C. Gabriel
Universidade Federal do Ceará, Brazil

L. David Ritchie
Portland State University, Canada

Ana C. Pelosi
Universidade Federal do Ceará, Brazil

This study has focused on the analysis of a low-structure focus group conversation among inhabitants of a violence-prone low-income district in Fortaleza, Brazil, in order to investigate how people in violence-prone communities think and talk about violence and what's the role of metaphors and figurative language in revealing their thoughts, ideas and feelings related to it. Violence, which may be seen as mainly a matter of public security, is also embedded in discourse. This study seeks to deepen our understanding of this discourse from different perspectives: linguistic, cognitive, psycholinguistic, pragmatic, and sociocultural. This research is based theoretically on Cognitive Linguistics, (Lakoff, 1980; Lakoff & Johnson, 1999; Gibbs, 2006), metaphorical framing (Goffman, 1974; Lakoff, 1980;

Lakoff, 2004; Ritchie, 2006) and stories (Ritchie, 2010; Ritchie 2017; Ritchie, 2019). Methodologically, we adopted a qualitative analysis of a descriptive-exploratory nature, coupled with a discursive-cognitive approach, on metaphor-led discourse analysis (Cameron et al., 2009; Cameron & Maslen, 2010). This research was conducted with voluntary participants, aged 18 to 29 years old who live or have lived in low-income neighborhoods of Fortaleza. The participants engaged in low-structure focus group discussion of violence, facilitated by the first author in march, 2020 in the city of Fortaleza, capital of the state of

Ceará, Brazil. Findings from participants' conversations reveal two primary organizing metaphors, VIOLENCE and PERIPHERY; CITIZEN is also used metaphorically in a few places. Besides these findings, we also identified several organizing themes in the stories told by participants, notably including stories about gratuitous literal and figurative violence toward both individuals and the community, contrasting with a sense of pride in the culture of their community. Together, these themes express both the positive spirit of the participants and their sense of irony in the face of abandonment and neglect from government and society. This study has focused on the analysis of a low-structure focus group conversation among inhabitants of a violence-prone low-income district in Fortaleza, Brazil, in order to investigate how people in violence-prone communities think and talk about violence and what's the role of metaphors and figurative language in revealing their thoughts, ideas and feelings related to it. Violence, which may be seen as mainly a matter of public security, is also embedded in discourse. This study seeks to deepen our understanding of this discourse from different perspectives: linguistic, cognitive, psycholinguistic, pragmatic and sociocultural. This research is based theoretically on Cognitive Linguistics, (Lakoff, 1980; Lakoff & Johnson, 1999; Gibbs, 2006), metaphorical framing (Goffman, 1974; Lakoff, 1980;

Lakoff, 2004; Ritchie, 2006) and stories (Ritchie, 2010; Ritchie 2017; Ritchie, 2019). Methodologically, we adopted a qualitative analysis of a descriptive-exploratory nature, coupled with a discursive-cognitive approach, on metaphor-led discourse analysis (Cameron *et al.*, 2009; Cameron & Maslen, 2010). This research was conducted with voluntary participants, aged 18 to 29 years' old who live or have lived in low-income neighborhoods of Fortaleza. The participants engaged in low-structure focus group discussion of violence, facilitated by the first author in march, 2020 in the city of Fortaleza, capital of the state of Ceará, Brazil. Findings from participants' conversations reveal two primary organizing metaphors, VIOLENCE and PERIPHERY; CITIZEN is also used metaphorically in a few places. Besides these findings, we also identified several organizing themes in the stories told by participants, notably including stories about gratuitous literal and figurative violence toward both individuals and the community, contrasting with a sense of pride

TOP

in the culture of their community. Together, these themes express both the positive spirit of the participants and their sense of irony in the face of abandonment and neglect from government and society.

References

Cameron, L. *et al*. (2009). The discourse dynamics approach to metaphor and metaphor-led discourse analysis. *Metaphor and Symbol*, v. 24, n. 2, p. 63–89.

Cameron, L.; Maslen, R. (2010). *Metaphor Analysis*: research practice in applied linguistics, social sciences and the humanities. Sheffield: Equinox.

Gibbs, R. W. (2006). *Embodiment and cognitive science*. New York: Cambridge University Press.

Goffman, E. (1974). *Frame Analysis*. Nova York: Harper & Row.

Lakoff, G., and Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Lakoff, G., and Johnson, M. (1999). Philosophy in the flesh: The embodied mind and its challenge to western thought. New York: Basic Books.

Pelosi, A. C. *et al*. 2014). Urban violence in Brazil and the role of the media:

communicative effects of systematic metaphors in discourse. *Metaphor and the social world*, v. 4, p. 27-47.

Ritchie, L. D. (2006). *Context and Connection in Metaphor*. Basingstoke, UK: Palgrave Macmillan.

Ritchie, L. D. (2010). *"Everybody goes down"*: Metaphors, stories, and simulations in conversations. *Metaphor and Symbol, 25*, 123-143.

Ritchie, L. D. (2017). Metaphorical Stories in Discourse. Cambridge University Press.

Ritchie, L. D. (2019). Reclaiming a unified American Narrative: Lexical, grammatical, and story metaphors in a discussion of polarized identities. *Metaphor and the Social World*, 9, 242-262.

A usage-based approach to metaphor identification in child speech

Dorota Gaskins
King's College London, UK

Marianna Falcone
King's College London, UK

Gabriella Rundblad
King's College London, UK

To date, metaphor research has focused largely on the language used by adults rather than young children. As a result, the bulk of knowledge about metaphor *acquisition*, and especially early metaphor *production*, remains philosophically rather than empirically grounded. Our article fills this gap by proposing a method for the analysis of metaphors emerging in child language which is designed to test the current theories of metaphor acquisition. On the one hand, it helps to identify perceptual metaphors which are (at least in theory) sensitive to linguistic, contextual, and cultural input, such as those rooted in perceptual similarity (e.g., You are my *treasure*). These metaphors are expected to be mainly quantitatively governed, being driven by linguistic exposure, i.e., input from primary caregivers. On the other hand, it helps to identify metaphors which (at least in theory) emerge irrespective of linguistic input, such as conceptual metaphors (e.g., We will make a snowman when winter *comes*). These metaphors are theorised to be qualitatively sensitive and driven by sensimotor experiences which start to play a role before the onset of speech. By putting *input* centre stage, we invite analyses which will allow to determine the extent to which both theories are accurate in their predictions about the role of child-directed speech in early metaphor development.

This methodological investigation addresses three questions: 1) How can perceptual metaphors be distinguished from conceptual metaphors in the corpora of naturalistic speech? 2) How reliable is our method? 3) Is the age of two a good starting point for studies in metaphor production in children? First, we discuss how and why our method differs from the existing metaphor identification methods (MIP-VU: Steen et al., 2010 and MIV: Cameron et al., 2009) and report the coding scheme developed for transcript analyses. Second, we explain how we have achieved high ratings in our inter-rater reliability checks (0.97). Third, we discuss data from an English-speaking child's 187 one-hour long interactions recorded between the ages of 2-3 which generated 3,279 metaphors in her own speech (and 12,879 in her parents' speech), showing that the age of two is a good starting point for launching an investigation into metaphor production. If applied to larger populations of children, our method can help us to capture input-output effects in metaphor acquisition and show the extent to which metaphor acquisition milestones are universally observed across languages.

References

Cameron, Lynne, Maslen, Robert, Todd, Zazie, Maule, John, Stratton, Peter, Stanley, Neil. 2009. The discourse dynamics approach to metaphor and metaphor-led discourse analysis. *Metaphor and Symbol*, 24(2): 63–89.

Steen, Gerard, Dorst, Aletta, Herrmann, Berenike, Kaal, Anna, Krennmayr, Tina, Pasma, Trijntje. 2010. *A method for linguistic metaphor identification: From MIP to MIPVU*. Amsterdam: John Benjamins.

How We Resist Metaphors

Raymond Gibbs

independent researcher, USA

Most people love metaphor, but we still sometimes find ourselves resisting their presence or meanings for various reasons. We resist metaphors both as a general strategy (e.g., "Metaphors are meaningless" or "Mixed metaphor are incoherent"), and a response to some metaphors in very specific situational and discourse contexts (e.g., "I do not like the idea that my cancer treatment is seen as a war against my body"). People resist metaphors they have produced, metaphors imposed on them by others, and metaphors that they find to be offensive or that negatively stigmatize other individuals, or groups of people. But metaphors are also resisted for their lack of explanatory power in, for instance, scientific communities. There are also many ironies associated with metaphor resistance, isuch as consciously resisting some metaphor while still being governed by that same metaphor in our unconscious thinking and actions. Most generally, though, metaphor resistance is its own kind of metaphorical action. We discuss several implications of these observations for theories of metaphorical thought and language.

Where there's a proverb, there's a conceptual mapping

Caroline Girardi Ferrari

Federal University of Rio Grande do Sul, Brazil

Maity Siqueira

Federal University of Rio Grande do Sul, Brazil

This study analyses how underlying conceptual metaphorical and metonymic mappings are recognized as part of proverbs' meanings in Brazilian Portuguese. Under the Cognitive Linguistics approach, proverbs are a linguistic, cognitive, and culture-based figurative language phenomenon. They are considered a complex phenomenon, consisting of fixed sentences that convey morals and societal beliefs, and are part of the cultural knowledge of a community. Considering their internal structure, proverbs can be motivated by underlying metaphorical and metonymic mappings, which are partially responsible for establishing proverbs' meanings (GIBBS; BEITEL, 1996; LAKOFF; TURNER, 1989). To analyse conceptual mappings in proverbs, one psycholinguistic task was conducted, based on the six proverbs that compose a figurative language comprehension instrument in Brazilian Portuguese. We analysed the six proverbs of the task, suggesting their underlying conceptual mappings. In most proverbs, we could find primary metaphorical, complex metaphorical, and metonymic mappings. Based on the assumption that complex mappings are more difficult to perceive compared to the others, we designed a task to check how people recognize the mappings as part of the proverbs' structure. We hypothesize that primary and metonymic mappings would be better perceived than complex ones. 112 adults from two regions of Rio Grande do Sul participated in this study. In the first part of the task, participants were asked about the proverbs' familiarity and meaning. Subsequently, participants had to perceive the mappings in the proverbs. Results suggest that all items were well-comprehended and highly familiar to the sample. Underlying metaphorical and metonymic mappings were also well recognized and associated with the meaning of the proverbs. As expected, complex mappings generated worse results than primary and metonymic ones. Data also points out that the comprehension of the analyzed proverbs and mappings does not differ according to participants' region or education level. In an analysis of the answers to the comprehension questions, many conceptual mappings could be identified, corresponding to the ones that underlie the proverbs. Through these results, we verified that underlying conceptual mappings can be identified and associated with their meanings in the proverbs when people are prompted to do that. The same mappings can be found in the answers to the comprehension questions, corroborating the hypothesis that conceptual mappings are part of the proverbs' meanings. This also indicates that participants are able to perceive the parts that constitute proverbs' figurative meaning when stimulated to do it.

References

Gibbs Jr., R. W. & Beitel, D. (1995). What proverb understanding reveals about how people think. Psychological Bulletin, 118 (1), 133-154.

Lakoff, G. & Turner, M. (1989). More Than Cool Reason: A Field Guide to Poetic Metaphor. Chicago: University of Chicago Press.

TOP

Clerical pedophilia and "The Church is a flock" conceptual metaphor – how they are related

Aleksander Gomola

Jagiellonian University in Kraków, Poland

The doctrine of the Catholic Church, like that of any religious institution, is a "mobile army of metaphors", to paraphrase Nietzsche. One of the most important conceptualisations of Catholicism is the "the Church is a flock" conceptual metaphor that shapes the relationship between the clergy and the ordinary members of the Church. The former are shepherds; the latter are sheep. This conceptual metaphor justifies the social division of all members of the Catholic Church into a relatively small group of men exercising power and the faithful subordinated to them. Given that the cases of clerical pedophilia occurred and were systematically covered up in various social and cultural environments (Latin America, Western countries, communist and post-communist Poland, etc.), wherever we find the Catholic clergy, it is reasonable to suspect that the child sexual abuse and especially the impunity of the perpetrators have been to a great extent a consequence of the mentality and attitude of the clergy shaped by this very metaphor. In my paper I attempt to demonstrate this by discussing its origins and significance as well as its most important linguistic manifestations in Catholic doctrine, which may explain how and to what extent it is responsible for the scandal of clerical pedophilia in the Catholic Church. Since "the Church is a flock" conceptual metaphor is one of the oldest and most fundamental elements of Christianity, my paper also shows long-lasting social impact of certain conceptual metaphors and their unforeseen consequences.

COVID-19, Self-volition and the English reflexive construction get + x-self

Barry Grossman

Hachinohe Gakuin University, Japan

People all over the world have been required to stay at home to work, play, talk, laugh and cry in the era of the COVID-19 pandemic. In this situation, how do people *get themselves to do* anything? Is this 'self-volitive causative event' reflected in the way we talk about COVID-19 pandemicrelated events on an individual and/or societal scale? This discussion presents a cognitive-corpus analysis of the English construction [*get + x-self*] , clarifying senses and analyses of data of causative 'self-volition' that are insufficiently described in the literature.

1) I got myself tested and it came positive for Covid-19.   (Coronavirus Corpus:20-03-20.IN.ibtimes.co.in)

Examples as those in (1) will be shown to convey causative self-volition by metaphorically construing one part of the self acting on one or more different parts of the self as if it were a separate entity (i.e., the 'Divided Self' (Lakoff, 1992)). This is the metaphorical foundation for more explicit causation applied to one's own Self (Gilquin, 2007; Talmy, 2001; Wolff & Song, 2003), termed here 'self-volitional causation'. Describing this complex phenomenon requires analyses of reflexivity and transitivity, volition, causation, and the cognitive linguistic insight of a 'divided self'.

Results from corpus data support this proposal.   Data from the Coronavirus Corpus (20202022) are compared to that of the pre-pandemic years (2015-2019) in the Corpus of Contemporary American English (Davies, 2008). Results suggest a decline in general reflexive construction use over the last 14 years of the COCA data (3.32 to 3.03 per million) compared to a substantial increase in the two years of the CC data (1.5 to 5 per million). This variance can be partially explained by the examining the post-reflexive collocates, i.e., the EFFECT of the causative events; e.g., tested, vaccinated, registered, checked and inoculated that occur in high frequency in the Coronavirus data. These data point to a psychological conflict of different parts of the Self which is the impetus to instantiate causative self-volition by way of the [get x-self] construction.

References

Davies, M. (2008). The Corpus of Contemporary American English (COCA); 600 million words, 1990-present

Gilquin, G. (2007). Causing oneself to do something: The psychodynamics of causative constructions. In E. M. a. M. Bermúdez, Leonel Ruiz (Ed.),
    Linguistics in the Twenty First Century (pp. 37-46). Cambridge Scholars Press.

Lakoff, G. (1992). Multiple selves: the metaphorical models of the self inherent in our conceptual system. https://escholarship.org/uc/item/53g1n5b2

Talmy, L. (2001). Toward a Cognitive Semantics (Vol. 1). MIT.

Wolff, P., & Song, G. (2003). Models of causation and the semantics of causal verbs. Cognitive psychology, 47(3), 276-332.

TOP

Metaphor of DEMOCRACY and democratization in Taiwanese political discourse

Hsiao-Ling Hsu
National Chengchi University, Taiwan

Huei-Ling Lai
National Chengchi University, Taiwan

Jyi-Shane Liu
National Chengchi University, Taiwan

Metaphor is pervasive in languages. In political discourse, metaphor plays a prominent role in carrying ideologies and political attitudes (e.g., Wei, 2001; Lu & Ahrens, 2008; Lakoff, 2016; Musolff, 2016; Charteris-Black, 2019). In the extant literature, the discussion mostly centers on the ideologies that the source domains entail. Thus, the source domain verification is pivotal in obtaining prior knowledge for further analyses and discussion. Furthermore, to well interpret the metaphorical expressions in political discourse, knowledge from socio-political and historical aspects is needed. To best account for the metaphor uses in political discourse, employing source domain verification procedure (Ahrens & Jiang, 2020) and the discourse-historical approach (DHA, Wodak, 2001; Reisigl, 2017), this study attempts to examine the diachronic use of metaphors concerning DEMOCRACY in the Taiwanese presidential addresses. The past 74 years was such an incredible journey for Taiwan in terms of democratization. Along with the development of democracy in Taiwan, the usage patterns of metaphor concerning DEMOCRACY in presidential addresses are compared and contrasted. Three specific research questions are: (A) What are the source domain concepts used in metaphor concerning 民主 *mínzhǔ* (democracy) in the Taiwanese presidential addresses? (B) What are the scenarios highlighted in these source domains? (C) What inferences and evaluations can be drawn from the source domains and scenarios? The data under investigation are public addresses[1] given by the presidents of Taiwan from 1948 to 2021 in three pivotal occasions: presidential inaugural ceremony, National Day, and New Year's Day. Five main steps are involved in the annotation procedures. First, concordance lines containing *mínzhǔ* are extracted and potential metaphorical keywords are identified by the researchers. Second, Metaphor Identification Procedures (Pragglejaz Group, 2007) is employed to determine whether the metaphorical keywords in the concordance lines containing *mínzhǔ* are in metaphorical senses. Third, source domain verification procedure (Ahrens & Jiang, 2020) is adopted to verify the potential source domains proposed by the researchers based on the metaphorical keywords. Fourth, the scenarios in source domains are analyzed based on the contextual information. Fifth, historical, socio-political background information is implemented to interpret the use of metaphors and the ideologies embedded in the metaphors. Our data demonstrates that five source domains are manifested in the addresses: BUILDING, JOURNEY, WAR, ORGANISM, and WAVE. A preliminary analysis displays that the highlighted scenarios reflect the stages of democratization in Taiwan, and that specific inferences, evaluations and attitudes are embedded through the manifestation of source domains and scenarios in different types of addresses. For instance, the fact that WAR is the most prominent in National Day Addresses and New Year's Day Addresses, while BUILDING is manifested the most frequently in the Presidential Inaugural Addresses reveals different evaluations and attitudes toward democracy which presidents tried to deliver in the three different occasions.

References

Ahrens, Kathleen. 2019. *Speeches by the Republic of China (Taiwan) Presidents Corpus*. Research Centre for Professional Communication in English, The Hong Kong Polytechnic University. Accessed on March 5, 2020, from http://rcpce.engl.polyu.edu.hk/

Ahrens, Kathleen, and Menghan Jiang. 2020. Source Domain Verification Using Corpus-based Tools. *Metaphor and Symbol* 35.1:43–55.

Charteris-Black, Jonathan. 2019. Metaphors of Brexit: No Cherries on the Cake? Cham: Springer Nature.

Lakoff, George. 2016. *Moral Politics: How Liberals and Conservatives Think*, Third Edition. Chicago: University of Chicago Press.

Lu, Louis Wei-Lun, and Kathleen Ahrens. 2008. Ideological Influence on BUILDING Metaphors in Taiwanese Presidential Addresses. *Discourse & Society* 19.3:383–408.

Musolff, Andreas. 2016. Political Metaphor Analysis: Discourse and Scenarios. London: Bloomsbury Publishing.

Pragglejaz Group. 2007. MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol* 22.1:1-39.

Reisigl, Martin. 2017. The discourse-historical approach. *The Routledge handbook of critical discourse studies*, ed. by John Flowerdew and John E. Richardson, 44-59. New York: Routledge.

Wei, Jennifer M. 2001. Virtual missiles: Metaphors and allusions in Taiwanese political campaigns. Lexington Books.

Wodak, Ruth. 2001. The Discourse-Historical Approach. *Methods of Critical Discourse Analysis*, ed. by Ruth Wodak and Michael Meyer, 63-94. London: Sage.

Give Nothing to Satire: Kiwis and Inward Facing Satire

Ashleigh Hume

Victoria University of Wellington, New Zealand

Stephen Skalicky

Victoria University of Wellington, New Zealand

Pfaff and Gibbs (1997) reported readers formed diverging interpretations of the same satirical texts, and also that these interpretations remained stable even when some were told their interpretations ran counter to the intended meaning of the satirical texts. We conducted a conceptual replication of Pfaff and Gibbs (1997) with participants from New Zealand. While New Zealand has several well-known satirical outputs, their satire rarely targets New Zealand society. This may influence how New Zealanders comprehend satire, especially if it is inward-facing. As such, the aim of this project was to measure how New Zealanders respond to inward-facing satire.

We chose a short satirical video called *Give Nothing to Racism* starring New Zealand director and actor Taika Waititi (New Zealand Human Rights Commission, 2017). The video features Waititi compelling New Zealanders to support racism through small, easy acts such as laughing at racist jokes, with the satirical implication being these acts are what contributes to systemic racism. We interviewed thirty New Zealanders to watch the video as part of a semi-structured interview. Participants watched the video and were then asked to summarise the video's message. Next, we told participants about the satirical intentions of the video, watched the video again, and asked if they had any additional thoughts.

Unlike Pfaff and Gibbs (1998), all but two of our participants recognised the satirical nature of the video during the first viewing. Similar to Pfaff and Gibbs (1998), there was a range of different meanings attributed to the video, which in turn reflected different levels of engagement with the satirical meaning (e.g., *don't be racist* vs. *our everyday actions contribute to racism*). Along with other themes noted during the interviews, we interpret these results to partially replicate Pfaff and Gibbs (1998), while also providing insight regarding Kiwi interpretations of inward-facing New Zealand satire.

References

New Zealand Human Rights Commission. (2017). *Give Nothing to Racism*. Give Nothing to Racism. https://www.hrc.co.nz/news/give-nothing-racism/

Pfaff, K. L., & Gibbs, R. W. (1997). Authorial intentions in understanding satirical texts. *Poetics*, *25*, 45–70. https://doi.org/10.1016/ S0304-422X(97)00006-5

Metaphoric anaphora resolution by L2 learners of Spanish: evidence from eye tracking

Anastasija Jagafarova

Vrije Universiteit Brussel, Belgium

Given that metaphor is pervasive in everyday language and conceptual systems differ culturally and hence linguistically, L2 learners tend to lack conceptual fluency (Danesi 1993). This low level of awareness of metaphoric concepts of the target language has been associated with difficulty to appropriately produce and comprehend metaphors in their L2 (Danesi 1993, 2008; Kecskes & Cuenca 2005; Kecskes & Papp 2000; Littlemore 2001; Littlemore & Low 2006a; Littlemore & Low 2006b; Zibin 2016; Zibin & Hamdan 2014), which is often the source of miscommunication. While a significant body of research on receptive metaphoric competence has focused on metaphor comprehension at word- or sentence-level (among others, Cooper 1999; Littlemore 2003; Littlemore *et al.* 2011), little attention has been paid to learners' ability to retrieve the meaning of metaphor at discourse level (Heredia & Cieslicka 2016; Heredia & Muñoz 2015). In our research, the interest is shifted to the very understudied phenomenon of **metaphoric anaphora** to investigate a number of factors that may influence L2 learners' ability to trace the metaphoric anaphor back to its antecedent. Using the online methodology of text-based eye-tracking, possibly in combination with complementary offline techniques, we aim to tackle the following research questions: what are the effects of Spanish L2 learners' proficiency levels and their linguistic-cultural background (L1 Dutch) on their accuracy scores and cognitive effort involved in anaphora resolution? To which extent do the distance between the human antecedent and anaphor as well as the number of competitors constitute the factors responsible for the need of additional processing effort and extra inferential processes? Which elements of the text do learners regress to? Preliminary results from a pilot study are expected to give a first insight into the role that these linguistic, cultural, and conceptual parameters may play in L2 learners' metaphor processing at discourse level.

References

Cooper, T. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly, 33*(2), 233–262.

Danesi, M. (1993). Metaphorical competence in second language acquisition and second language teaching: The neglected dimension. In J. E. Alatis (Ed.), *Language, communication and social meaning* (pp. 489–500). Washington, DC: Georgetown University Press.

Danesi, M. (2008). Conceptual errors in second-language learning. In S. de Knop & T. de Rycker (Eds.), *Cognitive approaches to pedagogical grammar* (pp. 231–256). Berlin, New York: De Gruyter.

Heredia, R. R., & Cieslicka, A. B. (2016). Metaphoric Reference: An Eye Movement Analysis of Spanish- English and English-Spanish Bilingual Readers. *Front. Psychol., 7*, 1-10.

Heredia, R. R., & Muñoz, M. E. (2015). Metaphoric reference: A real-time analysis. In R. R. Heredia & A. B. Cieślicka (Eds.), *Bilingual figurative language processing* (pp. 89–116). Cambridge University Press.

Kecskes, I., & Cuenca, I. (2005). Lexical choice as a reflection of conceptual fluency. *International Journal of Bilingualism, 9*(1), 49-67.

Kecskes, I., & Papp, T. (2000). Metaphorical competence in trilingual language production. In J. Cenoz & U. Jessner (Eds.), *English in Europe: The acquisition of a third language* (pp. 99-120). Clevedon: Multilingual Matters.

Littlemore, J. (2001). The use of metaphor in university lectures and the problems that it causes for overseas students. *Teaching in Higher Education, 6*(3), 333-349.

Littlemore, J. (2003). The effect of cultural background on metaphor interpretation. *Metaphor and Symbol, 18*(4), 273–288.

Littlemore, J., & Low, G. (2006a). Figurative thinking and foreign language learning. Basingtoke: Palgrave Macmillan.

Littlemore, J., & Low, G. (2006b). Metaphorical competence, second language learning, and communicative language ability. *Applied Linguistics, 27*(2), p. 286-294.

Littlemore, J., Chen, P. T., Koester, A., & Barnden, J. (2011). Difficulties in metaphor comprehension faced by international students whose first language is not English. *Applied Linguistics, 32*(4), 408–429.

Zibin, A. (2016). The comprehension of metaphorical expressions by Jordanian EFL learners. *SAGE Open, 6*(2), 1-15.

Zibin, A., & Hamdan, J. (2014). The acquisition of metaphorical expressions by Jordanian EFL learners: A cognitive approach. Saarbrücken: Lambert Academic Publishing.

TOP

Metaphors in European multilingual terminology: a case study of three topical terms

Kätlin Järve

Vrije Universiteit Brussel, Luxembourg

Figurative language is a powerful tool in the hands of policymakers (see Grady, 2016; Musolff, 2016). European political jargon is highly technical, and yet it needs to be attractive to citizens, the voters. Hence the growing tendency to resort to figurative terminology which is difficult to render with equal efficiency into 24 official languages of the European Union.

Inspired by the work of researchers Bielenia-Grajewska (2009), Temmerman (2011, 2018), and Rossi (2014, 2017), the proposed paper tackles a specific type of linguistic metaphor: terminological metaphor. More precisely, it focuses on three politically topical and socially relevant terms that are fully or partly metaphorical: **gatekeeper** in the sense of dominant digital platforms, **whistleblower** (*reporting person*), and the now obsolete *digital* **green** *certificate* (*EU digital COVID certificate* or the **green** *pass*).

The research aims to answer the following questions:

• What are the challenges of secondary term creation and interlingual transfer when the source term is metaphorical?

• What are the strategies of dealing with metaphorical terms in a multilingual setting such as the EU?

• What are the attitudes of language professionals towards the use of metaphorical terminology?

These questions will be tackled, following a descriptive approach. In the light of sociocognitive terminology theory (Temmerman, 2000), we shall look at the diachronic development of these metaphorical terms from a multilingual perspective. This will bring us to the question of the translatability of metaphor (Schäffner, 2004), the importance of connotations, and the problem of terminological dependency (Humbley & García Palacios, 2012).

The first two questions are analysed based on EU texts, transcripts of political debates and data available in IATE – the terminology database of the European institutions. For the third question, surveys are being conducted with the participation of over 140 EU translators, lawyer-linguists, and terminologists. Initial results show that metaphorical terms are deemed suitable to media texts rather than legal texts, in which the metaphor is often lost in translated versions. This can lead to parallel terminology: metaphorical terms for the general public and non-figurative 'official' terms for specialists.

The focus is on three languages: English, Italian, and Estonian, with examples also in German, French, and Finnish.

References

Bielenia-Grajewska, M. (2009). The role of metaphors in the language of investment banking. *Ibérica 17*, 139–156.

Grady, J. (2016). Using metaphor to influence public perceptions and policy: How metaphors can save the world. In E. Semino & Z. Demjén (Eds.), *The Routledge Handbook of Metaphor and Language* (Chapter 30, 443–454). London/New York: Routledge.

Humbley, J., & García Palacios, J. (2012). Neology and terminological dependency. Terminology. International Journal of Theoretical and Applied Issues in Specialized Communication, 18(1), 59–85. https://doi.org/10.1075/term.18.1.04hum

Musolff, A. (2016). Metaphor and persuasion in politics. In E. Semino & Z. Demjén (Eds.), *The Routledge Handbook of Metaphor and Language* (Chapter 21, 309–322). London/New York: Routledge.

Rossi, M. (2014). Métaphores terminologiques: Fonctions et statut dans les langues de spécialité. *SHS Web of Conferences*, *8*, 713–724. https://doi.org/10.1051/shsconf/20140801268

Rossi, M. (2017). Terminological metaphors and the nomadism of specialised terms. In P. Drouin, A. Francœur, J. Humbley & A. Picton (Eds.), *Multiple Perspectives on Terminological Variation* (Chapter 8, 181–212). Amsterdam/Philadelphia: John Benjamins Publishing Company. https://benjamins.com/catalog/tlrp.18.08ros

Schäffner, C. (2004). Metaphor and translation: Some implications of a cognitive approach. *Journal of Pragmatics*, *36*(7), 1253–1269. https://doi.org/10.1016/j.pragma.2003.10.012

Temmerman, R. (2000). Towards New Ways of Terminology Description: The Sociocognitive Approach. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Temmerman, R. (2011). Stars, problem children, dogs and cash cows: Evocative terminology in multilingual business communication. *Synaps*, *25*, 17–29.

Temmerman, R. (2018). European Union multilingual primary term creation and the impact of its neologisms on national adaptations. *Parallèles, 30*(1), 9–20. https://doi.org/10.17462/PARA.2018.01.02

Where is the metaphor in metaphorical gestures?

Anna Jelec

Adam Mickiewicz University in Poznań, Poland

Izabela Kraśnicka

Jagiellonian University, Poland

This paper investigates the types of relationships between spontaneous gestures and speech aiming to answer the question: how do we know the meaning of gestures that co-occur with speech. Out of the four types of gestures accompanying speech (metaphorical, iconic, beats and deictic gestures, after McNeill 1992), we focused on iconic and metaphoric referential gestures. The relationship between co-speech gestures (or *gesticulation* in McNeill's terminology) and speech happens on several levels, linking the two semiotic modes that create meaning. Temporal synchrony proposed by McNeill (2016) is one type of such relationship: we assume that the gesture refers to a word or phrase with which it co-occurs in time. However, other researchers point out that a gesture can precede the concept to which it refers (Antas 2013). Grazino (2019) proposes that gesture-speech alignment can be studied at the level of prosody and semantics. Hence, this article proposes three types of gesture-speech alignment: full temporal and semantic alignment (when gesture and speech occur at the same time and refer to the same concept); temporal alignment (gesture and speech co-occur in time but have different referents); and semantic alignment, which does not require the word and gesture to occur at the same time. We used the micronarrative (see Fabiszak, Jelec 2019) as the unit for studying gesture and speech alignment in spontaneous dialogues. The qualitative analysis of the research material (recordings of TV interviews with politicians and other public figures), allowed us to illustrate the relationship between the concept and the gesture. We propose that the nature of this relationship can be iconic, metonymic or metaphorical, thus showing that the metaphoricity of a gesture can have several different dimensions.

References:

Antas, J. (2013). Semantyczność ciała. Gesty jako znaki myślenia. Łódź: Primum Verbum.

Cienki, Alan and Cornelia Müller (eds.). (2008). *Metaphor and Gesture*. Amsterdam: John Benjamins Publishing Company.

Jelec, Anna, and Małgorzata Fabiszak. (2019) "Micronarrative: Unit of Analysis for Quantitative Studies of Gesture in Focus Interviews". *Lingua*, vol. 229, p 102710.

Hassemer, Julius and Bodo Winter. 2018. "Decoding Gestural Iconicity", *Cognitive Science* 42, 8: 3034-3049.

McNeill D. (2016). Why we gesture? The surprising role of hand movements in communication. New York: Cambridge University Press.

McNeill D. (1992). Hand and mind. What Gestures Reveal about Thought, Chicago: University of Chicago Press.

TOP

Emotional appeal and metaphors in political argumentation

Konrad Juszczyk
Adam Mickiewicz University in Poznan, Poland

Barbara Konat
Adam Mickiewicz University in Poznan, Poland

Małgorzata Fabiszak
Adam Mickiewicz University in Poznan, Poland

Appealing to emotions in political discourse has been discussed by Wodak (2020 on fear) and Wilson and Lewandowska-Tomaszczyk (2021, on shame). Metaphors and emotions can influence the persuasive power of an argument (Ervas et al., 2021). In this study we bridge the two approaches and focus on the role of emotive metaphors in argumentation in political debates, as in the example below:

Polish health service is in a **heart-attack** threatening condition, (…) it already had two heart attacks and **will** simply not survive the third one. We propose the pact for the Polish health service, for **health**, for the patient (WKK, TVP, 01.10.2019).

The speaker employs the argument scheme, in which **the premise** "Polish health service is in a heart-attack threatening condition…" leads to **the conclusion** that there is a need for the pact for the Polish health service. He uses the metaphor *Polish health service is a patient,* which contributes to the rhetorical cohesion, and appeals to the emotions of the hearers through the words "attack", used as a fear-inducing word, and "health" as eliciting happiness (following the classification in Wierzba et al. 2015). At the same time, he uses the argument from fear appeal (Walton, 2000, p.22) where negative or threatening result is used to justify the need for an action.

Our study is based on the corpora of two Polish pre-election debates, annotated with arguments using Inference Anchoring Theory (Budzynska and Reed, 2011) and Metaphor Identification Procedure (Group, 2007). The third layer consists in an identification of emotive words and argument schemes appealing to emotions. This allows us to capture the elements of the debate where speakers not only use metaphors in their argumentation (Juszczyk – Konat – Fabiszak 2022), but they are also adding an emotional component to increase the persuasive power of their words.

Figurative Expression Information Database on `Balanced Corpus of Contemporary Written Japanese'

Sachi Kato
Mejiro University, Japan

Rei Kikuchi
National Institute for Japanese Language and Linguistics, Japan

Masayuki Asahara
National Institute for Japanese Language and Linguistics, Japan

Non-experts in linguistics generally do not regard conceptual metaphors as metaphors, despite their omnipresence. This study aims to quantitatively evaluate the occurrence of figurative expressions in Japanese texts across various registers, as well as readers' impressions of metaphorical expressions. We constructed a large-scale annotated corpus of figurative expressions based on the 'Balanced Corpus of Contemporary Written Japanese' (BCCWJ; Maekawa et al., 2014). Around 340,000 words of the BCCWJ, drawn from newspapers, books, and magazines, have been given word sense annotations based on the 'Word List by Semantic Principles', and these annotations have been published as the 'BCCWJ-WLSP' (Kato et al., 2018). We annotated figurative expression information on the BCCWJ-WLSP using the Metaphor Identification Procedure (MIPVU; Pragglejaz Group, 2007; Steen, 2010) of the VU Amsterdam Metaphor Corpus. The regions of figurative expressions in the texts, metaphor-related words (MRW), metaphorical indicators (MFlag), selectional preference violation information, and conceptual mapping were annotated. As a result, about 27,000 MRWs and 300 MFlags were obtained from a balanced corpus of about 340,000 words, as well as approximately 10,000 metaphorical examples. The breakdown by register is 50% newspapers (from which many examples of metonymies were acquired), 30% magazines, and 20% books.

The proportion of MFlags obtained was similar to that of the VU Amsterdam Metaphor Corpus. However, the judgement of MRWs was different. In Japanese, the judgement of MRWs is close to Nakamura's (1977) 'word combination'. In one study, Nakamura (1977)— aiming at the most exhaustive survey of the actual situation of metaphorical expressions in Japanese—collected 20,000 examples judged to contain metaphorical expressions from 50 modern and contemporary Japanese literary works. In addition, 5,537 types of 'word combinations' (in terms of semantic deviation from the conventional use) of elements constituting figurative expressions were organised. Thus, we annotated MRWs with the 'word combination' categories of similarity, quantity (such as synecdoche based on conceptual categories), and quality (such as metonymy). Furthermore, anthropomorphism, concretisation, and abstraction were also annotated. As the examples were annotated by linguistic experts, impression ratings by ordinary Japanese speakers were also collected for all examples, showing that examples of conceptual metaphors tended to be rated lower for figurativeness and higher for simile (metaphors with indicators), personification, and examples with a large 'word combination' semantic shift.

References:

Maekawa, K., Yamazaki, M., Ogiso, T. et al. Balanced corpus of contemporary written Japanese. Lang Resources & Evaluation 48, 345–371 (2014). https://doi.org/10.1007/s10579-013-9261-0

Kato, S., Asahara, M., and Yamazaki, M. "Annotation of `Word List by Semantic Principles' Labels for the Balanced Corpus of Contemporary Written Japanese", Proc. of PACLIC 32. https://aclanthology.org/Y18-1029

Pragglejaz Group. "MIP: A Method for Identifying Metaphorically Used Words in Discourse," Metaphor and Symbol 22, 1, 2007, 1-39.

Steen, Gerard J., Dorst, Aletta G., Herrmann, Berenike, Kaal, Anna, Krennmayr, Tina, and Trijntje Pasma. A Method for Linguistic Metaphor Identification; From MIP to MIPVU, John Benjamins Publishing Company, 2010.

Nakamura, A. Theory and Category of Metaphor Expression. Shuei Publisher, 1977.

TOP

Figurative language on dating apps: hetero- and non-heteronormative men of Tinder

Kamil Kopacewicz

University of Warsaw, Poland

Tymoteusz Krumholc

University of Warsaw, Poland

This research explores the rich world of dating applications language. In our current times, no part of the social life has not been digitised and/or subjected to the rule of algorithms. There is no exception to the private and erotic spheres of our existence (David and Cambre, 2016). Applications like Tinder are widely used to look for new relationships, meet friends, or just spend time aimlessly (Cohen, 2015; Timmermans and Courtois, 2018). This also creates a digital space for the emergence of a new sociolect. Tinder users want to maximise their matching success with ideal conceptualised partners, a motivation that influences the language they use. We have studied 774 profile descriptions of heteronormative and non-heteronormative men on Tinder. The studied population was mostly Polish, spatialy distributed in the urbanised area. The aim of the study was to make a descriptive profile of Tinder sociolect. We have discovered plenty of communication strategies such as the usage of humour, irony, code-switching, hedging, intertextuality. On top of that, we have encountered 272 metaphors and 44 metonyms. This is an indicator that figurative language is an important part of dating communication. Furthermore, in the analysis we are tracing the differences in metaphor usage between hetero- and non-heteronormative populations. We also try to sketch the connection between metaphors and persuasion strategies within the dating context, and we discover the link between metonyms functioning as euphemisms and hedging strategies (Kuczok, 2017). The data was qualitatively annotated with the Atlas.ti QDAS tool. The whole study was performed within the general framework of the critical discourse analysis (van Dijk, 1997).

References

Cohen, Leor. 2015. „World Attending in Interaction: Multitasking, Spatializing, Narrativizing with Mobile Devices and Tinder". Discourse, Context & Media 9: 46–54.

David, Gaby, and Carolina Cambre. 2016. „Screened Intimacies: Tinder and the Swipe Logic". Social Media + Society 2(2).

Kuczok, Marcin. 2017. „Rodzaje motywacji metonimicznej eufemizmów polskich". Język Polski 97(1): 107–17.

Timmermans, Elisabeth, and Cédric Courtois. 2018. „From swiping to casual sex and/or committed relationships: Exploring the experiences of Tinder users". The Information Society 34(2): 59–70.

van Dijk, T. A. (1997). The Study of Discourse. In T. A. van Dijk (Red.), *Discourse as Structure and Process* (s. 1–34). SAGE.

TOP

UNDERSTANDING IS SEEING in business seminars

Tina Krennmayr
Vrije Universiteit Amsterdam, the Netherlands

Fiona MacArthur
Universidad de Extremadura, Spain

Susan Nacey
Inland Norway University of Applied Sciences, Norway

One of the most fundamental embodied connections is the link between visual perception and mental activity, a mapping often described as understanding is seeing. Most studies have substantiated their claims for the existence of this mapping with instantiations of the verb *see* (e.g. Deignan and Cameron, 2009; Ibarretxe-Antuñano, 2008). Yet SIGHT is considerably more complex than merely *seeing* and so are the metaphorical expressions that equate vision and intellection. MacArthur et al. (2015) found that lecturers using English as academic *lingua franca* during office hours' consultations with Spanish Erasmus students employed various instantiations of UNDERSTANDING IS SEEING when advising the students on how to go about different academic tasks. The lecturers drew on a wider range of instantiations of the mapping and also used these much more frequently than the students did.

As education is a powerful agent of change, it is important to understand the role of metaphor use in learning environments. The ubiquity of SIGHT metaphors in the lecturers' talk about academic work in the particular environment of office hours raises the following questions: How common is this kind of talk in other academic settings? Is the underuse of SIGHT metaphors by the students due to their role in the conversations? Is there a difference between settings where English is being used as the medium of instruction (EMI) compared to where it is not? In order to answer these questions, we present a study of SIGHT metaphors in a corpus of business and marketing seminars (MetCLIL) recorded in EMI settings at six different European universities.

We analyze linguistic realizations of the understanding is seeing metaphor (e.g. uses of *see, focus, look*, etc.) in MetCLIL to shed light on the situated context-driven nature of metaphorical language use in EMI situations. We compare our MetCLIL results with corpus data of university business seminars from the BASE and MICASE corpora, recorded in non-EMI settings, as well as with findings into the use of SIGHT metaphors in EMI office hours' consultations.

Our quantitative analysis reveals that SIGHT terms are used significantly more often in EMI business seminars than in the non-EMI seminars, with a high proportion of these uses being metaphorical. Our qualitative analysis of transcript extracts illustrates how lecturers and students regularly employ a wide range of words from the SIGHT domain to discuss intellectual activity, with some of these metaphors being quite novel formulations.

References

Deignan, A., & Cameron, L. (2009). A re-examination of understanding is seeing. *Cognitive Semiotics*, 5(1-2), 220-243.

Ibarretxe-Antuñano, I. (2008). Vision metaphors for the intellect: Are they really cross- linguistic? *Atlantis* 30(1), 15-33.

MacArthur, F., Krennmayr, T., & Littlemore, J. (2015). How basic is "*UNDERSTANDING IS SEEING*" when reasoning about knowledge? Asymmetirc uses of sight hours in office hours consultations in English as Academic Lingua Franca. *Metaphor and Symbol, 30*(3), 184-217.

Moral framing and pandemic metaphors

Schuyler Laparle
University of California, Berkeley, USA

Eve Sweetser
University of California, Berkeley, USA

Elise Stickles
University of British Columbia, Vancouver, Canada

Bryce Wallace
University of California, Berkeley, USA

It is recognized that metaphoric mapping of a source frame highlights/downplays aspects of the target frame (Lakoff 1993, 2004). Laparle and Sweetser (2020) argue that combat and "Harmful Living Being" disease metaphors (COVID-19 IS AN ATTACKING ENEMY, CANCER IS A STALKER) provide a cognitive locus for the experienced moral grievance of someone whose life is severely impacted by disease. A non-agentive, invisible disease is a frustratingly insufficient locus for grievance, hence the effectiveness of metaphoric construal as an intentionally harmful agentive entity.

Moral framing is rhetorically extremely strong. We have been developing a multilingual pandemic metaphor corpus, including viewpointed metaphors favored by both pro- and anti-vaccine groups. Often the choice of source frames specifically changes or reverses moral parameters in target frames; two examples follow.

The basic Vaccine frame would include positive moral judgment (protecting human health). Vaccine holocaust – a common phrase in American anti-vax internet discourse (Adams 2021) – re-frames COVID vaccines as not just deadly, but instruments of an autocratic elite's destruction of a subjugated minority. They equate a mask or vaccine mandate on citizens to a Nazi government sending people to death camps. This inverts ordinary moral frames for Government and Medical System, where governments protect citizens and medical systems preserve life.

On the opposite side – criticism of vaccination/masking refusal – we find gambling metaphors such as playing Russian roulette with these seniors' lives (Leck 2021). Russian roulette is a prototypically irresponsible activity, given the life-or-death stakes. Here the strength of the moral judgment grows with the mapping; given a target where "stakes" are others' innocent lives, irresponsibility becomes deeply immoral. Refusal to mask/vaccinate is not a responsible personal choice but a suicidal activity turned homicidal, criminally threatening others' lives.

These source domains transfer moral framing onto the target domains. Vaccine holocaust reverses polarity, construing vaccination as an immoral rather than moral act. The Russian Roulette metaphor shifts moral judgment along the spectrum, from irresponsible to criminal. Both cases require additional structure from conceptually coherent related frames: vaccine holocaust requires that the Medical Systems and Government frames, contributing to the target and source domain respectively, undergo a similar reversal in morality, and Russian roulette requires a model of civic responsibility wherein rights of the community outweigh individual rights. Thus, each of these metaphors is licensed by a network of coherent and related concepts which is fundamentally incompatible with the network underlying the other.

References

Adams, M. (2021, September 17.) After the GENOCIDE: Will there be enough VACCINE SURVIVORS to rebuild civilization? Natural News. https://www.naturalnews.com/2021-09-17-after-the-genocide-will-there-be-enough-vaccine-survivors-to-rebuild-civilization.html

Lakoff, G. 2001. Moral Politics: How liberals and conservatives think. University of Chicago Press.

_____. 2004. Don't think of an elephant: Know your values and frame the debate. Chelsea Green Publishing.

Leck, S. (2021, September 6.) 2 residents die in COVID-19 outbreak at Oshawa long-term care home. CBC News.

https://www.cbc.ca/news/canada/toronto/2-residents-die-in-covid-19-outbreak-at-osha wa-long-term-care-home-1.6166284

Women as ANIMAL and FOOD in the Spanish version of the Chinese novel La Fortaleza Asediada - a discourse-based approach to metaphor and its translation

Hongying Li

Pompeu Fabra University, Spain

The Discourse Dynamics Framework (DDF) (Cameron, 2010) assumes that the dimensions of metaphor in use (e.g., linguistic, cognitive, affective, physical, cultural) are interconnected. Currently, DDF is mainly applied to metaphor-led discourse analysis to infer the thoughts, attitudes, and values of the participants in the discourse (see e.g., Cameron, 2007; Cameron et al., 2009; Nacey, 2022), but it is not yet widely used in translation studies of metaphors. Moreover, as most metaphors are charged with an ideological or attitudinal component (Fernando, 1996, cf. Rodríguez, 2009), the metaphors for women have a high social value. The translation study of these metaphors can help us to understand the situation of women in a particular historical and cultural context, and how they are presented in another language and culture. However, the relevant study has not yet received sufficient attention.

Therefore, this study applies the DDF to analyse the metaphors for women in *Wei Cheng* (one of the most influential modern Chinese novels) and their translation in its Spanish version *La Fortaleza Asediada*, aiming to propose a multi-level model to interpret the use of metaphors in complex discourses and their translation issues. To this end, this study adopts a modified MIPVU (Cameron & Maslen, 2010; Steen et al., 2010) to identify the relevant linguistic metaphors, and then groups them according to their vehicle category (Cameron et al., 2010). As a result, two quantitatively predominant systematic metaphors have been proposed in ST, *WOMAN IS ANIMAL* and *WOMAN IS FOOD*. Then a multi-level model is applied to conduct a qualitative analysis of these metaphors and its Spanish translation, i.e., to examine them from cognitive, semantic, affective, and socio-historical-cultural perspectives, respectively.

This study shows that, essentially, in the 1930s in China (i.e., the historical and cultural context of the novel), whether as *ANIMAL* or *FOOD*, this objectification reflects the expectations and discipline to women in traditional China in both family and social settings. And the multi-level model based on DDF can provide insight into the cognitive, semantic, affective, and socio-historical-cultural contexts of metaphors and their presentation in the TT, which simultaneously helps us to understand whether the ideas, attitudes, and values about women conveyed through these metaphors have been transmitted via translation to another language and culture.

References

Cameron, L. & Maslen, R. (2010). Identifying metaphors in discourse data. In L. Cameron & R. Maslen. (Eds.), *Metaphor analysis: Research Practice in Applied Linguistics, Social Sciences and the Humanities* (pp. 97-115). London: Equinox.

Cameron, L. (2007). The affective discourse dynamics of metaphor clustering. Ilha do Desterro: A Journal of English Language, Literatures in English and Cultural Studies, (53), 41-62.

Cameron, L. (2010). The discourse dynamics framework for metaphor. In L. Cameron & R. Maslen. (Eds.), *Metaphor analysis: Research Practice in Applied Linguistics, Social Sciences and the Humanities* (pp. 77-96). London: Equinox.

Cameron, L., Maslen, R. & Low, G. (2010). Finding systematicity in metaphor use. In L. Cameron & R. Maslen. (Eds.), *Metaphor analysis: Research Practice in Applied Linguistics, Social Sciences and the Humanities* (pp. 116-156). London: Equinox.

Cameron, L., Maslen, R., Todd, Z., Maule, J., Stratton, P., & Stanley, N. (2009). The discourse dynamics approach to metaphor and metaphor-led discourse analysis. *Metaphor and Symbol, 24*(2), 63-89.

TOP

Fernando, C. (1996). *Idioms and idiomaticity*. Oxford University Press, USA.

Nacey, S. (2022). Systematic Metaphors in Norwegian Doctoral Dissertation Acknowledgements. *Scandinavian Journal of Educational Research*, 1-16.

Rodriguez, I. L. (2009). Of women, bitches, chickens and vixens: Animal metaphors for women in English and Spanish. *Cultura, lenguaje y representación: revista de* estudios culturales de la Universitat Jaume I, 77-100.

Steen, G. J., et al. (2010). A method for linguistic metaphor identification: From MIP to MIPVU. Amsterdam/Philadelphia: John Benjamins.

Metaphor and Evaluation in Conversations about Work

Jeannette Littlemore
University of Birmingham, UK

Sarah Turner
Coventry University, UK

Metaphor is often used to express evaluation (Semino 2008) but relatively few studies have investigated the ways in which metaphor is used to evaluate personal emotionally-charged experiences. Metaphor in general, and creative metaphor in particular is likely to be particularly useful in this respect. Metaphor allows us to describe experiences in more concrete, tangible, and often physical terms (Colston and Gibbs 2021), and creative metaphor allows us to individuate our own experiences from the experiences of others (Gibbs et al., 2002).

In this study we explored the roles played by creative and conventional metaphor in evaluating workplace experiences. We aimed to answer the following research questions:

- To what extent is metaphor used to express evaluation in conversations about work?
- Is the use of metaphor more likely to be associated with positive or negative evaluation?
- Do creative and conventional metaphor differ in terms of the extent to which they express (positive or negative) evaluation?

The data comprise a series of semi-structured interviews in which 32 senior Civil Servants (N=32) were asked about experiences of working within the Civil Service. The interviews were transcribed and coded for metaphor employing Cameron and Maslen's (2010) approach to metaphor identification, which involves the identification of strings of words whose core meanings can be viewed as being incongruous with the surrounding context, and whose meanings can be understood via a process of comparison. The metaphors were then coded according to whether or not they performed an evaluative function, and if so, whether the evaluation was positive or negative, or a combination of the two. The metaphors were also coded according to whether they were conventional or creative following a protocol that was developed as part of an earlier study (Fuoli, Littlemore, and Turner 2021) and which was expanded during the current study.

Creative metaphors were significantly more likely than conventional metaphors to perform an evaluative function, particularly when the evaluation was negative. A range of creative uses of metaphor were identified, which contributed to a more nuanced understanding of creative metaphors. We propose a taxonomy of creative metaphor types and explore the relationships between them. Our analysis of the creative metaphors reveals the different ways in which people draw on embodied experiences when recounting (particularly) negative experiences, and our analysis of the conventional metaphors provides insights into unspoken and implicit workplace cultures within those departments, and how these were evaluated by those who work within them.

References

Cameron, Lynne, and Robert Maslen. 2010. "Metaphor Analysis." *London: Equinox.*

Colston, Herbert L., and Raymond W. Gibbs. 2021. "Figurative Language Communicates Directly Because It Precisely Demonstrates What We Mean."
Canadian Journal of Experimental Psychology/Revue Canadienne de Psychologie Expérimentale

Fuoli, Matteo, Jeannette Littlemore, and Sarah Turner. 2021. "Sunken Ships and Screaming Banshees: Metaphor and Evaluation in Film Reviews."
English Language and Linguistics.

Gibbs Jr, Raymond W., John S. Leggitt, and Elizabeth A. Turner. 2002. *What's Special about Figurative Language in Emotional Communication?*
Psychology Press.

TOP

Pérez-Sobrino, P., E. Semino, I. Ibarretxe-Antuñano, V. Koller, and I. Olza. 2021. "Acting like a Hedgehog in Times of Pandemic: Metaphorical Creativity in the #ReframeCovid Collection." *Metaphor and Symbol*.

Semino, Elena. 2008. *Metaphor in Discourse*. Cambridge: Cambridge University Press.

The US-China battle over Coronavirus in the news media: Metaphor transfer as a representation of stance mediation

Yufeng Liu

The Hong Kong Polytechnic University, Hong Kong

The ubiquity of stancetaking in languages has received wide-ranging scholarly recognition, as Englebretson (2007) argues, "stancetaking is a pervasive activity which speakers engage in through the use of language" (69). On the whole, stancetaking is by no means in a state of stasis, inasmuch as "discourse positions in society are also in flux" (Baker, 2006: 14). Importantly, the very fluidity of stance bears out the inevitability of its mediation in discourse. Mediation is a term in translation studies that is correlated with "manipulation" and "rewriting" and is more precisely defined as "the ways the translator intervenes, rewrites or manipulates in the [news] transediting process, with an effort to accommodate in the target text stances dissenting from those in the original text" (Zhang, 2013: 398). Thus, translation is itself a process of altering the original author's stance into one that may be different in the target context.

Most enquiries in literature have not touched upon metaphor as a representation of stance and thereby the analysis of stance mediation through metaphor transfer is rare. The current study attempts to fill this gap by analyzing the stance mediation of *Global Times* and *The New York Times* via metaphor transfer in news headlines. The database includes all Coronavirus-related GT and NYT bilingual opinion articles in 2020: 97 pairs from GT and 73 pairs from NYT. Drawing upon a corpus approach to metaphor analysis (MIPVU and SDVP), stance analysis and Critical Discourse Analysis, the study shows that the differences between GT and NYT in narrating the pandemic and the involved parties, i.e., China and the US, are significantly different. GT and NYT, though unable to represent the whole news industry in China and the US, have an obvious partisanship toward the respective Chinese Communist Party and American Democratic Party.

References

Baker P (2006) Using Corpora in Discourse Analysis. London and New York: Continuum.

Englebretson R (2007) Stancetaking in discourse: an introduction. In: Englebretson R (ed) *Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*. Amsterdam: John Benjamins Publishing, pp. 1-26.

Zhang M (2013) Stance and mediation in transediting news headlines as paratexts. *Perspectives* 21(3): 396-411.

TOP

The soundtrack of the pandemic. A qualitative approach to metaphorical construals of the pandemic in songs from 2020

Reyes Llopis-García
Columbia University, USA

Inés Olza
Universidad de Navarra, Spain

Laura Filardo-Llamas
Universidad de Valladolid, Spain

Iraide Ibarretxe-Antuñano
Universidad de Zaragoza, Spain

Much has been written about metaphorical construals of the Covid-19 pandemic and their social impact on public discourse (Olza et al. 2021, Musolff et al. 2022, Semino 2021), including specific studies on political narratives (Castro-Seixas 2021) or social media (Wicke & Bolognesi 2020). However, little attention has been paid to how the pandemic has affected and been interpreted by cultural agents, including illustrators, visual designers, literary writers or, as in this case, musicians (Filardo-Llamas et al. 2022). What has been the soundtrack of the pandemic like? With this question in mind, this paper explores metaphoric representations of the pandemic as reflected in songs (Llopis-García 2020). For this purpose, a bilingual corpus of 32 songs was elaborated (16 in Spanish, 16 in English), with two selected types of songs for the analysis: (a) already-popular songs, previously released but re-contextualized for the discourse of the pandemic, and (b) songs released during 2020 as a response to the then-new situation. The study has a double objective. First, it aims to identify the most common metaphorical domains activated by musicians reacting to the pandemic and to highlight the frames of emotion most commonly foregrounded, both in old and new songs. Second, it engages in the analysis of the multimodal relationship between the songs and their videos, illustrating links between visual, musical and linguistic elements and how they come together to amplify the emotional responses of their intended audience.

Results of the analysis help us explain how the social impact of the soundtrack of 2020 brings about a common processing of collectively lived experiences. The music addressed appeals to emotions through bodily-based domains, uses situated frames from well-known social experiences (i.e., sports or journey metaphors) and even yields new metaphoric frames, giving rise to a 'visual pandemic language' in music videos through gesture and images.

References

Castro-Seixas, E. 2021. War Metaphors in Political Communication on Covid-19. *Frontiers in Sociology* 5: 112. doi: 10.3389/fsoc.2020.583680

Filardo-Llamas, L., Olza, I., Ibarretxe-Antuñano, I., Pérez-Sobrino, P. & LlopisGarcía, R. 2022. Las canciones de la pandemia: metáforas y emociones. *The Conversation*. https://theconversation.com/las-canciones-de-la-pandemiametaforas-y-emociones-175075

Llopis-García, R. 2020. #ReframeCovid - Más abrazos y menos guerra. The Beehive / La Colmena. Un blog bilingüe de lingüística cognitiva aplicada y narrativas sociales. https://reyesllopisgarcia.com/blog/2020/5/21/reframecovid-masabrazos-menos-guerra

Musolff, A.; Breeze, R.; Kondo, K.; Villar-Luch, S. (eds.) 2022. Pandemic and Crisis Discourse. Communicating COVID-19 and Public Health Strategy. London: Bloomsbury.

Olza, I.; Koller, V.; Ibarretxe-Antuñano, I.; Pérez-Sobrino, P.; Semino, E. 2021. The #ReframeCovid initiative. From Twitter to society via metaphor. *Metaphor and the Social World* 11(1): 99-121.

Semino, E. 2021. "Not Soldiers but Fire-fighters" – Metaphors and Covid-19, *Health Communication* 36(1): 50-58. doi: 10.1080/10410236.2020.1844989

Wicke, P. & Bolognesi, M. 2020. Framing COVID-19: How we conceptualize and discuss the pandemic on Twitter, *PLoS One* 15(9): e0240010. https://doi.org/10.1371/journal.pone.0240010

TOP

The Social Impact of Metaphorical L2 Instruction: New Avenues for Empirical Research

Reyes Llopis-García
Columbia University, USA

Beatriz Martín-Gascón
Universidad de Córdoba, Spain

Irene Alonso-Aparicio
Columbia University, USA

Despite formidable methodological advances in L2 Pedagogy in the last 40 years, grammar instruction in higher education remains largely unchanged (Larsen-Freeman 2015, Kissling et al. 2018). Notional-functional approaches present grammar through tables for practice within ad-hoc content. Assessment is done with correct vs. incorrect exercises in multiple choice or fill-in-the-blank tasks.

In Applied Cognitive Linguistics (ACL), the past two decades have witnessed a proliferation of empirical studies searching for evidence of the superiority of cognitive approaches for L2 learning. The majority, however, have only been partly fruitful in eliciting data that truly favors the cognitive condition. We argue that this is due to assessment design, which typically measures learners' performance via traditional evaluation tasks (Suñer & Roche 2019). Another hurdle is that at the curricular and instructional levels, metaphorical competence and cognitive notions are not part of either the *CERF* or the *ACTFL* descriptors, so their absence in mainstream textbooks hinders their pedagogical potential (Nacey 2017, Piquer-Píriz 2021). ACL teaching focuses on embodiment, semantic motivation, image-based form-and-meaning pairings, or communicative intent (Llopis-García et al. 2012, Ibarretxe-Antuñano et al. 2019). These pedagogical notions veer greatly from the more automated answers in correct-vs-incorrect tasks, so assessing the effects of ACL with traditional methods stacks the odds against the cognitive groups every time (Martín-Gascón et al. 2022). This paper presents an empirical study that examines whether ACL for the Spanish psych-verb construction results in greater learning outcomes than a more traditional approach. The study (*n* = 160) had a pretest/posttest/delayed posttest design for three conditions (control, cognitive and traditional). Data collection entailed ACL assessment for interpretation and production tasks. Results show a significant postinstruction advantage for the cognitive group. These findings indicate that ACL instruction, when followed by a coherent assessment, becomes a successful method for addressing grammatical constructions in the L2.

References

Ibarretxe-Antuñano, I., Cadierno, T., & Castañeda, A. (Eds.). (2019). *Lingüística cognitiva y español LE/L2*. New York, NY: Routledge.

Kissling, E., Tyler, A., Warren, L., & Negrete, L. (2018). Reexamining *por* and *para* in the Spanish foreign language intermediate classroom: A usage-based, cognitive linguistic approach. In Tyler, A., Huang, L., & Jan, H. (Eds.). *What is applied cognitive linguistics? Answers from current SLA research.* Berlin: Mouton de Gruyter.

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, *48*(2), 263–280.

Llopis-García, R., Real Espinosa, J.M. & Ruiz-Campillo, J. P. (2012). *Qué gramática aprender, qué gramática enseñar*. Madrid: Edinumen.

Martín-Gascón, B., Llopis-García, R. & Alonso-Aparicio, I. (2022). Does L2 Assessment Make a Difference? Testing the empirical validity of Applied Cognitive Linguistics in the acquisition of the Spanish/L2 psych-verb construction. Unpublished doctoral dissertation. Universidad de Córdoba.

Nacey, S. (2017). Metaphor comprehension and production in a second language. In Semino, E., & Demjén, S. (Eds.). The Routledge Handbook of Metaphor and Language (pp. 503-515). New York: Routledge.

Piquer Píriz, A. M. (2021, September 9-10). Un recorrido por algunas de las principales aportaciones de la lingüística cognitiva a la enseñanza de lenguas extranjeras [Conference presentation]. AALiCo online Conference.

TOP

Sociocognitive Approach to the Study of Predicative Possession in Malwai Punjabi

Xiaolong Lu

The University of Arizona, USA

Possession is used to encode ownership and it is composed of a possessor, a possessee, and a possessive relationship. Baron et al. (2001) mentioned predicative possession can be expressed by a verb, such as *have* in English. Malwai Punjabi is a dialect belonging to the Indo-Aryan language in the Punjab region of India and Pakistan. However, the possession system of Malwai Punjabi has not been well documented. It remains unclear if and how native speakers in that dialect construct the idea of *have*-possession in different contexts. My question is: How do speakers of Malwai Punjabi use *have*-constructions and what accounts for their usage in the local community?

I adopt the prototypicality model (Rosch & Mervis, 1975) by arguing that building prototypes of categories in possession is not arbitrary, and the prototypical category member has more similar attributes in the family resemblance. I also used conceptual metaphor (Lakoff & Johnson, 1980) to show the metaphor of possession is the mapping from resource domain (concreteness) onto target domain (abstractness).

To collect my data, I conducted three online interviews with my informant whose L1 is Malwai Punjabi. I first prepared 90 sentences involving *have*-constructions in English for him to translate into Malwai Punjabi. All my sentences used for elicitation were manually grouped based on Heine's (1997) and Aikhenvald's (2013) categories of possession. During my elicitation process, I transcribed Malwai Punjabi sounds using IPA, and his speech was simultaneously audio recorded. I also referred to the phonological systems from Shackle (2003).

My data shows that all the animate or inanimate alienable possession (esp. ownership) can be expressed by using the postposition *koḷ* 'near/ be with' in Malwai Punjabi. I also found alienable possessive constructions can be prototypical and commonly-used, either being abstract or concrete. In contrast, inalienable possession (e.g., whole-part relations, kinship) cannot be described by using *koḷ* in that dialect. The categories are summarized in Figure 1. The degree of prototypicality accounts for the wide use of alienable possession marked by *koḷ* in Malwai Punjabi.

Two metaphors including COMPANION schema (Figure 2) and PROXIMITY schema (Figure 3) explain the extended semantics of predicative possessions (i.e., alienable) in Malwai Punjabi. The two metaphorical schemas determine the morphosyntactic structures of predicative possessions, and trigger a semantic transition from companion and location to possession, as a metaphorical interpretation.
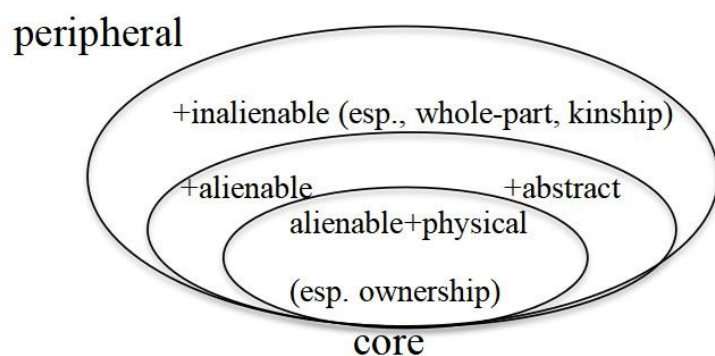
Figure 1: Prototypicality of predicative possession notions in Malwai Punjabi

bande 'the man'   *kol* 'with'   *pandʒ kara* 'five houses'

ACCOMPANEE   RELATOR   COMPANION   (Basic/ lit.: five houses are with the man.)

POSSESSOR   RELATOR   POSSESSUM (Metaphorical: The man has five houses.)

Figure 2: COMPANION schema in have-constructions in Malwai Punjabi

The man has five *houses*. (metaphorical)   →   Five houses are with/ near the man. (literal)

TRANSFERABLE POSSESSION   IS   SPATIAL PROXIMITY

Figure 3: PROXIMITY schema in have-constructions in Malwai Punjabi

Selected References

Aikhenvald, A. Y. (2013). Possession and ownership: A cross-linguistic perspective. *Possession* and ownership: A cross-linguistic typology, 1-64.

Baron, I., Herslund, M., & Sørensen, F. (Eds.). (2001). *Dimensions of possession* (Vol. 47). John Benjamins Publishing.

Heine, B. (1997). Possession: Cognitive sources, forces, and grammaticalization. *Cambridge* studies in linguistics, (83).

Lakoff, G., & Johnson, M. (1980). Conceptual metaphor in everyday language. *The journal of Philosophy*, *77*(8), 453-486.

Shackle, C. (2003). "Punjabi". In *Indo-Aryan languages*, ed. by George Cardona, and Dhanesh Jain, 581–621. London: Routledge.

TOP

I'll meet you at the rainbow bridge'. Pet loss metaphors

Michele Mannoni

Department of Foreign Languages and Literature, University of Verona, Italy

To bereaved pet guardians, losing a pet is an excruciating grief that may hurt any less than losing a family member. However, lack of legitimation and recognition of such grief may add further pain to the bereaved, who may feel that their grief is not understood nor accepted by other people, especially those who do not own pets—and thus is, in a sense, wrong, thus impeding posttraumatic growth (Spain, O'Dwyer, and Moston 2019).

Semino has shown (2011) that when people deals with difficult or painful emotions, metaphor helps them make sense of and convey their pain, so much so that they produce even more metaphors than when they describe mild emotions (Fainsilber and Ortony 1987).

Notwithstanding the variation in grief and the human-animal bond according to various factors, the human-animal bond has been shown to be salient and unique to us, for both physiological and psycho-social factors (Fine 2020).

There are various and complex emotions that are at play when the bereaved deals with the loss of a pet, including guilt and regret, isolation, hopelessness.

This paper investigates the conceptualization of grief from pet loss by studying the metaphors bereaved pet owners use in pet obituaries as found in English and Chinese blogposts. The primary research question asks which metaphors bereaved pet guardians use to describe their sorrow. My interest is on both metaphors that appear systematically and in those that appear occasionally, even if only used by one language user. This is intended to provide empirical evidence as to how bereaved pet guardians process their pain, and shed light on cross-linguistic similarities and differences.

Dataset consists in texts (n = 60) from blogposts and are half in English and half in Chinese. They are analysed by identifying linguistic metaphors following MIPVU (Steen et al. 2010) and its adaptation to Chinese (Wang et al. 2019), separately coding them in ATLAS.ti for vehicle and tenor (following Kimmel 2012), grouping together all the identified metaphors related to a topic within each vehicle grouping (Cameron, Low, and Maslen 2010), linking these vehicle groups to their topics (Silvestre-López 2020) (cf. Nacey 2022).

References

Cameron, Lynne, Graham Low, and Robert Maslen. 2010. 'Finding Systematicity in Metaphor Use'. In Metaphor Analysis: Research Practice in Applied Linguistics, Social Sciences and the Humanities, edited by Lynne Cameron and Robert Maslen, 116–46. London: Equinox.

Fainsilber, Lynn, and Andrew Ortony. 1987. 'Metaphorical Uses of Language in the Expression of Emotions'. Metaphor and Symbolic Activity 2 (4): 239–50. https://doi.org/10.1207/s15327868ms0204_2.

Fine, Aubrey H. 2020. 'The Eternal Bond: Understanding the Importance of the Human–Animal Bond and Its Impact on Pet Loss'. In Pet Loss, Grief, and Therapeutic Interventions: Practitioners Navigating the Human-Animal Bond, edited by Lori Kogan and Phyllis Erdman, 5–18. New York/London: Routledge.

Kimmel, Michael. 2012. 'Optimizing the Analysis of Metaphor in Discourse: How to Make the Most of Qualitative Software and Find a Good Research Design'. Review of Cognitive Linguistics 10 (1): 1–48.

Nacey, Susan. 2022. 'Systematic Metaphors in Norwegian Doctoral Dissertation Acknowledgements'. Scandinavian Journal of Educational Research, 1–17. https://doi.org/10.1080/00313831.2022.2042847.

TOP

Semino, Elena. 2011. 'Metaphor, Creativity, and the Experience of Pain across Genres'. In Creativity, Language, Literature: The State of the Art, edited by Joan Swann, Ronald Carter, and Rob Pope, 83–102. Basingstoke: Palgrave Macmillan.

Silvestre-López, Antonio-José. 2020. 'Conceptual Metaphor in Meditation Discourse: An Analysis of the Spiritual Perspective'. GEMA Online Journal of Language Studies 20 (1): 35–53. https://doi.org/10.17576/gema-2020-2001-03.

Spain, Breeanna, Lisel O'Dwyer, and Stephen Moston. 2019. 'Pet Loss: Understanding Disenfranchised Grief, Memorial Use, and Posttraumatic Growth'. Anthrozoös 32 (4): 555–68.

Steen, Gerard J., Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr, and Trijntje Pasma. 2010. 'MIPVU: A Manual for Identifying Metaphor-Related Words'. In A Method for Linguistic Metaphor Identification: From MIP to MIPVU, 25–42. Amsterdam/Philadelphia: John Benjamins.

Wang, Ben Pin-Yun, Xiaofei Lu, Chan-Chia Hsu, Eric Po-Chung Lin, and Haiyang Ai. 2019. 'Linguistic Metaphor Identification in Chinese'. In Metaphor Identification in Multiple Languages: MIPVU around the World, edited by Susan Nacey, Tina Krennmayr, Aletta G. Dorst, and W. Gudrun Reijnierse, 247–65. Amsterdam: John Benjamins.

TOP

The word, the character, the character component, or the variant? Methodological issues in identifying linguistic metaphors in (legal) Chinese

Michele Mannoni

Department of Foreign Languages and Literature, University of Verona, Italy, Italy

The focus of this presentation is on four problems of identifying linguistic metaphors in Chinese, some of which become especially salient when studying its legal variety. Since MIP [1] and MIPVU [2] take English as their bases, these aspects are not addressed by them, nor by Wang et al. [3], who conclude that the application of MIPVU to Chinese is straightforward. Here I illustrate that this may be otherwise.

Firstly, I show that the identification of the 'smallest lexical unit', corresponding to a word in MIPVU, is problematic in Chinese corpora due to the different segmentation that different corpus analysis tools produce, thus compromising the reliability and replicability of the results so obtained.

Secondly, following Packard [4] and Yu [5], I show that the applicability of the concept of 'word' to Chinese is problematic, thus stressing the importance of the study of characters. Character analysis becomes indispensable when studying metaphors in Chinese legal language, as it is packed with neologisms that according to step 6 of MIPVU [6] are to be analysed through their components.

Thirdly, I show that owing to the Chinese script, metaphorical meaning and basic meanings are not necessarily found in the way characters are used, but in the way they are written. This, too, is ignored by Western-centred procedure, although is done in some Chinese studies (e.g., Yu [7]).

Fourthly, philological analysis of Chinese characters is also useful for metaphor identification, as the characters taken into consideration may have variants that explain or create metaphorical meanings.

The discussion leads to a fundamental question for metaphor studies: where are the basic meanings of Chinese words to be searched at? Are they in the word, in its characters, in the character components, or in their variants? The answer is key in the study of legal metaphors.

My data are retrieved from three corpora: ZHTenTen (SketchEngine), and #ChinLac and #ChInRel (two corpora of Chinese laws created at the University of Verona).

References

Anthony, Lawrence. *SegmentAnt for Macintosh OS X (1.0.0) [Computer Software]*. Tokyo: Waseda University, 2014. http://www.laurenceanthony.net/.

Brezina, Vaclav, Pierre Weill-Tessier, and Tony McEnery. *LancsBox: Lancaster University Corpus Toolbox [Software]* (version 6.0), 2021. http://corpora.lancs.ac.uk/lancsbox/download.php.

Kilgariff, Adam, Vít Baisa, Jan Bušta, Miloš Jakubíček, Vojtěch Kovář, Jan Michelfeit, Rychlý Pavel, and Vít Suchomel. 'The Sketch Engine: Ten Years On'. *Lexicography*, no. 1 (2014): 7–36. https://doi.org/Software facility available at https://www.sketchengine.eu.

Packard, Jerome L. The Morphology of Chinese: A Linguistic and Cognitive Approach. Cambridge: Cambridge University Press, 2004.

Pragglejaz Group. 'MIP: A Method for Identifying Metaphorically Used Words in Discourse'. *Metaphor and Symbol* 22, no. 1 (2007): 1–39. https://doi.org/10.1080/10926480709336752.

Steen, Gerard J., Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr, and Trijntje Pasma. *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*. Amsterdam/Philadelphia: John Benjamins, 2010.

Wang, Ben Pin-Yun, Xiaofei Lu, Chan-Chia Hsu, Eric Po-Chung Lin, and Haiyang Ai. 'Linguistic Metaphor Identification in Chinese'. In *Metaphor Identification in Multiple Languages: MIPVU around the World*, edited by Susan Nacey, Tina Krennmayr, Aletta G. Dorst, and W. Gudrun Reijnierse, 247–65. Amsterdam: John Benjamins, 2019.

TOP

Yu, Ning. 'Primary Metaphors: Importance as Size and Weight in a Comparative Perspective'. *Metaphor and Symbol* 32, no. 4 (2017): 231–49.

———. 'Speech Organs and Linguistic Activity/Function in Chinese'. In *Embodiment via Body Parts: Studies from Various Languages and Cultures*, edited by Zouheir A. Maalej and Ning Yu, 31:117–48. Human Cognitive Processing. Amsterdam: John Benjamins Publishing Company, 2011.

———. *The Chinese HEART in a Cognitive Perspective, Culture, Body, and Language*. Berlin, Boston: De Gruyter Mouton, 2009. https://doi.org/10.1515/9783110213348.

'ZhTenTen: Corpus of the Chinese Web', n.d. https://www.sketchengine.eu/zhtenten-chinese-corpus/.

[1] Pragglejaz Group, 'MIP'.

[2] Steen et al., A Method for Linguistic Metaphor Identification: From MIP to MIPVU.

[3] Wang et al., 'Linguistic Metaphor Identification in Chinese', 263.

[4] The Morphology of Chinese: A Linguistic and Cognitive Approach.

[5] 'Primary Metaphors: Importance as Size and Weight in a Comparative Perspective', 238.

[6] Steen et al., A Method for Linguistic Metaphor Identification: From MIP to MIPVU, 26.

[7] Yu, 'Speech Organs and Linguistic Activity/Function in Chinese', 137, 140; Yu, The Chinese HEART in a Cognitive Perspective, Culture, Body, and Language.

Sharing grief through metaphors: A study on French narratives of perinatal loss

Lola Marinato
Université de Lille, France

Giuditta Caliendo
University of Lille, France

Maarten Lemmens
University of Lille, France

Losing a baby during or right after pregnancy is a deeply stigmatised experience in most Western societies, even though it is more common than one might expect. In 2019, 10.6 in every 1000 pregnancies in France ended with stillbirth or death in the first week of life.

How can one explain the grief and pain one goes through after perinatal loss to someone who has never lived a similar experience, someone who lacks the so-called experiential knowledge (Borkman 1976)?

Metaphor analysis can be useful in understanding the thought process of an individual and can provide insights into their mental state following an emotional experience of trauma and bereavement, and into the ways in which they are coming to terms with it (Semino 2018, Littlemore/Turner 2019).

This paper presents the methodology and preliminary results of an ongoing study on the metaphors used by French speaking parents describing their experience of perinatal loss. It is methodologically inspired by the project "*Death before Birth*" (Littlemore *et al.* 2020) which aim was to understand, inform and support choices made by people who have experienced miscarriage, termination or stillbirth. In order to run this study on metaphors, we are building a corpus of testimonies by conducting interviews with French speaking bereaved parents. Special relevance will be given to the voice of fathers so as to identify the way(s) in which their experiences may resemble and differ from those of mothers in terms of the metaphors used. We will investigate the two following research questions: (i) Which metaphors are used by bereaved parents and how are they used? (ii) To what extent do metaphors used by men to describe the loss of a baby differ from the ones used by women?

This PhD project on the discourse of perinatal loss is framed within a broader research project called PERINAT. Through these two projects, we aim to contribute to better communication around this silent grief.

References:

Borkman, T. (1976). Experiential Knowledge: A New Concept for the Analysis of Self-Help Groups. *Social Service Review 50/3*, 445-456.

Lemmens, M., Caliendo, G., Foubert, O., Marinato, L. (2021). Special session: Neologisms and metaphors applied to societal issues. *The Linguistics Construction of Emotional Challenges in a Changing Society, Languaging Diversity 2021*, University of Lille, 13-15 October. DOI: 10.48448/nctr-gw75

Littlemore, J., McGuinness, S., Fuller, D., Kuberska, K., Turner, S. (2020). Death before Birth: Understanding, informing and supporting the choices made by people who have experienced miscarriage, termination, and stillbirth, *MIDIRS Midwifery Digest*.

Littlemore, J., Turner, S. (2019). Metaphors in communication about pregnancy loss. *Metaphor and the Social World. 10/1*, 45-75.

Semino, E., Demjen, Z., Demmen, J. (2018). An Integrated Approach to Metaphor and Framing in Cognition, Discourse, and Practice, with an Application to Metaphors for Cancer. *Applied Linguistics 39/5*, 625–645.

TOP

Exploring metaphor use in metaphor-mediated instruction

Marta Martín Gilete

Universidad de Extremadura, Spain

The application of metaphor identification procedures such as MIP (Pragglejaz Group) or MIPVU (Steen et al., 2010) has shown that metaphor not only forms part of everyday communication but also pervades different types of discourse in the English language (Steen et al., 194–298). The ubiquity of metaphor in language use, therefore, is of importance to foreign/second language instruction (Low, 1988). By extension, this has important consequences for L2 learners' development of metaphoric competence (Littlemore & Low, 2006), as they need to use metaphor in their speech and writing (see Nacey, 2017). So far, most attention has been devoted to the study of L2 learners' understanding of metaphor in English (Golden, 2010; Littlemore, 2001; Piquer-Píriz, 2008) as well as research into metaphor comprehension and its use in combination (MacArthur & Littlemore, 2011; O'Reilly & Marsden, 2021), while little interest has been shown in the metaphorical language they actually produce (see, however, Littlemore et al., 2014; MacArthur, 2010; Nacey, 2013). Previous research into metaphoric competence has evidenced what instructors can expect L2 learners to be able to do over time and at various proficiency levels in written discourse (Cuberos et al., 2019; Hoang & Boers, 2018; Nacey, 2019). However, where to find support to develop metaphoric competence in instructed L2 settings is a gap to be bridged. Some previous studies have focused on the treatment of metaphor in textbooks aimed at L2 speakers as an input source for metaphor use (Alejo-González et al., 2010; Amaya-Chávez, 2010). However, side-by-side investigation of learner discourse linked to meaningful discourse L2 learners are exposed to is, to the best of my knowledge, still unexplored inside the range of normal classroom activities.

This presentation explores the role that the textbook as a source of input may play in written learner discourse of L2 Spanish speakers of English (N=22) in relation to metaphor use after exposure to metaphor-mediated instruction, i.e., the application of CL treatment to metaphors, of one topic-based unit at B2 level. This study applies MIPVU (Steen et al., 2010) to 26 texts collected from four sources of input (oral and written texts) in the textbook used in class and from the learners' production of 22 written texts in the form of discursive essays on the same topic. The analysis revealed a remarkably high density of open-class metaphors ranging from 17.9% to 19.8% across both input and output texts. Furthermore, some similarities between input and output were found regarding not only metaphor density but also types (open- vs. closed-class metaphors) and distribution by word class. These findings suggest preliminary insights into how topic similarity may provide some support for metaphor use in metaphor-mediated instruction.

References

Alejo-González, R., Piquer-Píriz, A. M., & Reveriego, G. (2010). Phrasal verbs in EFL course books. In S. De Knop, F. Boers & A. Antoon De Rycker (Eds.), *Fostering language teaching and efficiency through cognitive linguistics*, (pp. 59–78). De Gruyter Mouton.

Amaya-Chávez, E. (2010). The gaps to be filled: The (mis)treatment of the polysemous senses of hand, cool, and run in EFL text books. In L. Graham, Z. Todd, A. Deignan, & L. Cameron (Eds.), *Researching and applying metaphor in the real world*, (pp. 81–104). John Benjamins Publishing Company.

Cuberos, R., Rosado, E., & Perera, J. (2019). Using deliberate metaphor in discourse: Native vs. non-native text production. In I. Navarro i Ferrando (Ed.), *Current approaches to metaphor analysis in discourse*, (pp. 235–256). De Gruyter Mouton.

Golden, A. (2010). Grasping the point: A study of 15-year-old students' comprehension of metaphorical expressions in schoolbooks. In L. Graham, Z. Todd, A. Deignan, & L. Cameron (Eds.), *Researching and applying metaphor in the real world*, (pp. 35–62). John Benjamins Publishing Company.

Hoang, H., & Boers, F. (2018). Gauging the association of EFL learners' writing proficiency and their use of metaphorical language. *System, 74*, 1–8.

TOP

Littlemore, J. (2001). Metaphoric competence: A possible language learning strength of students with a holistic cognitive style? *TESOL Quarterly*, *35*(3), 459–491.

Littlemore, J., & Low, G. D. (2006). Figurative thinking and foreign language learning. Palgrave Macmillan.

Littlemore, J., Krennmayr, T., Turner, J., & Turner, S. (2014). An investigation into metaphor use at different levels of second language. *Applied Linguistics*, *35*(2), 117–144.

Low, G. (1988). On teaching metaphor. *Applied Linguistics*, *9*(2), 125-147.

MacArthur, F. (2010). Metaphorical competence in EFL: Where are we and where should we be going? A view from the language classroom. *Applied Cognitive Linguistics in Second Language Learning and Teaching. AILA Review*, 23, 155–173.

MacArthur, F., & Littlemore, J. (2011). On the repetition of words with the potential for metaphoric extension in conversations between native and non-native speakers of English. *Metaphor and the Social World*, *1*(2), 201–208.

Nacey, S. (2013). *Metaphors in learner English*. John Benjamins Publishing Company.

Nacey, S. (2017). Metaphor comprehension and production in a foreign language. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook on metaphor and language*, (pp. 503-516). Routledge.

Nacey, S. (2017). Metaphor comprehension and production in a second language. In E. Semino & Z. Demjén (Eds.), *The Routledge handbook of metaphor and language*, (pp. 503–515). Routledge.

Nacey, S. (2019). Development of L2 metaphorical production. In A. M. Piquer-Píriz & R. Alejo-González (Eds.), *Metaphor in foreign language instruction*, (pp. 173–198). De Gruyter Mouton.

O'Reilly, D., & Marsden, E. (2021). Elicited metaphoric competence in a second language: A construct associated with vocabulary knowledge and general proficiency. *International Review of Applied Linguistics in Language Teaching*, 1–41.

Piquer-Píriz, A. M. (2008). Reasoning figuratively in early EFL: Some implications for the development of vocabulary. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology,* (pp. 233–257). Mouton de Gruyter.

Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, *22*(1), 1–39.

Steen, G., Dorst, A. G., Herrmann, J. B., Kaal, A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification*. John Benjamins Publishing Company.

Metaphor in EMI discourse: Exploring motion events in academic talk

Marta Martín Gilete
University of Extremadura, Spain

Alberto Hijazo Gascón
University of East Anglia, UK

Irene Castellano Risco
University of Extremadura, Spain

Iraide Ibarretxe-Antuñano
Universidad de Zaragoza

Metaphor is of importance to academic discourse in English (Herrmann, 2013), where it plays a key role in the description of abstract objects and processes. In comparison with the great attention devoted to the study of academic events in written discourse (see Semino, 2008, for a review), scant interest has been shown in the linguistic realizations of metaphor and its role in the oral mode –mostly limited to studies on specific linguistic aspects of academic mentoring of L2 students in English as a Lingua Franca contexts (ELF; MacArthur & Littlemore, 2011; MacArthur et al., 2015; MacArthur, 2016). However, little is known about L2 learners' metaphor use in other spoken academic contexts with diverse interactions. For pedagogical purposes, the analysis of how key source domains are constructed in academic talk may provide further insights into a broader characterization of metaphor use in relation to different topics. In this regard, the exploration of other source domains such as MOTION and its figurative use in academic ELF contexts may contribute to further characterizing educational talk among L2 learners.

This study explores the linguistic realizations and discourse functions of Metaphorical Motion Events (MMEs) in the context of English as a Medium of Instruction (EMI) academic seminars, where English is used by L2 speakers in environments where this language does not hold official status. Data was collected from METCLIL (Alejo-González et al., 2021), a metaphor-annotated corpus of EMI seminars on Marketing and Business administration topics recorded in six European Higher Education Institutions. For the purposes of this study, only three seminars recorded in the Spanish Higher Institution were selected, although data was further restricted to include exclusively utterances from 17 speakers of verb-framed (Spanish, n=9) and satellite (English NSs, n=4; and NNSs, n=4) L1s. Data analyses involved the classification of MMEs following Ibarretxe-Antuñano & Caballero's (2014) procedure and the employment of Christie's (2002) classification of L2 classroom registers to explore verb use and the pragmatic functions performed in the two academic activities carried out in the seminar: pitch-delivery and constructive feedback discussion. Findings suggest that while individual variables, such as L1 typology, do not seem to influence MME usage significantly, contextual factors, such as the activities in which these MME occur, seem to have a more salient role. Considering these findings, further research is suggested in relation to the impact of contextual factors on metaphor usage in academic EFL settings.

References:

Alejo-González, R., Piquer-Píriz, A. M., Castellano-Risco, I., Martín-Gilete, M., Fielden-Burns, L.,

MacArthur, F., Nacey, S., Philips, G., Krennmayr, T., Coelho, M., Littlemore, J., Ädel, A. (2021). *METCLIL corpus v1*. https://www.sketchengine.eu/metclil-corpus-of- metaphor-in-academic-talk/

Christie, F. (2002). Classroom Discourse Analysis: A Functional Perspective. London/New York: Continuum.

Herrmann, J. B. (2013). Metaphor in academic discourse: Linguistic forms, conceptual structures, communicative functions and cognitive representations. Utrecht: LOT dissertation series.

Ibarretxe-Antuñano, I., & Caballero, R. (2014). Una aproximación al estudio de los eventos de movimiento metafórico desde la tipología semántica y el género. *Anuari de filologia. Estudis de lingüística*, *4*, 139–155.

TOP

MacArthur, F. (2016). Overt and covert uses of metaphor in the academic mentoring in English of Spanish undergraduate students at five European universities. *Review of Cognitive Linguistics*, *14*(1), 23–50.

MacArthur, F., & Littlemore, J. (2011). On the repetition of words with the potential for metaphoric extension in conversations between native and non-native speakers of English. *Metaphor and the Social World*, *1*(2), 201–238.

MacArthur, F., Krennmayr, T., & Littlemore, J. (2015). How basic is UNDERSTANDING IS SEEING when reasoning about knowledge? Asymmetric uses of SIGHT metaphors in office hours' consultations in English as academic lingua franca. *Metaphor and Symbol*, *30*(3), 184–217.

Semino, E. (2008). *Metaphor in Discourse*. Cambridge: Cambridge University Press.

Beauty and Love: Sample survey based analysis of metaphors in Bollywood

Shreya Mudgil

Indian Institute of Technology Jammu, India

While corpus analytical studies of song lyrics are abundant, not many of them focus specifically on metaphor. The handful of studies on metaphor in song lyrics are preliminary in their investigations. They either focus on semantic meaning like Climent (2021) or have done large scale mappings of conceptual domains like Ngamjitwongsakul (2005). In-depth studies of song metaphors that focus on cognition and interpretation are not available. The current study is an attempt to fill the gap by analysing metaphors in depth of cognitive functions by a sample survey on thematically selected metaphors of body and beauty in the Indian context from Bollywood songs.

Love and beauty are abstract constructs that we inherit indirectly from many places including multimedia like film. The study attempts to focus on cognitive perception of metaphors in context; in teenagers, through movie songs of different eras. A stock of 32 metaphor phrases from songs from1980's-2000 and from 2000's-2020 was given in context to the 66 participants who responded to a questionnaire. The participants were undergraduate students who anonymously rated the metaphors on the basis of likeness, relatability and associated visual imagination.

Previous studies like Eze (2020), Sinambela (2020) etc see meaning in song lyric and metaphor as static by fixating it in the verbal medium. Whereas, by treating metaphor as process as posited by Lakoff (1980), and facilitating descriptive and survey methods, the current study brings out the meaning in context of visual stimulus and imagination. Carston

(2016) discusses mental imagery as an after effect of language processing and Green

(2017) talks about certain Image Permitting Metaphors and Image Demanding Metaphors. We hypothesise that mental imagery of metaphors used in songs may be anchored and modulated by the picturization of the song. Meaning is thus context dependent and often evoked through different stimuli which is not covered by simple verbal semantic analysis of metaphors.

In our follow up study in an experimental setup we shall prime the lyrics with video clippings from original songs and study a correlation of textually and visually evoked meaning Imagery continues to be an understudied part of metaphor interpretation.

References

Carston, R. (2018). Figurative language, mental imagery, and pragmatics. *Metaphor and Symbol*, *33*(3), 198-217.

Climent, S., & Coll-Florit, M. (2021). All you need is love: Metaphors of love in 1946–2016 Billboard year-end number-one songs. Text & Talk, 41(4), 469-491.

Eze, Samson Uchenna.(2020) Sexism and Power Play in the Nigerian Contemporary Hip Hop Culture: The Music of Wizkid, *Contemporary Music Review, 39:1, 167-185, DOI:*

10.1080/07494467.2020.1753479

Green, M. (2017). Imagery, expression, and metaphor. *Philosophical Studies*, *174*(1), 33-46.

Lakoff, G., & Johnson, M. (1981). Metaphors we live by. University of Chicago Press.

Ngamjitwongsakul, P. (2005). Love Metaphors in Modern Thai Songs, Manusya: Journal of

Humanities, 8(2), 14-29. doi: https://doi.org/10.1163/26659077-00802002

Sinambela, L. S. (2020). An analysis of metaphor in Bruno Mars Lyrics Songs

TOP

Metaphor in anti-violence campaigns: an analysis of November 25th posters in Spain

María Muelas-Gil

Universidad Autónoma de Madrid, Spain

Manuela Romano Mozo

Universidad Autónoma de Madrid, Spain

The use of conceptual and multimodal metaphor in socio-political and ideological movements has been the object of studies that corroborate the highly persuasive role of metaphor and its influence in social transformation (Author 2019, 2021; El Refaie 2003; Forceville 2020; Montesano & Morales 2014). However, its use in gender studies has not been addressed that often, specifically metaphor applied to gender-violence related discourse. Literature has focused on metaphors deployed by women telling their experiences as violence victims (Eisikovits & Buchbinder 1999, Arévalo 2008, Nacey 2018, Aldridge & Steel 2022), that is, on the self-expression of trauma through metaphor.

In view of the few studies analysing how gender violence is conceptualized in political and institutional campaigns discourse and drawing on a multimodal and critical and socio-cognitive approach (Charteris-Black 2018; Hart 2014; Koller 2014; Soares da Silva et al. 2017), this study analyses posters for November 25 (International Day for the Elimination of Violence Against Women) produced by Spanish institutions and women's associations. The corpus consists of 48 posters from two periods, pre-2020 and 2020-21, with the aim of comparing pre-and post-Covid-19 campaigns, as the number of battered women increased during the pandemic. By identifying the main source domains, the study aims to compare the most recurrent metaphoric scenarios (Musolff 2016) in both periods to see whether correlations between the conceptualizations of gender violence and the pandemic can be identified.

Preliminary results conclude that: (1) the main sources used pre-2020 are related to (a) image schemas like verticality, labyrinth or spiral, and (b) natural phenomena like rain, flowers, trees and birds; (2) as of 2020/21, (a) the nature scenario is maintained, together with (b) new sources using the vaccine, the lock-down and the face-mask, mainly. However, despite this finding, it is mainly similarities that are encountered, which needs to be critically analysed.

References:

Aldridge, M. and Steel, K. (2022). The role of metaphor in police first response call-outs in cases of suspected domestic abuse. In: I. Šeškauskienė (Ed.) Metaphor in Legal Discourse, Cambridge Scholars Publishing, pp. 224-241.

Alonso, I., Porto, M.D., (2020). Multimodal framing devices in European online news. Language & Communication 71, 55–7.

Charteris-Black, J., 2018. Competition metaphors and ideology: life as a race. In Wodak, R., Forchtner, B., (Eds.), The Routledge Handbook of Language and Politics. Routledge, London/New York, pp. 202-2017.

Dirven, R., Polzenhagen, F., Wolf, H.G., (2007). Cognitive linguistics, ideology, and critical discourse analysis. In Geeraerts, D., Cuyckens, H., (Eds.), The Oxford Handbook of Cognitive Linguistics. Oxford University Press, Oxford, pp. 1222-1240.

Eisikovit, Z. & E. Buchbinder (1999). Talking Control: Metaphors Used by Battered Women. Violence Against Women 5 (8), pp. 845-868.

Forceville, C. (2020). Visual and Multimodal. Applying Relevance Theory. Oxford: Oxford University Press.

Hart, C., (2014). Discourse, Grammar and Ideology: Functional and Cognitive Perspectives. Bloomsbury, London.

Koller, V., (2014). Cognitive linguistics and ideology. In Littlemore, J., Taylor, J.R., (Eds.), The Bloomsbury Companion to Cognitive Linguistics. London: Bloomsbury, pp. 234-252.

Kress G. (2010). Multimodality. A Social Semiotic Approach to Contemporary Communication. London: Routledge.

TOP

Montesano, N and E. Morales. (2014). Multimodal narrative as an instrument for social change: Reinventing democracy in Spain -the case of 15M. Critical Approaches to Discourse Analysis Across Disciplines (CADAAD) 7 (2): 200-219.

Musolff, A. (2016). Political metaphor analysis. Discourse and scenarios. London: Bloomsbury.

Nacey, S. (2018). Metaphorical Analogies in an Online Discussion Forum for Relationship Abuse Survivors: "That analogy really works for me" [Paper presentation]. RaAM 12, Researching and Applying Metaphor. The Hong Kong Polytechnic University.

TOP

Development of metaphorical production in learner language: A longitudinal perspective

Susan Nacey

Inland Norway University of Applied Sciences, Norway

This paper article details a longitudinal corpus-based exploration into the development of metaphorical production of L2 learners of English. The study tracks the progress of five secondary school pupils aged 13-17 in Norway, with the data consisting of texts written for end-of-semester exams: two texts per pupil over four consecutive academic years (40 texts; roughly 26,800 words in total).

How metaphorical production *develops* as L2 proficiency increases is an especially under-researched area, with only a few published studies that have recently addressed this issue (e.g. Hoang, 2014; Littlemore et al., 2014; Nacey, 2019). Further, while all previous studies relied on *pseudo-longitudinal* data comprised of single observations (i.e. texts) produced by different learner groups, the present study is the first to investigate metaphor development from a *longitudinal* perspective, following the same informants over time. This paper thus adds a unique innovative perspective to L2 metaphor studies.

The overall goal is to shed light on how metaphorical production changes as pupils progress through different semesters and grades in their school careers. To do so, three subordinate aims are addressed. First, the study investigates how metaphorical density varies over time, both for the group of pupils and for the individuals, and also for open-class versus closed-class metaphors. A second aim is to examine the distribution of metaphor clusters over time. A third aim is to focus more closely on the identified metaphor clusters to explore the functions they serve in written learner discourse. The paper thus adopts similar research goals to those in Littlemore et al. (2014) and Nacey (2019), as well as similar methods: first, all metaphors were identified following the Metaphor Identification Procedure Vrije Universiteit (Steen et al., 2010) and then metaphor clusters were located through a series of time analyses (one per text).

Quantitative results indicate that metaphor density and the numbers of metaphor clusters increase as proficiency increases (measured in terms of chronological progress through semesters and grades). However, no significant differences in the rate of increase of metaphor density for open-class and closed-class words was uncovered.

Qualitative results concerning the possible function of metaphor clusters indicate that while some metaphors arguably play a role related to either topic or to discourse management, many metaphor clusters had no clearly discernable motivation. Among other points, the paper questions whether a preponderance of seemingly random clusters may be a hallmark of novice texts, thus raising possible avenues for future research.

References

Hoang, H. (2014). Metaphor and second language learning: The state of the field. *TESL-EJ, 18*(2). http://www.tesl-ej.org/wordpress/issues/volume18/ej70/ej70a5/

Littlemore, J., Krennmayr, T., Turner, J., & Turner, S. (2014). An investigation in metaphor use at different levels of second language writing. *Applied Linguistics, 35*(2), 117-144.

Nacey, S. (2019). Development of L2 metaphorical production. In A. M. Piquer-Píriz & R. Alejo-González (Eds.), *Metaphor in foreign language instruction* (pp. 173-198). Mouton de Gruyter. https://www.degruyter.com/view/product/512382

Steen, G. J., Dorst, A. G., Herrmann, J. B., Kaal, A. A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification: From MIP to MIPVU*. John Benjamins.

The heart is a pump but also a dollhouse, a four-door car or a ship: Metaphors that young students create on the fly to understand and explain core scientific concepts in biology

Elena Negrea-Busuioc

National University of Political Studies and Public Administration, Romania

Diana Simion

Independent researcher, Romania

Georgiana Udrea

National University of Political Studies and Public Administration, Romania

The important role metaphors play in understanding scientific concepts, particularly in an educational context, has been widely acknowledged in the literature (Cameron, 2002, 2003; Low, 2005; Knudsen, 2003, 2005; Littlemore 2017). Drawing on Cameron's seminal work on metaphor in educational discourse, we aim to examine how metaphors used in the Romanian biology textbook for lower secondary education may facilitate the simplification and understanding of scientific concepts. To this end, we have adapted Cameron's think-aloud data collection protocols to analyze how young students aged 10 to 13 years understand and interpret metaphors used to explain the structure and functioning of the heart. We have conducted 8 focus groups with 17 participants (2 participants/ focus group, with one exception) in which we used a short extract from the biology textbook as a starting point for a conversation about the heart and its functioning. Later, we showed two short videos about the same topic, one containing the same metaphor as the text – heart as a *pump* – and the second in which a different metaphor was used – heart as a *factory*. During the focus groups, the intervention of the interviewer was kept to a minimum, and participants were encouraged to converse and, thus, to make sense of the metaphors in the text and the videos though collaborative thinking-and-talking. Our preliminary findings show that young students struggle to make sense of the metaphors in the text and that a lack of knowledge of the source domain seems to undermine their understanding of the functioning of the heart as a pump. As the conversation progresses, participants come up with their own on the fly metaphors to explain the structure and functioning of the heart, which soon replace the metaphors in the text. Our findings are consistent with previous studies that have shown that embodied sources favor understanding (Niebert et al., 2012). Furthermore, we have also found that in learning about scientific concepts students are willing to take up metaphors and further extend them, sometimes at the expense of scientific accuracy (Cameron, 2003; Littlemore, 2001; Deignan et al., 2019). Interestingly, among the metaphors created in conversation, those whose source domains evoke vivid imagery are preferred and further extended by the participants. Finally, we discuss the implications that the identified on the fly metaphors may have for (mis) understanding scientific ideas and how this might impact on young learners' preparedness to make sense of the world we live in and, ultimately, on their future engagement with and interest in science.

TOP

Vaccine as a cheat sheet: The power of metaphor to build and undermine pandemic-related arguments on Facebook

Elena Negrea-Busuioc

National University of Political Studies and Public Administration, Romania

Despite two years of SARS-CoV-2 pandemic-related negative effects and more than one and a half year of free access to COVID-19 vaccines, many people across the globe are still reluctant to get vaccinated. Undoubtedly, COVID-19 vaccines and the vaccination campaigns across the globe are an important topic of the pandemic discourse. As with the pandemic in general, militaristic metaphors were frequently used to explain what vaccines are and how they work to equip our immune system with the necessary antibodies to fight the COVID-19 disease. This study focuses instead on a non-war metaphor used in a FB post by a Romanian health communicator, Vlad Mixich, to talk about the technology underlying the mRNA vaccine. An advocate of COVID-19 vaccination, Mixich posted lots of vaccine-related information on his FB page; one of the messages published on December 29, 2020 (two days after the start of the vaccination campaign in Romania) contained a metaphorical explanation to how the mRNA vaccine functions, namely the vaccine as a *cheat sheet*. This metaphor is supposed to capture and convey the functioning of mRNA as a virus-mimicking device that trains the immune system to recognize the disease-causing part of the real virus. This paper discusses the aptness of the vaccine as *cheat sheet* metaphor against the discursive, social and cultural particularities of the context in which it was used. Drawing on previous studies on metaphor aptness (Chiappe, Kennedy & Chiappe, 2003; Thibodeau & Durgin, 2011) and discourse affordances of constructed metaphorical sources (Wee, 2005), the study analyzes the appropriateness of this metaphor to describe the mRNA vaccine and its argumentative potential in conversation. The findings reveal that the metaphorical mapping of vaccine onto cheating and plagiarism, more broadly, may be both a FB conversation enabler and an argumentation deterrent. Apparently, the cognitive salient and socially biasing frame of plagiarism used to metaphorically explain the COVID-19 vaccine may both build and undermine the pro-vaccination arguments in a FB conversation. Thus, while it simplifies abstract knowledge related to vaccines and allows the audience (commentators to Mixich's FB post) to engage with a complex topic, the metaphor also amplifies polarization of an already highly polarized topic, thus fuelling anti-vaxxers' use of argumentation fallacies (e.g., ad-hominem) to disarm vaccination supporters.

Historical Formation of the Nègre Concept: A Vector Semantics Approach to Mapping Diachronic Metaphor Use in French Racial Description, 1666-1789

Andrew Nsirim

New York University, USA

My paper inquires into the semantic variations that the concept of Nègre underwent between 1666 and 1789, principally through metaphor usage in French-language texts extracted from the Bibliothèque nationale de France's Gallica corpora. The paper contends that metaphor analysis applied to historical inquiry and to a view of language as a complex adaptive system (CAS) calls for a shift in historiographical approaches to the modern emergence of the race concept. Presently, in race scholarship, the dominant model of causation with respect to the modern construction of race rests on a linear, synoptic history of racial classification in eighteenth-century philosophical discourse. Although a richly productive approach, this model leaves open considerable lacunae in the historical explanation of group and social belief about human diversity and Blackness. The paper argues that current historiographical emphasis on racial classification establishes a top-down, partial identification of the "loci of agency" in the historical construction of race. Rather, race scholars may obtain a more telling history of the race concept through a treatment of diachronic metaphor usage across document domains containing descriptive testimonies of a particular cultural schema, i.e. the Nègre in our case, subject to subsequent incorporation in general racial classification theories. Metaphors for describing the Nègre better indicate the intersubjective and socio-cultural frameworks that feed into and out of a speech community populated with local agents using the cultural schema Nègre heterogeneously, creating an information source for concurrent and later philosophical discourse. The research begins with manually annotated seed source and target lexemes of Blackness in conformity with the historical period's lexicon, such as in the following set [nègre, négresse, noirceur, afrique, intérieure de l'afrique, inhabitants de …, homme noir, Hottentot…].

Accordingly, through vector semantics and embeddings, a statistical and feature-representational approach will be applied to a diachronic lexical semantic analysis of Blackness as a cultural schema subject to conceptual variation. The concept of Nègre may then be expressed through vector images which represent distributions of word sense, similarity, and relatedness. Vectors producing information on similarity and co-occurrence within the concept of Nègre will assist in providing data about the saliency of metaphorical propositions. Because of metaphor's indefinite nature and resistance to formal modeling, manual annotation and supervision intervenes to identify and quantify the lexico-syntactic occurrences of metaphoricity whether nominal, verbal, or adjectival. The diachronic lexical analysis of Nègre and its set of metaphorical mappings shall be a partial, limited, but ongoing recuperation of the changing conceptual structures that historically fed a speech community's local and global perceptions of human variation, the Nègre, and the conception of race.

TOP

Plastic hearts: The emotional and framing effects of multimodal metaphor in non-commercial campaigns about ocean plastic

Niamh Anna O'Dowd

University of Oslo, Norway

Commercial campaign discourse capitalises on emotionally and aesthetically pleasing metaphors to captivate the audience's attention and to engage them in a positive evaluation of the product (Pérez-Sobrino et al., 2019). Recent research shows that environmental activism campaigns also frequently use metaphor to present issues such as climate change and ocean plastic, but that these metaphors typically evoke negative feelings towards the issue presented and simultaneously intend to empower audiences to make environmentally conscious changes in their lives (Hidalgo-Downing & O'Dowd, 2021). Whilst the discourse of climate change is frequently researched in linguistics and communication, the discourses of other major environmental issues such as ocean plastic have not received equal attention, especially in multimodal contexts. Therefore, the present paper examines the effects of the WAR source domain compared with metaphors which visually conflate plastic items and marine life, by asking participants to rate the appropriateness of two solutions to the plastic crisis. Secondly, it examines the emotional effects of these metaphors via a qualitative corpus analysis. The results show that the metaphors used in these campaigns do not necessarily influence participants to prefer the solution which is consistent with the source domain, suggesting that metaphorical framing effects may depend on more nuanced factors for campaign discourse. They also suggest that when metonymical access to the metaphorical source domain is foregrounded, this plays an important role in triggering emotional responses which participants can confidently explain and justify by means of a narrative context.

References

Hidalgo-Downing, L., & O'Dowd, N. A. (2021, June 26). Multimodal metaphtonymy in non-commercial advertising and posters on climate change and environmental awareness. Researching and Applying Metaphor Conference (RaAM), 2021.

Pérez-Sobrino, P., Littlemore, J., & Houghton, D. (2019). The Role of Figurative Complexity in the Comprehension and Appreciation of Advertisements. *Applied Linguistics*, *40*(6), 957–991. https://doi.org/10.1093/applin/amy039

TOP

Confidence and the role of the first language in second language idiom comprehension: Do learners know what they think they know?

David O'Reilly

University of York, UK

Carina Rasse

University of Klagenfurt, Austria

Learning to comprehend and produce idioms (e.g., 'take the bull by the horns') to conceptualise the surrounding social world is an essential part of developing second language (L2) communicative competence (Bachman, 1990; Littlemore & Low 2006; Low, 1988). While many idioms evoke consistent mental imagery for first language (L1) speakers (e.g., the CONDUIT metaphor to explain 'spill the beans' and 'blow one's stack', Gibbs & O'Brien, 1990), L2 speakers have less consistent form-meaning knowledge and, where new idioms are concerned, an equivalent L1 expression may have a facilitating, debilitating, or unclear impact on comprehension (Deignan et al., 1997). In order to build on rich, smaller-scale studies on how learners deal with new metaphorical expressions (e.g., Littlemore, 2004), further research is needed to support and explore inferences into (potential) cross-linguistic influence, the interplay between perceived and demonstrated knowledge, and ways in which learners (mis)understand metaphorical language (Littlemore et al., 2011). To address these issues, three research questions (RQs) are posed:

1. What is the relationship between reported idiom familiarity and demonstrated idiom knowledge and how (if at all) does this differ by L1 group?

2. To what extent does linguistic and/or conceptual equivalence in the L1 predict reported idiom familiarity and demonstrated idiom knowledge?

3. What specific interpretations do learners provide for known and unknown idioms and how (if at all) do these differ between L1 groups?

Participants were L1 German (*n* = 28) and L1 Russian (*n* = 26) adult intermediate learners of L2 English, who first indicated whether or not they knew the meaning of 25 idioms adapted from Gibbs and O'Brien (1990), and second were asked to explain (or guess) the meanings. Data analysis included multiple regression analyses to address RQ1 and RQ2, and thematic coding to address RQ3. Implications of findings for future research into the role of idiom knowledge in communicative competence, language teaching, and materials design will be discussed.

References

Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford: University Press.

Deignan, A., Gabrys, D., & Solska, A. (1997). Teaching English metaphors using cross-linguistic awareness-raising activities. *ELT Journal, 51*(4), 352-352.

Littlemore, J. (2004). What kind of training is required to help language students use metaphor-based strategies to work out the meaning of new vocabulary? *Documentao de Estudos em Linguistica Teorica e Aplicada DELTA 20*(2). 265–279.

Littlemore, J., Chen, P. T., Koester, A., & Barnden, J. (2011). Difficulties in metaphor comprehension faced by international students whose first language is not English. *Applied Linguistics 32*(4). 408–429.

Littlemore, J. & Low, G. D. (2006). Figurative thinking and foreign language learning. Basingstoke: Palgrave Macmillan.

Low, G. D. (1988). On teaching metaphor Applied Linguistics 9(2). 125–147.

Gibbs, R. & O'Brien, J. (1990). Idioms and mental imagery: The metaphorical motivation for idiomatic meaning. *Cognition 36*, 35-68.

Metaphoric Framing and Meaning Retrieval: Conceptualizing Political Leaders in Kenya during the Building Bridges Initiative Constitutional Reform Debate

Edwin Chris Odhiambo

University of Buea, Cameroon

Recent studies on Kenya's ongoing Building Bridges Initiative (BBI) constitutional reform debate have primarily focused on its effectiveness in addressing critical political and economic stability issues (Ngira, 2020 & Onguny, 2020). While language is essential for promoting political discourse, there is little recognition of the critical role of language in advancing the objectives of the BBI constitutional reform debates in Kenya. Our understanding of how the media metaphorically frame political leaders and how citizens perceive them, in particular, remains limited.

BBI is a product of President Uhuru Kenyatta's famous 'Handshake' with opposition leader Raila Odinga in March 2018, following the disputed presidential elections in 2017. It aims to transcend unending ethnic and political tensions and lead the country to a more peaceful and inclusive society by addressing nine daunting national challenges such as ethnic antagonism and competition, divisive elections, corruption, a lack of national ethos, devolution, Inclusivity, responsibilities, and rights of citizenship, shared prosperity, and safety and security. Since then, there has been political debate about the BBI's effectiveness in addressing these critical challenges.

The overarching goal of this research is to provide a comprehensive analysis of the metaphors used in framing political leaders, their effects on citizens' cognition, and how political and economic stability issues have been addressed during such debates. The specific objectives are to identify various metaphorical frames that have been used to conceptualize political leaders in the BBI discourse in Kenyan media and then to analyze the underlying consequences of these metaphor frames in shaping citizen's opinion in advancing the BBI discourse on issues related to political and economic stability in Kenya. As Entman (1993) argues, metaphors are essential in framing various societal issues because they highlight specific challenges, explain causal relationships, influence moral judgments, and provide solutions (Zeng & Ahrens, 2018; Pilyarchuk & Onysko, 2018; Brugman & Burgers, 2019; Burgers & Ahrens, 2020).

A corpus of thirty speeches delivered by President Uhuru Kenyatta, Leader of the Opposition Raila Odinga, and Deputy President William Ruto during BBI campaign rallies will be selected over three years (March 2018-December 2021) from three mainstream media houses, including Citizen TV, KTN, and NTV. Using an interpretative research design, data will be analyzed using the MIPVU procedure (Steen et al. 2010), Source Domain Verification Procedure (Ahrens and Jiang, 2020), Conceptual Metaphor Theory (Lakoff and Johson 1980), and Critical Metaphor Analysis (Charteris-Black 2004).

This presentation shares preliminary findings that conceptualize political leaders as BUILDERS, PROJECTS, ENEMIES OF THE STATE, FIGHTERS, CORRUPT, and ANIMALS. Because of these

metaphoric framings, which primarily portrayed leaders negatively, citizens became skeptical of the BBI's ability to address political and economic stability issues, limiting successful constitutional discourse in Kenya. Despite the study's limited scope, the findings will not only provide a metaphorical account of the previously invisible role of language in constructing politicians' identities but will also contribute to a better understanding of how citizens retrieve meaning and conceptualize their political world.

Finally, the paper argues that metaphorical framings are critical to changing how citizens perceive their political leaders and the issues under discussion. It suggests that if we are to ensure healthy political communication, the media should take a more reflective approach to their linguistic use, particularly how metaphors are framed and how they affect advancing issues of national importance.

TOP

References

Ahrens, K. (2019). First Lady, Secretary of State and Presidential Candidate. *Variation in political metaphor, 85, 13.*

Ahrens, K., & Jiang, M. (2020). Source domain verification using corpus-based tools. *Metaphor and Symbol, 35*(1), 43-55.

Andreas, M. (2021). Hyperbole and Emotionalisation: Escalation of Pragmatic Effects of Proverb and Metaphor in the "Brexit" Debate. *Russian Journal of Linguistics*, 25(3), 628-644.

Bougher, L. D. (2012). The case for metaphor in political reasoning and cognition. *Political Psychology*, 33(1), 145-163.

Brugman, B. C., Burgers, C., & Vis, B. (2019). Metaphorical framing in political discourse through words vs. concepts: A meta-analysis. *Language and Cognition*, 11(1), 41-65.

Burgers, C., & Ahrens, K. (2020). Change in metaphorical framing: Metaphors of trade in 225 years of State of the Union addresses (1790–2014). *Applied Linguistics*, 41(2), 260-279.

Cammaerts, B. (2012). The strategic use of metaphors by political and media elites: The 2007–11 Belgian constitutional crisis. *International journal of media & cultural politics, 8*(2-3), 229-249.

Charteris Black, J. (2004). *Corpus approaches to critical metaphor analysis*. Palgrave: Macmillan. https://doi.org/10.1057/9780230000612

Charteris Black, J. (2005). *Politicians and rhetoric: the persuasive power of metaphor*. New York: Palgrave Macmillan. https://doi.org/10.1057/9780230501706

Entman, R. M. (1993). Framing: Towards clarification of a fractured paradigm. *McQuail's reader in mass communication theory*, 390-397.

Kimmel, M. (2009). Metaphors of the EU constitutional debate–Ways of charting discourse coherence in a complex metaphor field. *Metaphorik*. de, 17, 49-100.

Lakoff, G., & Johnson M. (1980). *Metaphors we live by.* Chicago: University of Chicago Press.

Landau, M. J., & Keefer, L. A. (2015). The persuasive power of political metaphors. *Social psychology and politics, 129-142.*

Nakiboli, H., Khaemba, J., & Khasandi, V. (2017). Ideology in Political Campaigns: Explicating the Digital-Analogue Metaphor Used in the 2013 Election Campaigns by the Jubilee Coalition in Kenya.

Ngira, D. O. (2020). Some Passing Reflections on the Building Bridges Initiative. *Kabarak Journal of Law and Ethics*, 5(1), 279-289.

Onguny, P. (2020). The politics behind Kenya's Building Bridges Initiative (BBI): *Vindu Vichenjanga* or sound and fury, signifying nothing? *Canadian Journal of African Studies/Revue canadienne des études africaines*, 54(3), 557-576.

Otieno, R. F. (2019). Metaphors in Political Discourse in Kenya: Unifying or Divisive?. *International Journal of Learning and Development,* 9(2), 62-82.

Pilyarchuk, K., & Onysko, A. (2018). Conceptual metaphors in Donald Trump's political speeches: Framing his topics and (self-) constructing his persona. *In Colloquium: New Philologies* (pp. 98156).

Steen, G., Dorst, L., Herrmann, B., Kaal, A., Krennmayr, T., & Pasma, T. (2010). A Method for Linguistic Metaphor Identification From MIP to MIPVU Preface. *Method For Linguistic Metaphor Identification: From Mip To Mipvu, 14*, IX-+.

Tameryan, T. Y., Zheltukhina, M. R., Slyshkin, G. G., Abakumova, O. B., Volskaya, N. N., & Nikolaeva, A. V. (2018). Metaphor in political media discourse: mental political leader portrait. *Online Journal of Communication and Media Technologies*, 8(4), 377-384.

Zeng, H. (2021). Metaphorical framing in public discourse in post-colonial Hong Kong.

On the Japanese idiomatic expressions representing interpersonal behavior in terms of activities associated with the buttocks

Yuichiro Ogami

Osaka Metropolitan University, Japan

As is probably the case in many other languages, many idiomatic expressions using body part nouns can be found in Japanese (cf. Kishimoto 2016). Among them, this study will discuss those that represent our interpersonal behavior by using expressions describing physical activities associated with shiri 'buttocks,' such as shown below:

(1) *shiri o tataku* (Lit. spank one's buttocks) 'urge somebody on'

(2) *shiri ni tsuku* (Lit. stick to one's buttocks) 'be subordinate to somebody'

(3) *shiri o nuguu* (Lit. wipe one's buttocks) 'clean up somebody's mess'

(4) *shiri o oikakeru* (Lit. chase one's buttocks) 'approach somebody with sexual desires'

(5) *shiri ni shiku* (Lit. put something under buttocks) 'dominate somebody'

These are all everyday Japanese expressions 'whose syntax is relatively fixed' (Deignan 2005) that represent figurative meaning in units of whole phrases. We will attempt to clarify the semantic motivation for them from 'the cognitive linguistic view of idioms' (Kövecses 2010), which considers idioms to be conceptual and not merely linguistic. By analyzing the practical use of the expressions in question through reference to corpus data, the study will argue that, in Japanese, our general knowledge regarding penalties, excretion, and sexual behavior motivates the social meanings concerning interpersonal behavior. A part of the Japanese cultural perspective on our bodies and physical activities will be shown here (cf. Sharifian 2017).

References

Deignan, Alice. 2005. Metaphor and corpus linguistics. John Benjamins.

Kishimoto, Hideki. 2016. Idioms. In Kageyama, Taro and Hideki Kishimoto (eds.), *Handbook of Japanese lexicon and word formation*. De Gruyter Mouton, 665-702.

Kövecses, Zoltán. 2010. *Metaphor. A Practical Introduction*. 2nd ed. Oxford University Press.

Sharifian, Farzad. 2017. Cultural linguistics: cultural conceptualizations and language. John Benjamins.

Pathetic fallacy as a conceptual metaphor: expressing emotions through colour tones.

Kimberley Pager-McClymont

University of Huddersfield, UK

Pathetic fallacy (hereafter PF) has received varied definitions by critics and scholars (Ruskin, 2012; Lodge, 1992). A survey of English teachers allowed me to collect a corpus of texts featuring PF and to create a model of the technique, using a checklist of stylistic tools (Leech and Short, 2007) and foregrounding theory (Mukařovský, 1964). The model defines PF as a projection of emotions from an animated entity onto the surroundings, and provides an identification method for PF in texts. When cross-referencing the emotions and the surroundings in my corpus, a pattern emerged, showing that certain emotions were expressed similarly across different texts, notably through colours.

Therefore, this paper aims to discuss how colours can be used to express emotions. Using conceptual metaphor theory (hereafter CMT) (Lakoff and Johnson, 1980; Kövecses, 2002, 2008), I show that pathetic fallacy can be considered as a conceptual metaphor (EMOTIONS are SURROUNDINGS). I focus on one of its dominant master mapping: EMOTION is COLOUR TONE, which includes the known conceptual metaphors GOOD is LIGHT and BAD is DARK (Arnheim, 1969; Forceville, 2013), as well as novel metaphors such as UNEASINESS is GREY or DISCOMFORT is BROWN.

To discuss how these cross-domain mappings are represented in texts and to observe the effect of this metaphorical function of PF in texts, I use examples from my corpus of texts taught in the British National Curriculum such as *The Strange Case of Dr. Jekyll And Mr. Hyde* (Stevenson, 2018), *Macbeth* (Shakespeare, 2014), or *Dracula* (Stoker, 2013) amongst others. Overall, the analysis will show that the cross-domain mapping between the emotions expressed by the characters and the colours of the surroundings contribute to not only the reader's mental representation of those emotions, but also to the building of the ambience of the scene, at times generating suspense.

References:

Arnheim, R. (1969). *Art and visual perception*. London: Faber and Faber.

Forceville, C. J., & Renckens, T. (2013). The good is light and bad is dark metaphor in feature films. *Metaphor and the Social World*, 3(2), 160-179.

Kövecses, Z. (2002). *Metaphor: A practical introduction*. New York: Oxford University Press.

Kövecses, Z. (2008). Metaphor and Emotion. In R . W. Gibbs (Ed.), *The Cambridge handbook of metaphor and thought* (pp. 380-396). Cambridge University Press.

Lakoff, G., & Johnson, M. M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

Leech, G. N., & Short, M. (2007). Style in fiction: A linguistic introduction to English fictional prose. Harlow: Pearson Longman.

Lodge, D., (1992). The art of fiction: Illustrated from classic and modern texts. London: Penguin.

Mukarovsky, J. (1964 [1932]). "Standard language and poetic language". In Garvin, P.L. (Ed.), *A Prague School reader on esthetics, literary structure, and style* (pp. 17–30). Washington, DC: Georgetown University Press.

Ruskin, J. (2012). *Modern Painters Vol. III*. The Project Gutenberg. http://www.gutenberg.org/files/38923/38923-h/38923-h.htm [accessed 30 October 2020]

Shakespeare, W., (2014). *Macbeth*. Minneapolis, Minnesota: First Avenue Editions.

Stevenson, R. L. (2018). *The Strange Case of Dr. Jekyll And Mr. Hyde*. The Project Gutenberg. https://www.gutenberg.org/files/43/43-h/43-h.htm [accessed 08 October 2020]

Stoker, B. (2013). *Dracula*. The Project Gutenberg. https://www.gutenberg.org/files/345/345-h/345-h.htm [accessed 08 October 2020]

TOP

The Role of Pathetic Fallacy in Triggering Narrative Empathy

Kimberley Pager-McClymont
University of Huddersfield, UK

Fransina Stradling
University of Huddersfield, UK

One way in which character emotion is communicated in texts is through pathetic fallacy (PF), a figure of speech that projects emotions onto natural elements (Pager-McClymont, 2021). PF can be conceptualised in terms of variations on the conceptual metaphor emotion is surroundings (Pager-McClymont, 2022). This chapter explores the empathetic affordances of this type of emotion metaphor, presenting reader response evidence for the ways readers exploit the linguistic forms of PF in Alice Walker's short story *The Flowers* (1973) to empathise with its protagonist.

The Flowers uses various instances of PF (the known conceptual mappings good is light and bad is dark, as well as the novel mapping emotional change is seasonal change) to implicitly convey the emotions of a ten-year-old who finds a dead body whilst collecting flowers. These instances are analysed using Conceptual Metaphor Theory (Lakoff and Johnson, 1980; Kövecses, 2002, 2004) and Pager-McClymont's stylistically-informed model of PF (2022). This stylistic analysis is then combined with reader response data from 42 readers to explain how the narrative's PF mappings afford the empathetic responses observed among readers.

The reader response data for this study was gathered using a written think-aloud protocol and a consecutive series of reflective questions on participants' reported experiences to gather additional data on the impact of textual cues on their immediate responses. Think-aloud responses are analysed for indicators of PF awareness using a protocol developed by Pager-McClymont (2022), and for indicators of empathy using Fernandez-Quintanilla's protocol for analysing self-report of empathy (2018). Findings show that 1) our participants display an awareness of the role of surroundings in conveying character emotion and that 2) the emotions conveyed through PF reinforce participants' experience of empathy with the protagonist. This chapter illustrates the benefit of using reader data to examine the experiential impact of conceptual metaphor mappings.

References

Fernandez-Quintanilla, C. (2018). Language and narrative empathy: an empirical stylistic approach to readers' engagement with characters. [Unpublished Doctoral Dissertation, Lancaster University, UK].

Kövecses, Z. (2002) Metaphor: A Practical Introduction. Oxford University Press.

Kövecses, Z. (2004). Metaphor and emotion: Language, culture, and body in human feeling. Cambridge University Press.

Lakoff, G. & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Pager-McClymont, K. (2021). Introducing Jane: the Power of the Opening. In R.L.V. Pöhls, & M. Utudji (Eds.), *Powerful Prose: How Textual Features Impact Readers (pp.111-127)*. Transcript Lettre.

Pager-McClymont, K. (2022, forthcoming). Communicating Emotions through Surroundings: a Stylistic Model of Pathetic Fallacy. [Doctoral Dissertation, University of Huddersfield, UK].

Walker, A. (1973). "The Flowers" in Love and Trouble: Stories of Black Women. Harcourt Brace Jovanovich.

A Spiderweb of Human Trafficking: Dimensions and Perceptions

Elina Paliichuk

Borys Grinchenko Kyiv University, Ukraine

"... I'm like a fly trapped in a spider's web."

Embracing real-life and virtual dimensions, human trafficking (HT) media coverage extends from victims' personal survival stories to police and NGOs' reports. The previous research (Paliichuk, 2011) revealed that HT construal is a system of schemata-based projections shaping spiderweb image. The recent observations show that spiderweb metaphor in media has become more explicit: for instance, the corpus of 26,888 words contains the HT manifestations through web (146), net (111), spider (23), fly (12), crawl (7) and other language units.

A new project is undertaken to reconsider the HT construal and verify its perceptions. The research question is whether the spiderweb metaphor verbal actuation contributes to stronger reader's response to HT media content. The research tasks imply reviewing the source-and-target domains (biological properties of spiderweb and HT offline and online dimensions); analysing relevant corpora; and measuring perceptions of the HT media content based on an authentic article and a manipulated text, where the explicit spiderweb metaphor is replaced with schemata-charged verbal means

The paper relies on the CMT and image schema theories (Lakoff and Johnson 2003, Stockwell 2022) and the methods of corpus analysis, conceptual analysis, metaphor analysis, and the experiment. The design includes 60 undergraduates participating in a survey during their learning activities; their perceptions are measured at pre- and post-reading stages and in contrast between two versions of the text. The data are processed with SPSS 26 software based on Descriptive Statistics, Paired Sample Test, Independent Sample Test. At the pre-reading stage, we can report that only 10,7% of the respondents perceive HT as spiderweb and visualise it as something being dark (71,4%), an invisible world (82%), and a trap (10,7%). The findings on the post-reading impressions will clarify whether the deliberate use of spiderweb metaphor can be recommended for enhanced social impacts.

References

Fillmore, C. J. (1987). Fillmore's case grammar: A reader (Studies in descriptive linguistics). J. Groos.

Johnson, M. (1990). The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason (1st ed.).

University of Chicago Press.

Lakoff, G., & Johnson, M. (2003). Metaphors We Live By (1st ed.). University of Chicago Press.

Stockwell, P. (2002). Cognitive Poetics: A New Introduction (1st ed.). Routledge.

Paliichuk E. O. (2011) Linguistic and Conceptual Peculiarities of Human Trafficking Situation in Modern English-Language Media Discourse. Manuscript.

Thesis for a PhD in Philology, Kyiv National Linguistic University, Ministry of Education and Science, Youth and Sports of Ukraine, Kyiv.

Paliichuk, E. (2022). Spiderweb (Version 1) [Spiderweb corpus 2022 by Elina Paliichuk]. Sketch Engine. https://ske.li/elinapaliichuk

TOP

Polarising metaphors in the Venezuelan Presidential Crisis

Silvia Peterssen

Universidad Autonoma de Madrid, Spain

Augusto Soares da Silva

Universidade Catolica Portuguesa, Portugal

The Venezuelan Presidential Crisis began in January 2019, when Juan Guaidó proclaimed himself interim president of Venezuela despite the victory obtained by Nicolás Maduro in the 2018 presidential elections. The irregularities found in these elections constituted the main basis of Guaidó's self-proclamation and, together with international pressures and alliances, provided the arena of a new polarised political scenario. In this context, where two leaders claim the legitimacy of their presidential candidacies at the same time, we aim to examine how conceptual metaphors may function as discursive polarising mechanisms. More specifically, our goal is to describe and contrast the main *polarising metaphors* of a small, specialised corpus of Maduro and Guaidó's political discourses, and to investigate their possible ideological and social implications. Thus, this study adopts a corpus-based discursive approach to metaphor analysis (Deignan, 2005; Semino, 2017; Tissari, 2017), with a particular focus on the persuasive and polarising dimensions of metaphor (Charteris-Black, 2011; Soares da Silva, 2020; Soares da Silva et al., 2017). In fact, *polarising metaphors* are understood as conceptual metaphors that construct and maintain ideological polarisation through the positive metaphorical representation of Us (i.e., the ingroup) and the negative metaphorical representation of Them (i.e., the outgroup), based on Van Dijk's ideological square model (Van Dijk, 1998).

Metaphors were identified through a target-based analysis (Stefanowitsch & Gries, 2006) of the main social actors of Maduro and Guaidó's narratives, and classified into groups of similar source domains. The resulting polarising metaphors were studied at two levels, namely, the intragroup and intergroup levels. According to the preliminary results, the most frequent polarising metaphors in Maduro and Guaidó's subcorpora are CONFRONTATION, HUMAN BEING and JOURNEY metaphors. While Maduro represents the crisis as a WAR and the United States as a violent enemy that is trying to invade the country, Guaidó portrays the crisis as a FIGHT against

Maduro's dictatorship and presents himself as a counterrevolutionary movement. These polarising realities are emphasised by the embodiment of the nation and the enemies in both narratives, since it reinforces the victimhood and violence frames and appeals for anger in the addressees. In addition, the leaders conceive democracy as the ingroup's PATH, thus presenting themselves as democratic. Overall, the analysis performed in this study indicates that polarising metaphors enable Maduro and Guaidó to legitimise themselves and delegitimise the other, as well as to construct opposite ideologies and identities.

References:

Charteris-Black, J. (2011). Politicians and Rhetoric: The Persuasive Power of Metaphor (2nd ed.). Palgrave Macmillan.

Deignan, A. (2005). *Metaphor and Corpus Linguistics*. John Benjamins Publishing Company.

Semino, E. (2017). Corpus Linguistics and metaphor. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 463–476). Cambridge University Press. https://doi.org/https://doi.org/10.1017/9781316339732.029

Soares da Silva, A. (2020). From economic crisis to austerity policies through conceptual metaphor. A corpus-based comparison of metaphors of crisis and austerity in the Portuguese press. In M. Huang & L.-L. Holmgreen (Eds.), *The Language of Crisis. Metaphors, frames and discourses.* (pp. 51–86). John Benjamins Publishing Company. https://doi.org/10.1075/dapsac.87.02soa

Soares da Silva, A., Cuenca, M. J., & Romano, M. (2017). The Conceptualisation of austerity in the Portuguese, Spanish and Irish Press. In F. Sharifian (Ed.), *Advances in Cultural*

Stefanowitsch, A., & Gries, S. T. (Eds.). (2006). *Corpus-based approaches to metaphor and metonymy*. Mouton de Gruyter.

Tissari, H. (2017). Corpus-linguistic approaches to metaphor analysis. In E. Semino & Z. Demjén (Eds.), *The Routledge Handbook of Metaphor and Language* (pp. 117–130).

Van Dijk, T. A. (1998). Ideology: A Multidisciplinary Approach. SAGE Publications.

TOP

Alignment, pronoun shifts and role-play: Layers of personification in the English as a Medium of Instruction classroom

Ana M. Piquer-Píriz

Universidad de Extremadura, Spain

Laura V. Fielden-Burns

Universidad de Extremadura, Spain

Metaphorical *alignment* between speakers in their L1, referring to how figurative language is re-used or re-worded across turns and interlocutors, allows conversational partners to be on the same page in their understanding of the topic by co-creating meaning, organizing their talk, or explaining themselves to others (Cameron, 2008), which are all important social functions. Metaphor has also been shown to play an important role in educational contexts to clarify abstract or new concepts (Ahlgren et al., 2021; Cameron, 2003 or Deignan et al., 2019). Such alignment may be of particular importance in cross-cultural settings where more possibility for misunderstanding exists (Littlemore, 2001), and in contexts of foreign language use.

However, some research studies (Krennmayr, 2020, MacArthur 2018) that have investigated metaphorical alignment use in an L2 educational context, i.e., office-hour consultations, have found little instances of it.

In contrast, in a recent study with the METCLIL corpus (Alejo, et al., 2021), we found that students and their lecturer in an English as a Medium of Instruction (EMI) seminar showed signs of alignment with personification in multiple ways. These include using pragmatically strategic pronoun shifts, and certain structures that echo previous personification, for example "you as a business" or using "if" and "suppose" clauses ("if/suppose you're the service company"). These seemed to allow the speaker to set the stage for a sort of role-play, inviting both further personification and alignment.

Here we explore these cases, examining in detail personification, alignment and pronoun shifts in the students and lecturers' discourse, addressing the following research questions:

RQ1: What kind of alignment can we find for personification in discourse? (Lecturer-Student, Student-Student, Student-Lecturer)

RQ2: What linguistic structures accompany this alignment?

RQ3: What didactic function, if any, could these uses have in an L2 learner classroom?

The data show the multiple, and natural ways personification may layer in discourse, and how some linguistic structures may invite alignment as a didactic strategy for encouraging further conversation and critical thinking for exploring academic subjects. We conclude that personification may be a more basic mental mechanism than metaphor and even metonymy. Attributing human features to describe or reason about an unknown concept has been found from very early ages both in the L1 (Winner, 1988) and in an L2 (Piquer-Píriz, 2008). Finally, the type of academic context, i.e., a seminar (as opposed to lectures or office-hour consultations) may have also influenced these students' naturalness when using personifications.

Selected References

Alejo, R., Piquer-Píriz, A.M., Castellano-Risco, I., Martín-Gilete, M., Fielden-Burns, L., MacArthur, F., Nacey, S., Philips, G, Krennmayr, T., Coelho, M., Littlemore, J., Ädel, A. (2021). METCLIL corpus v1. https://www.sketchengine.eu/metclil-corpus-of-metaphor-in-academic-talk/

Cameron, L. (2003). Metaphor in educational discourse. New York: Bloomsbury Continuum.

Cameron, L. (2008). Metaphor and talk. In Raymond W. Gibbs (Ed.), *The Cambridge handbook of metaphor and thought*, 197–211. Cambridge: Cambridge University Press.

Deignan, A., Semino, E., & Paul, S. A. (2019). Metaphors of climate science in three genres: Research articles, educational texts, and secondary school student talk. *Applied Linguistics, 40*(2), 379-403.

Krennmayr, T. (2020). Metaphorical Alignment in Cross-Cultural Office Hours' Consultations. In A. Piquer-Píriz & R. Alejo-González (Ed.), *Metaphor in Foreign Language Instruction* (pp. 149-172). Berlin, Boston: De Gruyter Mouton. https://doi.org/10.1515/9783110630367-008.

McArthur, F. (2018). Overt and covert uses of metaphor in academic mentoring in English of Spanish undergraduate students at five European universities. In A. Piquer-Píriz & R. Alejo-González (Ed.), *Applying Cognitive Linguistics: Figurative language in use, constructions and typology*. (pp. 23-50). Amsterdam: John Benjamins .

Piquer-Píriz, A. M. (2008). Reasoning figuratively in early EFL: Some implications for the development of vocabulary. In F. Boers & S. Lindstromberg (Eds.), *Cognitive linguistic approaches to teaching vocabulary and phraseology* (pp. 219-240). Mouton de Gruyter.

Winner, E. (1988). The point of words: Children's understanding of metaphor and irony. Harvard University Press.

* The METCLIL research group includes members from Spain, Norway, Italy, Sweden, Portugal and the Netherlands.

Bringing Cognitive Linguistics into real L2 classrooms

Ana M. Piquer-Píriz

Universidad de Extremadura, Spain

As is well known, Cognitive Linguistics (CL) can offer valuable insights to foreign language instruction (Bielak 2011, DeKnop et al. 2010, MacArthur 2017; Piquer-Píriz & Alejo-González 2020). In particular, the idea of linguistic motivation (Radden & Panther 2004) as opposed to arbitrariness entails a whole new approach to lexis, offering an appealing alternative to the blind memorization of vocabulary lists (Boers & Lindstromberg 2006, 2008). There is an important number of research studies that have dealt with the design, implementation, and assessment of CL-oriented activities for teaching L2 lexis (for a review, see Boers 2011, 2013 and Martín-Gilete 2017). These studies have revealed important advantages as well as some methodological flaws mainly related to their experimental designs (e.g., lack of precise pre-test and (delayed) post-test measures or non-comparable teaching interventions in the control and experimental groups). Boers (2013) also argues for the need of more fine-tuned longitudinal studies and for distributed learning in the teaching interventions. I would add to this, a third key aspect: involving L2 teachers in the process is also essential if CL-oriented proposals aim to realistically reach the L2 classroom. This presentation will report the preliminary results of a project in which a group of researchers (5) and secondary school teachers (4) worked together in the design and implementation of some CL-oriented teaching activities for the particles IN/OUT and UP/DOWN. The teachers received a four-hour training course on the applications of CL to L2 instruction. After the training, they implemented the activities during three months with their groups of students in two state schools (N=58) and a private language centre (N=19). A control group belonging to a different secondary school (N=26) also took part in the project. In the pre-test phase, four different tests (VLT 2K, Lex30 and two other tests created ad hoc to measure the learners' previous knowledge of the particles and their awareness of polysemy) were completed by the students to measure their vocabulary knowledge in English. In the post-test phase, conducted four months later, different versions of the same tests were employed.

Preliminary results show that the CL-oriented activities were very positively valued by the teachers and the L2 students also found them appealing but the statistical analysis of the data show no significant improvement in any of the groups. Factors such as the timing for implementation, student ratios or length of activities seem to be important aspects for a successful implementation of this kind of activities but the need to develop specific tests that can successfully measure the impact of CL-oriented activities on the development of learners' lexical competence is vital to assess their actual impact.

References

Bielak, J. (2011). Cognitive linguistics and foreign language pedagogy: An overview of recent trends and developments. In M. Pawlak (Eds.), *Extending the boundaries of research on second language learning and teaching* (pp.241–262). Berlin: Springer.

Boers, F. (2011). Cognitive semantic ways of teaching figurative phrases: an assessment. *Review of Cognitive Linguistics,* 9, 227-261.

Boers, F. (2013). Cognitive Linguistic approaches to teaching vocabulary: Assessment and integration. *Language Teaching*, 46(2), 208-224.

Boers, F., & Lindstromberg, S. (2006). Cognitive linguistic approaches to second or foreign language instruction: Rationale, proposals and evaluation. In G. Kristaensen, R. Dirven, M. Achard & F. Ruiz-Mendoza (Eds.), *Cognitive linguistics: Current applications and future perspectives* (pp. 305–358). Berlin: Mouton de Gruyter.

Boers, F., & Lindstromberg, S. (Eds.). (2008). Cognitive linguistic approaches to teaching vocabulary and phraseology. Berlin: Mouton de Gruyter.

De Knop, S., Boers, F., & De Rycker, A. (2010). Fostering language teaching efficiency through cognitive linguistics. Berlin: Mouton de Gruyter

MacArthur, F. (2017). Using metaphor in the teaching of second/foreign languages. In E. Semino & Z. Demjén (Eds.), The Routledge handbook of metaphor and language (pp. 413–425). London & New York: Routledge.

Martín-Gilete, M. (2017). Metaphor in English as a foreign language: A critical review of research (Unpublished master's thesis). Universidad de Extremadura.

Piquer-Píriz, A.M. & Alejo-González, R. (eds.), *Metaphor in Foreign Language Instruction*. Berlin/Boston: Mouton de Gruyter.

Radden, G., & Panther, K.-U. (2004). Studies in linguistic motivation. New York: Mouton de Gruyter.

TOP

A study of metaphorical cues of deception in fake news

Nele Põldvere
University of Oslo, Norway

Ljiljana Saric
University of Oslo, Norway

Fake news is an age-old problem, but it is only with the growth of digital communication in recent years that is has become a serious threat to national security. However, current language-based approaches to fake news detection have focused mainly on their topical trends rather than on the linguistic explanations for how and why the language of fake news differs from that of real news. This study seeks to fill this gap by drawing on Conceptual Metaphor Theory (Lakoff & Johnson, 1980) to (i) identify differences in metaphorical language use between fake and real news, and to (ii) provide tentative explanations for the occurrence of metaphorical cues of deception in fake news. Previous research has found metaphor to be a useful resource for describing personal experiences (Gibbs & Franks, 2002) and so it is reasonable to assume that this applies to *lived* experiences, too. Therefore, we expect fake news to be characterised by a more limited use of metaphor.

The data are from the Jayson Blair corpus (Grieve & Woodfield, *forthcoming*), a collection of 36 fake news and 28 real news articles by the former New York Times journalist Jayson Blair. In the fake news articles, Blair lied about being on site and fabricated comments, among other things, which required him to write about events and places that he did not experience. The methodological approach is a combination of Cameron's (2003) and Pragglejaz Group's (2007) procedures. The texts were read in full to identify the full range of metaphorical expressions, which were then classified into source domains. The findings provide support for the above expectation. Moreover, the fake news articles contain more conventional domains of experience such as events are objects, as opposed to real news, which favours more creative instantiations of the war and sports domains.

References

Cameron, L. (2003). Metaphor in educational discourse. Continuum.

Gibbs, R. W. Jr., & Franks, H. (2002). Embodied metaphor in women's narratives about their experiences with cancer. *Health Communication, 14*(2), 139–165.

Grieve, J., & Woodfield, H. (forthcoming). *The language of fake news*. Cambridge Elements in Applied Linguistics. Cambridge University Press.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. The University of Chicago Press.

Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol 22*(1), 1–39.

TOP

The interaction between metaphor use and psychometric variables: a case study of trauma metaphors about the 2019-2020 Hong Kong social unrest

Han Qiu

The Hong Kong Polytechnic University, Hong Kong

Dennis Tay

The Hong Kong Polytechnic University, Hong Kong

Social and political changes such as COVID-19 pandemic, war, and social unrest often lead to serious psychological disturbances and mental disorders. The experience of mental disorders could be clinically evaluated in terms of more specific physiological, emotional, and cognitive indicators. However, the evaluations focus almost exclusively on the concrete and substantive details (e.g., the presence, duration, and development of clinical symptoms); the use of metaphors is rarely considered a relevant factor in the clinical context. While existing studies have demonstrated the pervasiveness of metaphors in describing physiological states and subjective feelings and their potential to reflect fundamental characteristics of personal experiences (e.g., Kövecses, 2003; Cameron & Maslen, 2010; Semino, 2010; Semino et al., 2017; Littlemore & Turner, 2020), whether and how cross-subject differences in psychopathological experiences could be captured from metaphor use remains an intriguing research question. Taking metaphors in describing psychological trauma as an example, this paper presents an exploratory study of the interactions between metaphor use and psychopathological experiences of trauma. Based on a mixed-method analysis of metaphor use and psychometric data provided by 46 trauma victims of the 2019 Hong Kong social unrest, the study reveals that cross-subject variations in overall degrees of trauma and more specific post-traumatic symptoms could be reflected in both quantitative and qualitative metaphor usage patterns. The study establishes metaphor use as a previously neglected but potentially clinically relevant linguistic phenomenon in the clinical evaluation of trauma. It also underlines the potential for metaphor analysis to generate practical implications for the understanding and practice of mental health communication.

References

Cameron, L., & Maslen, R. (Eds.). (2010). Metaphor Analysis: Research Practice in Applied Linguistics, Social Sciences and the Humanities. Equinox.

Littlemore, J. & Turner, S. (2020). Metaphors in communication about pregnancy loss. *Metaphor and the Social World*, 10(1), 45-75.

Kövecses, Z. (2003). Metaphor and emotion: Language, culture, and body in human feeling. Cambridge University Press.

Semino, E. (2010). Descriptions of pain, metaphor, and embodied simulation. *Metaphor and Symbol*, *25*(4), 205-226.

Semino, E., Demjén, Z., Hardie, A., Payne, S., & Rayson, P. (2017). *Metaphor, cancer and the end of life: A corpus-based study*. Routledge.

TOP

War metaphors in feminist discourse

Florencia Reali
Universidad de los Andes, Colombia

Lucien Avellaneda
Universidad de los Andes, Colombia

Metaphors are used in political discourse as a linguistic strategy to influence general attitudes towards ideas, fulfilling persuasive and rhetorical goals and revealing the speakers´ ideological views (Otieno, Owino & Attyang, 2016). In particular, war metaphors are ubiquitous in discussions of political matters. Flusberg, Matlock and Thibodeau (2018) conducted a review to compare the potential benefits and disadvantages of using war metaphors to frame social and political matters, concluding that the meaning of war metaphors is intimately tied to the context in which they are used, which may result in either positive or negative outcomes. War metaphors are common in feminist discourse. In a recent corpus analysis study, Reali (2021) explored the metaphorical framing of feminism and women in feminism-related news in online written media in Spanish, using a sample from News on the Web (source: Corpus del Español). The most prevalent metaphors are warfare ones, highlighting the intention of empowering feminist movements. Here, we explore the question of whether using war metaphors results in a positive effect on perception of feminist causes. For doing so, we used an experimental paradigm in which 254 Spanish-speaking participants were exposed to a vignette describing a hypothetical case of elective abortion. Two variables were manipulated: 1. the use of warfare framing (war-metaphors vs neutral frames) to describe the main character Andrea –a woman who decided to undergo an abortion—and, 2. the use of inclusive language in Spanish (gender inclusive vs. gender neutral language) in a between-subjects design. After reading the vignette, participants were asked the extent to which (in a 1 to 7 scale) they agreed with: 1. Andrea has the right to decide, 2. Andrea´s partner has a say on the decision, 3. Andrea is a cold woman, and 4. Andrea is a strong woman. Additionally, participants´ sociodemographic characteristics were collected, including: gender of identification, degree of religiosity, political affiliation and socioeconomical status. A series of regression analyses showed a significant effect of metaphorical framing on perception of right-to-decide (higher in war-metaphor condition, t=2.1, p=.037), perception of partner´s right to opine (lower in war-metaphor condition, t=-2; p=.047) and perception of Andrea´s coldness (lower in war-metaphor condition, t=-2.15; p=0.032), when controlling for sociodemographic variables. The use of inclusive language had no effect on perception. Sociodemographic factors had a significant effect: men, conservative and religious participants rated Andrea´s right-to-decide as lower and Andrea´s coldness as higher (all p´s<.001).

References

Flusberg, S.J., Matlock, T. & Thibodeau, P. (2018). War metaphors in public discourse. *Metaphor and Symbol*, 33(1): 1-18.

Otieno, R.F., Owino, F.R., & Attyang, J.M. (2016). Metaphors in political discourse: A review of selected studies. International Journal of English and Literature, 7(2): 21-26.

Reali, F. (2021). Metaphorical framing of feminism and women in Spanish online media. *Journal of Multicultural Discourses*, 16(4): 350-364.

TOP

A computational account of the conceptual metaphor false memory effect

Nick Reid

University of Manitoba, Canada

Randall Jamieson

University of Manitoba, Canada

To understand how people socially interact, it is important to understand how language is processed and encoded into memory. Previous research has shown that conceptual metaphors can influence how metaphorical expressions are encoded into memory (Katz & Law, 2010; Katz & Reid, 2020). Reid and Katz (2018) recently found a "conceptual metaphor false memory effect". After participants read a series of metaphorical expressions based on the same conceptual metaphor (e.g., TIME IS MONEY: "*budget your hours*"), they were more likely to falsely recognize non-presented expressions based on the same conceptual metaphor (e.g., "*that cost me a day*") than non-presented expressions based on a different conceptual metaphor (e.g., TIME IS A MOVING OBJECT: "*the deadline is approaching*") or literal statements (e.g., "*he makes biweekly payments*"). This suggests that the conceptual metaphor was activated during reading as new unread expressions were deemed more familiar when they used the same conceptual mapping. This finding was also found to replicate in Simplified Chinese (Reid, Yang, & Mei, 2022).

Reid and Katz (2018) previously found that Latent Semantic Analysis (LSA), a dominant distributional semantics model, could not account for this effect. However, they only examined the hypothesis using cosine similarity between sentences that were represented as a sum of words in each sentence.

In this research, we imported word representations from LSA into a complete model of memory and captured Reid and Katz's (2018) findings. Like Reid and Katz, we represented sentences as the sum of the LSA vectors for all the words in the sentence, but we excluded "stop words" such as "a" and "the". Critically, rather than comparing the sentence representations directly, we used an established computational model for recognition memory to simulate the encoding, retrieval, and decision processes involved in remembering those representations (Hintzman, 1986). Using the simple additive method for sentence representation combined with a complete model for recognition memory, we successfully simulated Reid and Katz's (2018) memory effect. These methods also worked well for simulating recognition of single words and literal sentences, suggesting that metaphor processing is not radically different from processing literal statements. The account provides a formal theory for understanding and investigating a general account of people's comprehension and memory for both literal and nonliteral language expressions.

References:

Black, M. (1962). Metaphor. In M. Black (Ed.), *Models and Metaphors* (pp. 25-47). Ithaca, NY: Cornell University Press.

Gineste, M. D., Indurkhya, B., & Scart, V. (2000). Emergence of features in metaphor comprehension. Metaphor and Symbol, 15(3), 117-135.

Hintzman, D. L. (1986). "Schema abstraction" in a multiple-trace memory model. *Psychological review, 93*(4), 411-428.

Katz, A., & Law, A. (2010). Experimental support for conceptual metaphors with an episodic memory task. Metaphor and Symbol, 25(4), 263-270.

Katz, A. N., & Reid, J. N. (2020). Tests of Conceptual Metaphor Theory with episodic memory tests. Cognitive Semantics, 6(1), 56-82.

Reid, J. N., & Katz, A. N. (2018). Something false about conceptual metaphors. *Metaphor and Symbol, 33*(1), 36-47.

Reid, J. N., Yang, H., & Mei, Y. (2022). Conceptual metaphor activation in Chinese-English bilinguals. Bilingualism: Language and Cognition. Advance online publication.

TOP

Personification as a Metaphor for Teleological Reasoning in Buddhist and Christian Texts

Peter Richardson
Hokkaido Bunkyo University, Japan

Charles M. Mueller
Fuji Women's University, Japan

Personification involves the construal of an object or entity as a person, and as Lakoff and Johnson (1980) note, instances of personification can differ in terms of the human aspects highlighted in the mapping. In addition, particular instances of personification can differ according to their communicative functions in specific contexts (Dorst, 2011). Within religious discourse, personification is particularly evident in discourse related to life. The current study thus sought to determine the conceptual structures and source-to-target mappings prevalent in religious discourse in which life is personified. As part of a large multi-year research project comparing Christian and Buddhist mystical language, the study involved an examination of 20 books. Ten were Buddhist books (735,336 tokens) and ten were Christian books (506,018 tokens). Using ATLAS.ti software and following MIPVU (Steen et al., 2010), the entire corpus was tagged by hand with codes related to specific metaphoric source domains.

With a particular focus on the language of Adyashanti (2009) and Steindl-Rast (2016), we argue that life, when personified, often appears as an agent that interacts with the religious believer. With Adyashanti, life is often construed as an external guiding force that provides opportunities to gain insights and achieve spiritual transformation, while Steindl-Rast generally construes life as a positively-valenced agent that creates the structures that we live and act within. We conclude that patterns of personification related to life may reflect the human proclivity (fostered within religious institutions and practices) to impose teleological patterns of reasoning on life events (Kelemen & Rosset, 2009). In addition, we speculate that the communicative function of personification in our texts may connect to an inclusive rhetorical strategy that seeks to replace concepts and expressions that are readily identified with particular religious affiliations with alternative expressions that are acceptable to readers outside of the writer's particular religious tradition.

References

Adyashanti (2008). The end of your world: Uncensored straight talk on the nature of enlightenment. Sounds True.

Dorst, L. (2011). Personification in discourse: Linguistic forms, conceptual structures and communicative functions. *Language and Literature*, 20(2), 113-135.

Kelemen, D., & Rosset, E. (2009). The human function compunction: Teleological explanation in adults. *Cognition*, *111*(1), 138-143.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Steen, G. J., Dorst, A. G., Herrman, J. B., Kaal, A., Krennmayr, T. & Pasma, T. (2010). A method for linguistic metaphor identification. From MIP to MIPVU. John Benjamins Publishing.

Steindl-Rast, D. (2016). *The way of silence*. Franciscan Media.

TOP

Metaphors, deliberate and not-so-deliberate

David Ritchie

Portland State University, USA

Steen's (2015; 2017) concept of "deliberate" metaphors has provided a welcome corrective to some of the excesses of Conceptual Metaphor Theory, but in some senses it is an over-correction. I argue that intentionality, like other aspects of communication, is not just either / or but comes in degrees, ranging from automated ("fast" thinking) through spontaneous intentions to conscious deliberation ("slow" thinking). Steen's discussion implies that thinking, including language use, is entirely language-based, but there is mounting evidence that it includes simulations, emotions, interoceptions, and connections to other experiences and other concepts (e.g. within extended schemas), which often play a role in metaphor use and comprehension. Conceptual metaphors, perceptual and motor simulations, and concept schemas can be weakly, partially, or fully activated, even for individuals who do not consciously recognize an utterance as a metaphor. (Steen has acknowledged this – but returns to an "either / or" argument.) Drawing on recent evidence from ethnography, conversation analysis, and cognitive research as well as cognitive linguistics, I argue that partially-lexicalized metaphors (like "glass ceiling" and "in a fog") are sometimes used and processed as lexemes, sometimes used spontaneously and intentionally as metaphors (when salient aspects of the vehicle match emotions or interoceptions), and sometimes used deliberately and systematically. Cues in the surrounding language, along with intonation, gesture, and other "tuning" signals, the nature of the social context, and the audience's own previous experience, will all influence the extent and depth to which a potentially metaphorical phrase is processed.

Metaphor for social transformation: The WOLFPACK case

Manuela Romano

Universidad Autónoma de Madrid, Spain

This proposal wishes to contribute to recent studies on metaphor in discourse studies and, more specifically, to how metaphors contribute to social action and transformation. To this aim, the paper unravels the main discursive strategies involved in the creation of recent feminist slogans by focusing on the use and evolution of the term manada ('wolfpack'). Originated as a metonymy to refer to a gang rape taking place in the San Fermín bullfighting celebration of July 2016, manada is reappropriated by feminists as a powerful ideological metaphor deployed not only to change the traditional discourse of fear and threat into one of solidarity and hope when addressing gender violence, but, most importantly, to construe new cognitive and social frames within Spanish society (Requena 2020).

Following Critical and Socio-Cognitive approaches to metaphor (Charteris-Black 2004, 2013; Chilton 2004; Dirven et al., 2007; Hart 2014; Musolff and Zinken, 2009; Soares da Silva et al. 2017; Semino et al. 2013; Steen 2014) and protest discourse (Author 2013, 2018, 2021; Esposito & Sinatora 2021; Hart et al. 2018; Molpeceras & Filardo 2020; Pujante & Morales-López 2013), the study analyses 57 slogans denouncing sexual violence against women as expressed in the banners of feminist rallies taking place in Spain from 2017 to 2020.

The concepts of (re)appropriation, recontextualization and (multimodal) metaphorical creativity (Forceville & Uirós-Aparisi 2009; Foreceville 2020; Kövecses 2015, 2020; Linell 2002; Semino et al. 2013; Steen 2014) have proven especially useful in the explanation of how feminists intentionally 'rob' the existing negative metaphor MANADA used for the Pamplona rapers to create a positive ingroup identity of sorority and empowerment, while delegitimizing and dispossessing the outer group, rapers and patriarchal institutions of their power.

In short, the paper shows that feminist protest slogans are a fruitful field of study for the observation of linguistic and social creativity. The reappropriation of manada is a prototypical example of how meanings are an ongoing process of renegotiation within a community, as different groups reclaim the different connotations of words. Metaphor, we can conclude, is an important means to study how specific social identities and new cognitive and social frames are built. Through the reappropriation and recontextualization of a highly creative multimodal metaphor such as manada, this study aims to shed light on the discursive strategies behind the transformation of Spanish women from submissive victims to active citizens who are occupying both the streets and words.

References

Esposito, E., & Sinatora, F. L. (2021). Social media discourses of feminist protest from the Arab Levant: digital mirroring and transregional dialogue. Critical Discourse Studies 18, 1-22.

Forceville, C., & Uriós-Aparisi, E. (Eds.). (2009). Multimodal metaphor. De Mouton Gruyter, Berlin.

Hart, C., Kelsey, D. (2018). Discourses of disorder. Riots, strikes and protests. Edinburgh: Edinburgh University Press.

Kövecses, Z. (2020). Extended conceptual metaphor theory. Cambridge/New York. Cambridge University Press.

Molpeceres Arnáiz, S. & Filardo-Llamas, L. (2020). Llamamientos feministas en Twitter: ideología, identidad colectiva y reenmarcado de símbolos en la huelga del 8M y la manifestación contra la sentencia de 'La Manada'. Digitos 6, 55-78.

Montesano, N. & Morales, E. (2014). Multimodal narrative as an instrument for social change: Reinventing democracy in Spain -the case of 15M. Critical Approaches to Discourse Analysis Across Disciplines (CADAAD) 7, 200-221.

Requena, A. (2020). Feminismo vibrante. Si no hay placer no es nuestra revolución. Barcelona. RocaEditorial.

Semino, E., Deignan, A., & Littlemore, J. (2013). Metaphor, genre, and recontextualization. Metaphor and Symbol 28, 41–59.

Ecological impacts, natural resources and moral accounting: Footprint metaphors in Polish online press

Maciej Rosiński

University of Warsaw, Poland

Metaphor plays a vital role in the descriptions of human interactions with the environment, allowing to express complex causality and relationships in terms close to experiential knowledge (Brown, 2003; Semino, 2008). A prominent metaphor in climate discourse is the notion of a "carbon footprint", which in the past two decades captured the imagination of activists, economists and policy makers alike. On the surface, footprint metaphors may seem to be a simple act of accounting for human consumption, but as research into environmental discourse has shown, metaphors of this sort can be enmeshed within complex ideological relations defining the way we perceive morality, responsibility and individual agency (Goatly, 2007; Lakoff, 2010; Larson, 2011). The "carbon footprint" metaphor in particular, relates to an array of material (Girvan, 2019) and linguistic (Nerlich et al., 2011; Nerlich & Koteyko, 2009) practices which shape lifestyles in the Global North.

The study realizes two goals. First, by applying conceptual metaphor theory (Lakoff & Johnson, 1980, 1999) I analyze the structure of footprint metaphors in terms of mappings and metaphorical highlighting. I also engage with Larson's (2011) idea of "feedback metaphors" to show the internal complexities within the "carbon footprint" concept. This part of the study, examined professional literature on "footprinting analyses" (Rees & Wackernagel, 1996; Wright et al., 2011), revealing how aspects of environmental thinking can be governed by 'force', 'container', and 'moral accounting' metaphors.

Not all professional metaphors find their way to public discourse and some realize different functions when used in popular genres (Semino, 2008). Against the backdrop of the conceptual analysis, my second aim was to investigate how footprint metaphors are used in Polish online press. I explored a corpus of circa 1000 articles, labeled with "environment" or "climate" tags, and published online in 2020-2021. Focusing on excerpts centered around the keyword *ślad* ('footprint' lit. 'trace') I identified metaphorical clusters (Semino, 2008) and categorized them with regard to the evoked source domains, as well as the reference of the footprint in question. Categorization combined with statistical methods, suggests that moral aspects of footprint accounting are more likely to be raised in the context of consumers and products, rather than collective subjects, such as countries and companies. Force metaphors, which in the collected data overshadowed container, and life-cycle conceptualizations, play an important role in connection to moral accounting, since they imbue human actions with affect necessary for negative evaluation.

References

Brown, T. L. (2003). Making truth: Metaphor in science. University of Illinois Press.

Girvan, A. (2019). Carbon footprints as cultural-ecological metaphors. Routledge.

Goatly, A. (2007). *Washing the Brain – Metaphor and Hidden Ideology* (Vol. 23). John Benjamins Publishing Company. https://doi.org/10.1075/dapsac.23

Lakoff, G. (2010). Why it Matters How We Frame the Environment. *Environmental Communication*, *4*(1), 70–81. https://doi.org/10.1080/17524030903529749 Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago University Press.

Lakoff, G., & Johnson, M. (1999). Philosophy in the flesh: The embodied mind and its challenge to the western thought. Basic Books.

Larson, B. (2011). Metaphors for environmental sustainability: Redefining our relationship with nature. Yale University Press.

Nerlich, B., Evans, V., & Koteyko, N. (2011). *Low carbon diet*: Reducing the complexities of climate change to human scale. *Language and Cognition*, *3*(1), 45–82. https://doi.org/10.1515/langcog.2011.003

TOP

Emphasising metaphor literacy in translator training: a case study of a metaphor translation workshop

Juliette Rutherford
Heriot-Watt University, UK

Khadidja Merakchi
Heriot-Watt University, UK

Sui He
Swansea University, UK

Since Lakoff and Johnson defined the term 'conceptual metaphor' in *Metaphors We Live By* (1980), researchers have developed a detailed understanding of the effectiveness of metaphor in communication across all languages and social contexts due to the cognitive clues it provides. However, metaphorical expressions, together with the conceptual metaphors they convey, are not always transferred smoothly between languages. This makes it vital to enhance metaphor literacy among translators. However, as Hastürkoğlu (2018) rightly observes, the curricula in translation and modern languages barely cater for contemporary metaphor theories or their role in communication. Against this backdrop, the current study aims to explore the benefits of metaphor translation training for professional and trainee translators. The training will also explore a collaborative approach to learning, contribute to community building among participants, and develop collaborative working skills which are much needed in the translation industry (O'Brien 2011).

The current study will investigate the effectiveness of a metaphor translation training programme targeted at both trainee and professional translators working from English into Arabic, French and Mandarin Chinese. The targeted participants (10-15 postgraduate translation students, 10-15 professional translators) will be recruited from local universities and from professional translation networks in Scotland. The workshop will cover essential theoretical concepts and hands-on activities centred around metaphor identification, textual analysis and translation strategies for metaphor. It will enable the participants to learn about the functional and cultural aspects of metaphor, and the cognitive clues that metaphor can provide for deductive analysis when transferring meaning across languages. The workshop will be based on a collaborative learning approach, enabling participants to exchange views and understand how different/similar human cognition can be regarding metaphorical language. The effectiveness of the training will be assessed via participant surveys and a detailed comparison of pre- and post-workshop translations.

In this presentation, the following aspects will be discussed: metaphor education in translator training, the contents of the workshop, and the results of the study. By comparing translation products and collecting participant feedback, we aim to evaluate the effectiveness of this translator training workshop. By comparing our results with current knowledge on this topic, we will also explore any wider implications for metaphor translation training for students and professional translators alike.

References

Hastürkoğlu, Gökçen. 2018. "Incorporation of Conceptual Metaphor Theory in Translation Pedagogy: A Case Study on Translating Simile-based Idioms".

Australian Journal of Linguistics, Volume 38:4.

Lakoff, George, and Mark Johnson. 1980. *Metaphors We Live By* (University of Chicago Press: Chicago).

O'Brien, Sharon. 2011. "Collaborative translation". In Gambier, Y, van Doorslaer, L (Eds.) *Handbook of Translation Studies 2.* Amsterdam: John Benjamins Publishing, 17-20.

TOP

Alternative metaphors, radial networks, and conceptual prototypes for the teaching and learning of so-called "present perfect" in the instruction of English as a foreign language.

Sergio Sánchez Padilla

ENP 3, UNAM, Mexico

As an English teacher, I have consulted dozens of English grammar books over the span of 21 years of teaching practice. The most common definition for "present perfect" that I have encountered is "grammatical construction for actions that have already finished and that have consequences for the present" (Aarts, 2011, 2019; Booth & Bowen, 2016; Greenbaum, 1996; Hall & Barduhn, 2016; Sinclair, 2011; Swan & Walter, 2011). This conception is misleading though (except perhaps for some varieties of British English; Radden & Dirven, 2007). My research suggests that more consistent and pedagogically productive metaphors are called for. I propose the following alternative metaphors: expansion of windows of attention (Talmy, 2000), global retrospection, and frames of retrospective projections (Radden & Dirven, 2007). Based on a search in the Corpus of Contemporary American English (COCA), I have identified one central category of conceptualization (that motivates all other peripheral realizations): a cumulative multiplex window of attention. So-called present perfect, lexical aspect, and plexity (Talmy, 1988) are, no doubt, three different (somewhat independent) aspects of linguistic conceptualization; yet, they all interact heavily in daily communication giving rise to the conceptual prototype that I have identified at the core of so-called "present perfect." In this talk, I will present both the central and peripheral conceptual categories of this radial network (an intricate interplay of discrete vs continuous, bounded vs unbounded, punctual vs durative plexity), as well as a preliminary teaching methodology for the learning of English as a foreign language that takes this theoretical framework into account. In particular, I advocate the need to dissolve the inconsistent and way too often contradictory nature of the "perfective metaphor" in favor of a "retrospective stance metaphor."

References:

Aarts, B. (2011). Oxford modern English grammar. Oxford University Press.

Aarts, B., Bowie, J., & Popova, G. (Eds.). (2020). *The Oxford handbook of English grammar*. Oxford University Press.

Booth & Bowen (2019). English for everyone: English grammar guide. Penguin Random House.

Greenbaum, S. (1996). *English grammar*. Oxford University Press.

Hall & Barduhn (2016). English for everyone: Practice book. Penguin Random House.

Radden, G., & Dirven, R. (2007). *Cognitive English grammar.* John Benjamins Publishing.

Sinclair, J. (2011). Collins COBUILD Intermediate English Grammar & Practice.

Swan, M. & Walter, C. (2011). Oxford English grammar course: Advanced. Oxford University Press.

Talmy, L. (2000). Toward a cognitive semantics (Vol. 2). MIT Press.

Talmy, L. (1988). The relation of grammar to cognition. In B. Rudzka-Ostyn (Ed.), *Topics in Cognitive Linguistics* (165–205). John Benjamins.

TOP

Investigating framing effects of metaphors for vaccinations

Elena Semino
Lancaster University, UK

Stephen Flusberg
SUNY Purchase, USA

Alison Mackey
Georgetown University, USA

This talk presents the results of a series of studies on the framing effects of different metaphors for vaccinations.

Vaccine hesitancy was included among the World Health Organisation's top 10 global health challenges in 2019, and has become an even more pressing worldwide concern during the Covid-19 pandemic. Metaphors have been found to influence people's reasoning and evaluations of problems ranging from crime to climate change (Thibodeau et al. 2017), and there is some evidence that they can affect people's intentions to be vaccinated (Scherer et al. 2015).

This project investigates the effects of exposure to different metaphors, as well as literal explanations, on people's perceptions and understandings of vaccinations. The focus is on three aspects of vaccinations that may cause hesitancy: (a) the speed with which vaccines have recently been developed; (b) the fact that vaccines may not be 100% effective; and (c) the fact that diseases such as Covid-19 pose different degrees of risk to different groups of people for whom vaccines are available, at least in developed countries such as the U.K. and the U.S..

A series of explanatory metaphors for different possible causes of vaccine hesitancy were collected from attested language use (e.g. vaccine development as cake-baking, vaccines as seatbelts, etc.) and adapted to create stimulus texts for a series of surveys administered via Qualtrics. Over 1,000 U.S.-based participants were recruited from Amazon Mechanical Turk via the participant-sourcing platform CloudResearch.

A pilot study tested the efficacy of seatbelt and raincoat metaphors for Covid-19 vaccines on understanding of vaccine efficacy, compared with a literal control condition. Mixed methods analysis showed that a substantial proportion of participants re-used the metaphors they were exposed to when tasked to explain vaccine efficacy to a friend. However, there was little evidence of the metaphors themselves increasing understanding. This was likely due to the politicization of the current pandemic and of vaccines against Covid-19, resulting in highly entrenched and polarized views. We therefore developed and conducted a larger interventional pre-test and post-test study that exploits a broader range of explanatory metaphors to investigate understandings of and attitudes to vaccines generally, in a less polarized political setting. The findings of this study, which is in progress at the time of writing the present abstract, will be presented and discussed.

References

Scherer, A. M., Scherer, L. D., & Fagerlin, A. (2015). Getting ahead of illness. Medical
Decision Making, 35(1), 37-45. DOI: 10.1177/0272989X14522547

Thibodeau, P. H., Hendricks, R. K. & Boroditsky, L. (2017). How linguistic metaphor scaffolds reasoning. Trends in Cognitive Sciences, 21(11), 852-863.

TOP

Metaphors of fundamental rights in constitutions: a cross-cultural perspective

Francesca Luisa Seracini
Università Cattolica del Sacro Cuore (Milano), Italy

Hanem El-Farahaty
University of Leeds, UK

Łucja Biel
University of Warsaw, Poland

Linguistic metaphors provide a concrete realization of the metaphors that happen in thought, i.e. conceptual metaphors (Mannoni 2021: 1378), which reveal what "happens in the mind and in the body" (Mannoni 2021: 1378). Cultural factors contribute to forming the conceptual systems of different social groups. Thus, metaphors can shed light on world-views that are deeply rooted in a certain culture (Deignan, 2017): the repeated realisation of the same conceptual metaphor among a certain social group gradually shapes their way of perceiving reality.

While research into metaphors in literary texts is well established, it is still relatively limited in specialised domains such as legal discourse (Wojtczak & Witczak-Plisiecka 2019: 273), despite the fact that "law, being a product of culture, is itself metaphorical in nature" (Wojtczak & WitczakPlisiecka 2019: 273). Metaphors enable us to understand abstract concepts (Lakoff & Johnson 1980[2003]) and, consequently, legal concepts (Richard 2014: 7): as Lakoff and Johnson (1980[2003]: 268) point out, "[m]etaphor is […] a powerful legal tool that has effects throughout our social lives". Metaphors are culture-bound; however, similar metaphors may share the same interpretation in different languages and have a certain degree of universality (Kövecses 2005; Richard 2014).

The present paper reports on the results of a study into metaphors of fundamental rights in constitutions from different cultures. The study takes into consideration constitutions from English, Italian, Arabic and Polish-speaking countries and adopts a comparative perspective. The research question that drives the study is: are similar fundamental rights conceptualised in the same way in different cultures? The aim of the analysis is, firstly, to identify the most prominent fundamental rights (e.g. the right to personal liberty, personal domicile, work, freedom and confidentiality of correspondence, defence) in each constitution considered and, secondly, to analyse cross-culturally the metaphors conceptualising these rights. Since the constitution forms the legislative basis of the country that produced it, it can provide an insight into the values that are deeply rooted in the people of that country. The analysis applies Corpus Linguistics tools and concepts and considers concordance lists to identify metaphors (Deignan 2017).

The research sheds light on the recurrent meanings that are expressed in legal concepts related to fundamental rights and reveals analogies and differences as regards the core values at the basis of the different cultures considered. The study also provides insights into the degree of universality of conceptual metaphors in legal discourse.

References

Deignan, Alice. 2017. "From Linguistic to Conceptual Metaphors". In: Semino, E. and Demjen, Z., (eds.) The Routledge Handbook of Metaphor and Language, pp. 102-116. Routledge: London

Kövecses, Zoltán. 2005. Metaphor in culture: Universality and variation. Cambridge University Press. https://doi.org/10.1017/CBO9780511614408

Lakoff, George – Johnson, Mark. 1980[2003]. Metaphors we live by. The University of Chicago Press: Chicago and London

Mannoni, Michele. 2021. "Rights Metaphors Across Hybrid Legal Languages, Such as Euro English and Legal Chinese", International Journal of Semiotics of Law, 34, pp. 1375-1399. https://doi.org/10.1007/s11196-020-09814-6

Richard, Isabelle. 2014. "Metaphors in English for Law: Let Us Keep Them!", Lexis [Online], 8. URL : http://journals.openedition.org/lexis/251 ; DOI : 10.4000/lexis.251

Wojtczak, Sylwia - Witczak-Plisiecka, Iwona. 2019. "Metaphors and Legal Language: a Few Comments on Ordinary, Specialised and Legal Meaning", Research in Language, 17 (3), pp. 273295

TOP

Irony in public discourse. The Belarusian crisis from different perspectives

Inesa Šeškauskienė
Vilnius University, Lithuania

Jurga Cibulskienė
Vilnius University, Lithuania

Virginija Masiulionytė
Vilnius University, Lithuania

Irony has been discussed by many cognitively-oriented authors in different frameworks. Most of them agree on the principle of incongruity (Colston, Athanasiadou 2017) between what is known to different participants of a situation or between what is said and what is intended; the incongruity is sometimes referred to as a clash, or shift, or contrast, or opposition, etc. (Ritchie 2005; Garmendia 2014; Gibbs, Colston 2007; Gibbs, Izett 2013). Many scholars also point out the role of (critical) evaluation underlying ironic utterances (Attardo 2000; Garmendia 2014; Dynel 2014, 2014a; Bryant 2012; Bryant, Gibbs 2015). Evaluation seems to be crucial, especially when employed in public discourse. Apparently, incongruity is identifiable not in the propositional content but in evaluation, or, between the valence (positive or negative) of a linguistic expression and its intention (Burgers, Mulken, Schellens 2012; Burgers, Steen 2017). Irony is often intertwined with metaphor; sometimes irony borders with sarcasm.

The paper addresses the question of the function of irony in public discourse, more specifically, in texts focusing on the Belarusian crisis in 2021. It started after an incident of a forced landing of the Ryanair plane, travelling from Athens to Vilnius on 24 May 2021, in Minsk. The conflict has not been resolved since then; rather, it intensified with Western countries imposing sanctions on Belarus. Further events involved illegal migrants crossing the Belarusian-Lithuanian border.

The data for the present investigation has been collected from major news portals of Lithuania, Germany, and Russia and covers the period between May and September 2021. Each of the three sub-corpora consists of 25,000 words. The methodology of research relies on the model proposed by Burgers and Steen (2017) whereby irony is investigated in the three-dimensional model: language, thought and communication. The latter involves the construction of attitudes, often through the selection of particular targets.

The results suggest that irony is a major tool of constructing negative attitude and is most productively employed in the pro-Kremlin discourse in Russian. The target is a concrete person, a nation, a country or the West in general. Interestingly, ironic utterances are also often metaphorical and expressed through labelling people, e.g. the kidnapped activist Protasevich is referred to as a knight and saviour and the Belarusian president-in-exile Tsechanouskaya as a talking mannequin. Lithuanian and German discourse resort to irony less frequently.

References

Attardo, Salvatore. 2000. Irony as relevant inappropriateness. *Journal of Pragmatics* 32: 793826.

Bryant, Gregory A. 2012. Is verbal irony special? *Language and Linguistics Compass* 6 (11): 673685.

Bryant, Gregory A., Raymond W. Gibbs Jr. 2015. Behavioural complexities in ironic humour. In: Brône, Geert, Kurt Feyaerts and Tony Veale, eds. *Cognitive Linguistics and Humor Research*. Berlin and New York: Mouton de Gruyter. 172–195.

Burgers, Christian, Margot van Mulken, Peter Jan Schellens. 2012. Type of evaluation and marking of irony: The role of perceived complexity and comprehension. *Journal of Pragmatics* 44: 231–242.

Burgers, Christian, Gerard J. Steen. 2017. Introducing a three-dimensional model of verbal irony: Irony in language, in thought, and in communication. In: Angeliki Athanasiadou and Herbert L. Colston, eds. *Irony in Use and Communication*. Amsterdam/Philadelphia: Benjamins Publishing. 87–108.

Colston, Herbert L., Angeliki Athanasiadou. 2017. Introduction. The irony of irony. In: Angeliki Athanasiadou and Herbert L. Colston, eds. *Irony in Use and Communication*. Amsterdam/Philadelphia: Benjamins Publishing. 1–15.

Dynel, Marta. 2014a. Isn't it ironic? Defining the scope of humorous irony. *Humor* 27 (4): 619–639.

Garmendia, Joana. 2014. The clash: humor and critical attitude in verbal irony. *Humor* 27 (4): 641–659.

Gibbs, Raymond W. Jr., Herbert L. Colston. 2007. The future of irony studies. In: Raymond W. Jr. Gibbs and Herbert L. Colston, eds. *Irony in Language and Thought. A Cognitive Science Reader.* London and New York: Lawrence Erlbaum Associates, 581–593.

Gibbs, Raymond W. Jr., Christin D. Izett. 2013. Irony as persuasive communication. In: Herbert L. Colston and Albert N. Katz, eds. *Figurative Language Comprehension. Social and Cultural Influences*. London and New York: Routledge, 131–151.

Ritchie, David L. 2005. Frame shifting in humor and irony. *Metaphor and Symbol* 20: 275–294.

What students EAT at school: Colloquial metaphors about criticism and punishments

Kazuko Shinohara
Tokyo University of Agriculture and Technology, Japan

Ryoko Uno
Tokyo University of Agriculture and Technology, Japan

Yoshihiro Matsunaka
Tokyo Polytechnic University, Japan

Unlike authentic corpora, postings on social networking services (SNSs) provide examples of metaphorical expressions that young people use for everyday experiences at school. To analyze the metaphorical uses of the Japanese verb kurau (to eat: a non-polite, colloquial variant of the verb kuu) in this context, we collected samples from SNS postings by conducting a search using key words related to school life. Analysis of the contexts and mapping structures revealed that kurau is used to highlight negative experiences or to induce negative readings.

We used three key words—gakkou (school), seiseki (grade), and kurau (to eat)—to search Twitter, one of the most popular SNSs. We obtained 98 tokens of metaphorical expressions. After excluding the samples that did not describe students' school lives, 74 tokens remained. Among them, 72 tokens (97%) referred to some kind of unfavorable experience created by teachers or friends. These included being punished, being scolded, being criticized or teased, being ignored, getting low grades, being physically hurt, and being deprived of fun. Two tokens were neutral or unclear. In conclusion, metaphorically, kurau suggests negative, unfavorable experiences.

This metaphorical meaning of kurau seems to be grounded in our physical experiences of eating. The more standard verb kuu has a wide range of semantic extensions, many of which are metaphorical. Besides the basic meaning "to eat" and a metonymic sense "to earn a living," kuu can also mean "to spend resources or time." Other meanings include "to defeat a stronger opponent," "lashing out at somebody," and "to tease someone." They all imply attacking somebody. In other words, the EATER directs an action to others and inflicts harm on them in some way. On the other hand, kuu can also mean "to be affected by someone's unfavorable act." In this case, the EATER is the target of an attack and experiences negative effects (Xia, 2017). These opposite mappings can be explained by the experience of eating rotten or poisonous food and thereby suffering physical harm. Based on this motivation, kurau may have undergone a metaphorical extension to include "to receive negative actions from others."

Currently, young people who post about school life on Twitter use kurau to talk primarily about negative experiences. When it is intentionally used for a positive/neutral event, it signals or induces some kind of "negative reading." Students appear to be having fun using this pragmatic metaphor tool in a playful way on SNSs.

Reference:

Xia, Haiyan (2017). Doushi-no imikakuchou-ni-okeru houkousei: Chakuten-dousashu-doushi-no ninchigengogakuteki kenkyuu [The directionality of semantic extensions of verbs: A cognitive linguistic approach to goal-agent verbs]. Tokyo: Hitsuji Shobo.

Using Keyness to Identify Metaphor-rich Popular Science Articles: an Experiment in Corpus Construction

Mark Shuttleworth
Hong Kong Baptist University, Hong Kong

Alice Deignan
University of Leeds, UK

Sum Wong
Hong Kong Baptist University, Hong Kong

This paper picks up on certain proposals made by Philip (2010:192-5) in order to respond to the need for a semi-automatic method for identifying metaphor-rich texts to accelerate the process of corpus construction. Many (but not all) popular science articles are characterised by a high level of metaphoricity as some authors use metaphorical expressions (MEs) as a central strategy for communicating with audiences.

The main question we are investigating is the extent to which the level of thematic relatedness between the reference corpus and the focus corpus has an impact on researchers' ability to identify metaphor-rich texts. Our method involved creating single-word keyword lists for each of a number of candidate texts using each of five different reference corpora of varying relatedness. The candidate texts were recent articles on the topics of neurobiology, biotechnology, genetics, psychology, cosmology and astrophysics from the popular science periodical *Scientific American* (SA). Reference corpora with different types and degrees of relatedness were then used experimentally, with sets of SA articles being analysed against a general language corpus, a general popular science corpus, a broad-based set of SA articles, a set of SA articles from a single contrasting scientific area and a further set of SA articles from the same area as the focus corpus.

The resulting keyword lists were examined for the presence of MEs and the numbers located using each reference corpus were compared. When checked, the three most promising articles did indeed prove to contain large numbers of MEs. In the case of articles that had undergone separate manual analysis, nearly all the MEs that had been identified in that manner were found to be located within the top 500 items on the keyword list.

The method thus identified articles' relative metaphoricity very accurately and yielded the desired number of articles that were rich in metaphor. On the other hand, the experiment was conducted on a fairly ad hoc basis and did not reveal any consistent connection between level or type of relatedness and effectiveness at identifying metaphor-rich texts, although we believe this needs to be further investigated.

This work forms part of our project about metaphor patterning in popular science articles although we believe that the methodology could also serve as a 'rapid test' for texts in other subject areas.

Reference

Philip, Gill (2010) 'Metaphorical Keyness in Specialised Corpora', in Marina Bondi & Mike Scott (eds) *Keyness in Text*, Amsterdam & Philadelphia: John Benjamins, 185-204.

TOP

How do conceptual metaphors constraint (novel) metaphors' paraphrases?

Josie Siman

Unicamp, Brazil

Life can be a journey because it is long, short, fun, has a beginning, a middle, and an end, has obstacles, etc. But when we process metaphors, we do not derive all their possible meanings since meaning varies contextually. But processing can exhibit biases. Previous experiments show that participants use few conceptual metaphors when paraphrasing conceptual metaphors (cf. McGlone, 1996). Since conceptual metaphor paraphrasing is not a homogenous process, we presented participants with a new set of conventional conceptual metaphors and with novel conceptual metaphors. Are the paraphrases of novel metaphors constrained by conceptual metaphors or do they evoke novel information?

Conceptual metaphors involve cross-domain mappings between domain and/or schematic information (e.g., journey- obstacles). But metaphors can also present meanings that are more abstract (e.g., journey- fun). Moreover, paraphrases can involve information that are used in the conventional condition or not (i.e.., novel information). In our experiment, novel metaphors (measured by participants report in a familiarity scale) were divided into two categories: novels that are semantically close and novel that are distant (measured by LSA) from a conventional conceptual metaphor.

Conventional: Life is a journey.

Novel 1: Life is a walk.

Novel 2: Life is a marathon.

Sixty people participated in the study. Their paraphrases of the three types of metaphor (744 observations) were coded for the presence of conceptual metaphor and of novel information. Using logistic regression, we found that exposure to novel metaphors 1 increases the odds of using conceptual metaphors in paraphrases by a factor of 3.0 ($p < 0.001$). Exposure to novel metaphors 2 increases the odds of using conceptual metaphors by a factor of 1.6 ($p < 0.01$). Interestingly, males show low positive association, with an odds ratio of 0.55 ($p < 0.001$). Exposure to novel metaphors 2 increases the odds of using novel information in paraphrases by a factor of 4.7 ($p < 0.001$). And age showed a low negative association with the use of novel information, with an odds ratio of 0.97 ($p < 0.01$). Conceptual metaphor theory accounts for some of the biases that affect our metaphoric behavior, depending on the interplay between different variables (cf. Gibbs, 2013). Some novel metaphors' paraphrases are highly constrained by conceptual metaphors, which we suggest is explained by semantic association.

References

Gibbs, R. (2013). The real complexities of psycholinguistic research on metaphor. *Language Sciences*, *40*, 45–52. https://doi.org/10.1016/j.langsci.2013.03.001

McGlone, M. S. (1996). Conceptual Metaphors and Figurative Language Interpretation: Food for Thought? *Journal of Memory and Language*, *35*(4), 544–565. https://doi.org/10.1006/jmla.1996.0029

TOP

(De-)metaphorizing Gene: Framing Chinese Political Discourse in a Post-truth Arena

Qijun Song

China University of Geosciences, China

The study is concerned with how "gene" metaphor is misinterpreted in a post-truth arena. Many studies have been focusing on interpreting the term "Ji Yin" (gene) in Chinese political discourses, with its metaphorical prominence and international communication relatively underexplored. With methods of critical frame analysis and corpus analysis, the paper finds that "gene" in Chinese political discourses has been mostly metaphorized to frame China's revolutionary spirits and experience. However, American Intelligence Director John Ratcliffe demetaphorizes the term to reframe a sense of threat and apprehension (setting a surface frame) as well as a construction of moral defense opposing the conceived immoral (setting a deep frame). Such a mechanism can be referred to as metamorphosis based on the governing conceptual metaphors: POLITICS IS WAR and POLITICS IS MORALITY. Although the Chinese government's authoritative translation of "gene" seems precise, the discourse still endures misconceptions via reframing in a varied context, different from the Chinese one. The study offers a tentative model on metamorphosis that can be utilized to interpret the reframing mechanism. The model can help to understand why the translation has malfunctioned in the context. It also contributes to adding that framing an issue does not always rely on interpretations of a certain fact and demetaphorization can be an important device in framing.

References

1. Ratcliffe, J.: China is national security threat No.1. The Wall Street Journal, the United States (2020). https://www.wsj.com/articles/china-is-national-security-threat-no-1-11607019599

2. Huang, Y.: Keynote speech. 7th National Symposium on Foreign Communication Theory. (2021)

3. Sun, L.: On translation strategies of metaphors in political discourses. Chinese Science and Technology Translators Journal. 31(03), 43-46 (2018)

4. Chen, G., Jian, A.: Scientific metaphor in political discourse and its English translation strategies: a case study on the parallel corpus of Xi Jinping: The Governance of China. Technology Enhanced Foreign Language Education. (05), 56-61 (2019)

5. Li Q., Rao G.: Militarization of Newspaper Language – Diachronic Study of War Metaphor in People's Daily. In: Liu M., Kit C., Su Q. (eds) Chinese Lexical Semantics. CLSW 2020. Lecture Notes in Computer Science, vol 12278. Springer, Cham (2021). https://doi.org/10.1007/978-3-030-81197-6_50

6. Wang X., Wang Z.: Analysis of the Characteristics of Metaphors in News Reviews on the China-US Trade War. In: Liu M., Kit C., Su Q. (eds) Chinese Lexical Semantics. CLSW 2020. Lecture Notes in Computer Science, vol 12278. Springer, Cham (2021). https://doi.org/10.1007/978-3-030-81197-6_22

7. Cao, L., Wang, H.: Xi Jinping's discourse on China's metaphor and translation studies: from the perspective of embodied philosophy. Languages and Translation. (3): 65-70 (2017)

8. Wei, Z., Mao, H., Wang, S.: An analysis of metaphors and frames in official media reports of public health emergencies. Journal of Fujian Normal University (Philosophy and Social Sciences Edition), (02):100-108+169-170.4 (2015)

9. Li, K.: A study of metaphor in the ecological discourse of the governance of China from the perspective of rhetorical criticism. Journal of Hunan University of Science and Technology (Social Science Edition). 23(03):105-111 (2020)

10. Chateris-Black, J.: Corpus Approaches to Critical Metaphor Analysis. Basingstoke: Palgrave Macmillan (2004)

11. Pragglejaz Group.: MIP: a method for identifying metaphorically used words in discourse. Metaphor and Symbol 22(1): 1–39 (2007)

TOP

12. Wang, S., Zhang, W.: A new approach to discourse research in the "post-truth" era: an analysis of critical framework. Foreign Language Education. 39(04):29-34 (2018)

13. Lakoff, G.: Don't Think of an Elephant: Know Your Values and Frame the Debate. Hartford: Chelsea Green Publishing (2004)

14. Wallack, L.: Framing: more than a message. (2011). http://www.longviewinstitute.org/research/wallack/levels/

15. Lakoff, G., Johnson, M.: Metaphors We Live By. The University of Chicago Press, Chicago, London. (1980)

16. Lakoff, G.: Whose Freedom: The Battle over America's Most Important Idea. Farrar, Straus and Giroux, New York (2006)

17. Lakoff, G.: Moral Politics: How Liberals and Conservatives Think (2nd ed.). University of Chicago Press (2002)

18. Guo, G., Yang, W.: Metaphor thoughts in the development of genetic theory. Studies in Philosophy of Science and Technology. 28(05):1-5 (2011)

19. Lv, S., Ding, S.: The Contemporary Chinese Dictionary. In: Dictionary Editing Office, I.o.L.S., Chinese Academy of Social Sciences (ed.). The Commercial Press, Beijing (2016)

20. Xi, J.: Speech during inspection of the Army Infantry Academy of PLA. (2019). http://www.81.cn/sydbt/2019-05/21/content_9509715.htm.

21. Liu, Y.: Three dimensions of Xi Jinping's important discussion on inheriting red gene. Social Sciences in Guangxi. (08):49-55 (2021)

22. Huang, X., Han, J.: The concept, essential connotation and basic characteristics of the Communist Party of China's red gene. Jiangxi Social Sciences. 41(07):186-194 (2021)

23. Lakoff, G.: The Political Mind: Why You Can't Understand 21st Century Politics with an 18th Century Brain. Viking, New York (2008)

24. Huang, Y., Huang, C., Ding, J.: On the significance of translating Party and government documents in constructing international discourse system. Chinese Translators Journal. 35(03):4-7. (2014)

Challenges for multilingual metaphor corpora: Methods and guiding principles

Elise Stickles
University of British Columbia, Canada

Vivian Du
University of California – Berkeley, USA

Amine Lahouli
Université Sorbonne-Nouvelle Paris 3, France
Carthage University, Tunisia

Schuyler Laparle
University of California – Berkeley, USA

Kelly Jones
University of California – Berkeley, USA
University of California – San Diego, USA

Inés Lozano
Universitat Politècnica de València, Spain

Celeste Browning
University of British Columbia, Canada

Eve Sweetser
University of California – Berkeley, USA

Systematic multilingual identification of metaphor – by linguists and automated NLP technologies – necessitates the careful design of ontological resources (e.g. Bolognesi et al. 2019, Gangemi 2018, Olza et al. 2021, Stickles et al. 2016, Veale et al. 2016). Our team has been developing a multilingual metaphor repository for several years, with coverage in six language varieties. Recently we have focused on cross-linguistic comparisons of cancer and COVID-19, but began with foundational work in formally analysing primary level metaphors (Grady 1997) and culturally-bound complex metaphors (David et al. 2016, Kövecses 2020). Based on this experience, we present a set of recommended best practices for designing a repository and collecting and analysing multilingual data.

We begin with exploratory data gathering, compiling frames and lemmas to serve as the basis for building a comprehensive corpus. During this stage, discussion across language teams is key. For example, encountering a Werewolf metaphor in an English Cancer article leads to brainstorming Monster terminology across languages, yielding search terms for further data gathering. Having established a large set of possible source frames and lemmas, teams then independently gather and analyse extensive language-specific data. After the exploration and language-specific data analysis phases, we can meaningfully compare metaphors across languages.

In developing multilingual repositories, we have encountered several challenges, including data availability, culturally-determined framing, and a lack of "neutral" language for formal analysis. Because we know that viewpoint affects choices in source frames and mappings (e.g. Sweetser & Laparle 2019), differences in available data can undermine meaningful cross-linguistic comparison. In our cancer research, a significant portion of our English dataset was from patient blogs, while analogous data in Brazilian Portuguese was almost non-existent due to culture-specific taboos. Censorship and dominant state-run media can produce similar incongruencies across data sets. Second, the "same" metaphor can be expressed differently through culturally salient frames. In evoking a WAR metaphor, an American politician may refer to Pearl Harbor, whereas a Canadian politician might refer to Vimy Ridge. Finally, "neutral" language for metaphor description and categorization must be used in cross-linguistic studies, but the hegemonic dominance of English in academic discourse introduces the risk of interpretive biases.

We have set three guiding principles of multilingual corpus development that we hope will prove helpful as multilingual corpora become more common: (i) after initial exploratory research, conduct in-depth language analyses independently; (ii) resist treating one language as dominant in corpus construction and organization; (iii) consult native speakers throughout.

Bolognesi, M., Brdar, M., & Despot, K. (Eds.). (2019). Metaphor and metonymy in the digital age: Theory and methods for building repositories of figurative language. John Benjamins Publishing Company.

David, O., Lakoff, G., & Stickles, E. (2016). Cascades in metaphor and grammar: A case study of metaphors in the gun debate. Constructions and Frames, 8(2), 214-255.

Gangemi, A., Alam, M., & Presutti, V. (2018). Amnestic forgery: An ontology of conceptual metaphors. arXiv preprint arXiv:1805.12115.

Grady, J. E. (1997). Foundations of meaning: Primary metaphors and primary scenes. PhD Dissertation, University of California, Berkeley.

Klebanov, B. B., Shutova, E., Lichtenstein, P., Muresan, S., & Wee, C. (Eds.) (2018). Proceedings of the workshop on figurative language processing. Association for Computational Linguistics, New Orleans, Louisiana.

Kövecses, Z. (2020). Extended conceptual metaphor theory. Cambridge University Press.

Olza, I., Koller, V., Ibarretxe-Antuñano, I., Pérez-Sobrino, P., & Semino, E. (2021). The# ReframeCovid initiative: From Twitter to society via metaphor. Metaphor and the Social World, 11(1), 98-120.

Stickles, E., David, O., Dodge, E. K., & Hong, J. (2016). Formalizing contemporary conceptual metaphor theory: A structured repository for metaphor analysis. Constructions and Frames, 8(2), 166-213.

Sweetser, E. & Laparle, S. (2019) War is war - or is it? Different genres show different metaphors for cancer. Talk presented at 15th International Cognitive Linguistics Conference. Kwansei Gakuin University, Nishinomiya, Japan. August.

Veale, T., Shutova, E., & Klebanov, B. B. (2016). Metaphor: A Computational Perspective. Morgan & Claypool.

Same war, different sides: metaphors in fake and legitimate discourse about COVID-19

Magda Stroinska

McMaster University, Canada

Grażyna Drzazga

University Medical Center Groningen, the Netherlands

The COVID-19 pandemic changed the way we communicate and created its own set of public discourses. We focus on metaphors coming from information given by government medical advisors and compare it to fake news about COVID spread on social media. We have chosen to look at Poland, a country with the highest per capita rate of COVID related deaths, Canada – until recently, an example of model vaccine mandate compliance, and the Netherlands, a country with relatively high vaccination rates, but also one of the few countries which went into lockdown as a response the Omicron wave. We gathered data from official government public health websites.

The most common metaphor used pre-pandemic in the medical field regarding illness was that of war[1], with focus on individual patients fighting the disease[2][3]. The pandemic shifted the emphasis to addressing entire societies and influencing their behaviour towards a new, poorly understood health hazard. Doctors no longer talk about individuals fighting a disease, now it is the healthcare system's struggle with the virus and patients are reduced to battleground and casualties in that struggle. However, a competing narrative emerged, one where society is struggling to regain the personal freedoms lost as governments imposed lockdowns, restrictions and vaccine mandates. Both narratives employ the same war metaphor but assign the scripted roles differently.

War metaphors simplify complex issues and assist in communicating the seriousness of the confrontation, attracting attention and encouraging others to fulfill their duty in the fight against the enemy. War metaphors may have both positive and negative connotation depending on how one is being cast and how much agency is attached to the role[4]. War metaphors for COVID-19 used by the healthcare authorities tend to cast people as a passive or reluctant battleground for the fight against the disease waged by the medical profession. In the COVID-19 conspiracy social media theories, people are cast as the fighters for freedom against corrupt governments and profit greedy pharmaceutical companies.

In our opinion, recasting ordinary people as freedom-fighters and attributing agency helps conspiracy theories gain support in situations where the official discourse gives them no active role. Despite being the same war, the casting determines which side people feel more likely to align with. In the context of the war against COVID-19[5] fought by the health care system for over two years, the recent change of discourse and the idea that we need to learn to live with the virus is similar to the concept of treason, adding fuel to the growing conspiracy theories proclaiming the virus as a hoax.

References

[1] Sonntag S. Illness as Metaphor. New York, NY: Farrar, Strauss and Giroux; 1978.

[2] Frank, Arthur W. The wounded storyteller: body, illness, and ethics. Chicago, University of Chicago Press, 1997.

[3] Casarett, David et al. "Can Metaphors and Analogies Improve Communication with Seriously Ill Patients?" Journal of Palliative Medicine 13.3 (2010): 255–260. PMC. Web. 1 Oct. 2017.

[4] Rohela, Pallavi et al. "Must there be a "war" against coronavirus?" Indian Journal of Medical Ethics. Volume V, number 3: 222-226, 2020.

[5] Semino, Elena. "From roast dinners to seatbelts: Metaphors to address Covid-19 vaccine hesitancy." 2021. Retrieved from: https://www.academia.edu/52467142/From_roast_dinners_to_seatbelts_Metaphors_to_ address_Covid_19_vaccine_hesitancy

TOP

Metonymy and Pronoun Reference

Eve Sweetser

University of California, Berkeley, USA

Semantic broadening/narrowing of lexical meaning has been re-framed to understand polysemy in terms of category-metonymic cognitive structures (Lakoff 1987, and [inter alia], Author and co-author 2014). This paper extends metonymic usage analyses to gender and pronominal reference, specifically 1Pl pronoun category-metonymic and frame-metonymic usages.

We/us/our are about group identity, not just about reference to Speaker plus "you" or "they". In what I call category-metonymic usages, speakers use *we* for an identity group they belong to (e.g. *we* = "Americans"). *We* is also used *frame-metonymically*, where the reference is to some other entity frame-associated with *I/we*: e.g., *We're parked around the block*, using the framebased link between car and passengers to refer to "our" vehicle as *we*. As cogent exemplars of such usages, I contrast U.S.President Barack Obama's 2015 eulogy for Rev. Clementa Pinckney with President Donald Trump's Jan. 6 2021 speech preceding the Capitol insurrection.

Obama is Black, a Black Christian church member - and as President, an *ex officio* core (prototypical) member of the category *American*. Given his intersectional social identity, he could speak metonymically in the first person for multiple groups, building unity across various subcommunities. In the eulogy, alongside event-based *we* ("I and you [the audience])", Obama says *The black church…is **our** beating heart - we* evidently meaning "Black Christians" not "Americans at large." But *we* is "Americans," when he says *we have been blind* to systemic racism. Obama can't personally have shared this blindness but as President he voices the national collective responsibility.

In Trump's speech, on the other hand, category-metonymic *we* exclusively means "I and my supporters" as opposed to opponents. Many of his uses are more frame-metonymic - an associatively connected group not actually including the speaker. Trump's *We're marching to the Capitol* (he had no intention of doing so himself) seems to "frame-appropriate" his addressees to his identity. But while one might empathize with a NASA employee's *We're on Mars!*, referring to a landing by a passenger-less spacecraft (launched by years of their work), *we* seems less creditable as a label for participants urged to an upcoming dangerous, illegal activity which the speaker has no intent of walking a few meters to join.

Pronoun meanings, as well as lexical noun semantics, are based in categorial structure, prototypicality and frames; the paper will conclude with a category-analysis critique of "inclusive" masculine uses.

References

Dancygier, Barbara and Eve Sweetser. 2014. *Figurative Language*. Cambridge University Press.

Lakoff, George. 1987. *Women, fire and dangerous things*. University of Chicago Press.

TOP

Survival of the fittest metaphor: Modeling the lifespan of metaphors in psychotherapy

Dennis Tay

The Hong Kong Polytechnic University, Hong Kong

Psychotherapy is a verbally constituted mental health activity aimed at modifying maladaptive behaviors, cognitions, and/or emotions. Therapists and clients often use metaphors to describe these difficult-to-describe things. For example, saying "I'm a feather in a rapid stream" allows them to mutually understand abstract emotions in terms of the more concrete sense of a fragile object being pushed around. The successful uptake and co-elaboration of each other's metaphors are usually deemed ideal or taken for granted as a straightforward process in the psychotherapy literature. However, recent research suggests that even carefully planned metaphors can be ignored or only 'survive' for a few conversational turns before 'dying out'. Factors that influence the survivability of metaphors are in fact mostly unknown. Key questions include which types of metaphors survive longer, at which moments are they most at risk of dying, and the discursive differences between metaphors with different lifespans. I discuss an analytic approach that combines survival regression, a common bio-statistical method, with discourse analysis to model the lifespan of psychotherapeutic metaphors. This approach attempts to predict metaphor survival time (number of turns) and risk of 'death' as outcomes of theoretical factors like therapy type, initiator, and topic of the metaphor. It also tries to uncover differences in how long vs. short-lived metaphors are interactionally constructed. I illustrate the approach with a modest sample of metaphors (N=60) identified from a 20-session dyad, using a single predictor (therapist or client-initiated). The results suggest that i)metaphors have a less than 6% chance of going past 15 turns, ii)are most at risk of dying during a critical window from turns 5 to 10, and iii)therapist-initiated metaphors have a 49% shorter lifespan than client-initiated metaphors on average. Implications for developing optimal ways to introduce and manage metaphors as a therapeutic technique are discussed, along with some limitations of the approach.

TOP

Metaphorical Etymological Network Structure of the English Language

Marie Teich
Max-Planck-Institute for
Mathematics in the Sciences,
Germany

Wilmer Leal
Max-Planck-Institute for
Mathematics in the Sciences,
Germany

Juergen Jost
Max-Planck-Institute for
Mathematics in the Sciences,
Germany

The idea of Conceptual Metaphor Theory is that language is systematically permeated by metaphorical mappings that allow to structure abstract topics through concrete domains as has been investigated by numerous separate case studies. This mappings have a major impact the framing of topics and discourses. Our study presents a new integrated statistical analysis of the metaphorical network underling the English language.

A graph-theoretical modelling of a large data set given by the Metaphor Mapping project of the historical Thesaurus aims towards understanding the systematicity behind the sources and targets of metaphors. We show a classification of the domains by means of their relation among each other through the in- and out-degree distributions of the graph. Additionally, a statistical motif analysis gives insight to the local network behavior which allows to discriminate among competing metaphor theories.

It was found that the probability of domains to serve as sources of metaphors is far from uniform, characterized by a heavy tail distribution with high skewness. The class of highly source-full categories consist of concrete, early acquired domains like 'food', 'shape' and 'position', for which in- and out-degree are positively correlated. In contrast to this, abstract domains that form the most important metaphor targets like 'emotional suffering', 'literature' and 'bad' almost never serve as origins of metaphors. The motif distribution analysis led to the surprising result that metaphors are most rarely motivated by structural comparison as it showed a significant lack of transitive triangles. Additionally, our findings show that the category of space only constitutes a rich metaphor source along several others in opposition to the widespread assumptions that space occupies a singular bottleneck position. Finally the analysis of the Ollivier Ricci curvature can be used to trace the change of framing of different key topics in European history like death, machines and truth.

References

Mapping Metaphor with the Historical Thesaurus. Glasgow: University of Glasgow. Retrieved 12 November 2021, https://mappingmetaphor.arts.gla.ac.uk.

Lakoff, G., and Johnson, M. (1981). *Metaphors we live by*. University of Chicago Press.

Newman, M. E. J. (2010). *Networks: an introduction*. Oxford; New York: Oxford University Press. ISBN: 9780199206650 0199206651

Kashtan, Itzkovitz, Milo and Alon (2005). *mfinder* (1.2) [Computer software]. Retrieved from https://www.weizmann.ac.il/mcb/UriAlon/download/network-motif-software.

TOP

A Building Metaphor and A Construction of Political Reality in the U.S. Inaugural Addresses (1960~2021)

Yuuki Tomoshige

Kwansei Gakuin University, Japan

The purpose of this study is to show the way in which a building metaphor constructs political reality. The research question is how the building metaphor constructs discourse-based reality in the first and the second inaugural speeches in the 1960s to the 2000s. Although past studies (Charteris-Black, 2004, 2005, 2014) systematically analyze functions and effects (Boeynaems et al., 2017) of metaphors in the presidential speeches via conceptual metaphor theory (e.g., Lakoff & Johnson, 1980), they do not fully explain the feature of the context-induced reality. Thus, there is room for further analysis on this issue related to discourse studies (e.g., Fairclough, 1993; Potter, 1996; Hart, 2008) in the inaugural addresses and supplementing the lack thereof.

For metaphor identification in the speeches, the method propounded by (Pragglejaz group, 2007) and a frame-based approach (Sullivan, 2013) was referenced as the first step; software, ATLAS.ti, was also utilized for the qualitative analysis. Under the procedure above, the metaphors were classified into a particular target domain to scrutinize similarities (conventional metaphors) and differences (novel metaphors). As a result, ten presidents (Lindon Johnson (1), Richard Nixon (13), Jimmy Carter (1), Ronald Reagan (3), George H. W. Bush (6), Bill Clinton (8), George W. Bush (5), Barack Obama (5), Donald Trump (2), Joe Biden (3)) yield the building metaphor 47 times in total. Of all the instances, the target domains such as nation (17%), democracy (12.7%), peace (12.7%), era (time) (12.7%), growth (10.6%), society (8.5%), person (8.5%), history (4.2%), defense (4.2%), and the others (8.9%) were identified.

In conclusion, this study proposes the following four noteworthy findings regardless of the frequency and the type of the target domains: 1) the building metaphor presupposes cooperation based on a step-by-step approach; 2) it carries a positive image in order that people can unite in the same direction; 3) it implies a constant effort and patience, and we are required to be in it for the long haul; 4) most importantly, the reasoning behind the characteristics given in (1) ~ (3) is that the building metaphor forces the audience to view the content as if it were a priori truth, or predetermined, a precondition that people share the same purpose. Overall, the perspective of this study, how the presidents attempt to construct political reality, provides a window into observing the social impact of metaphor.

References

Boeynaems, A., Burgers, C., Konijn, E. A., & Steen, G. J. (2017). The effects of metaphorical framing on political persuasion: A systematic literature review. *Metaphor and Symbol*, 32(2), 118-134. https://doi.org/10.1080/10926488.2017.1297623.

Burr, V. (2015). Social constructionism. Routledge.

Campbell, K. K., & Jamieson, K. H. (1990). *Deeds done in words: Presidential rhetoric and the genres of governance*. University of Chicago Press.

Charteris-Black, J. (2004). Corpus approaches to critical metaphor analysis. Springer.

Charteris-Black, J. (2005). Politicians and rhetoric: The persuasive power of metaphor. Springer.

Charteris-Black, J. (2014). *Analysing political speeches*. Palgrave Macmillan.

Dancygier, B., & Sweetser, E. (2014). *Figurative language*. Cambridge University Press.

Edwards, D. (1997). Discourse and cognition. SAGE.

Fairclough, N. (1993). Critical discourse analysis and the Marketization of public discourse: The universities. *Discourse & Society*, 4(2), 133-168. https://doi.org/10.1177/0957926593004002002

Group, P. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, 22(1), 1-39. https://doi.org/10.1207/s15327868ms2201_1.

Hart, C. (2008). Critical discourse analysis and metaphor: Toward a theoretical framework. *Critical Discourse Studies*, 5(2), 91-106. https://doi.org/10.1080/17405900801990058.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Lim, E. T. (2002). Five trends in presidential rhetoric: An analysis of rhetoric from George Washington to Bill Clinton. Presidential Studies Quarterly, 32(2), 328-348. https://doi.org/10.1111/j.0360-4918.2002.00223.x-4918.2002.00223.x.

Musolff, A. (2016). Political metaphor analysis: Discourse and scenarios. Bloomsbury.

Sullivan, K. (2013). Frames and constructions in metaphoric language. John Benjamins.

Potter, J. (1996). Representing reality: Discourse, rhetoric and social construction. SAGE

Van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse and Society*, 4(2), 249-283. https://doi.org/10.1177/0957926593004002006.

Van Dijk, T. A. (1997). What is political discourse analysis? *Belgian Journal of Linguistics*, 11, 11-52. https://doi.org/10.1075/bjl.11.03dij.

TOP

When the past is a taboo territory: metaphorizations of collective experiences of conflict

Samara Velte

University of the Basque Country, Spain

After a violent conflict ends, the social structures and tensions among the local population often take longer to soften; and, without a broad and inclusive social encounter of experiences, the situation may lead to a blockage in the peace process (Galtung, 1996; Lederach, 1998). This seems to be the case currently in the Basque Country, where, over a decade after the end of ETA's armed attacks, no proper politics of transmission of memory have been established, partly because of political disagreements in political institutions, media and education (Murua Uria, 2015). In this context of disputed narratives, the new generation of young adults who is now coming of age has very few or no direct memories at all about the violent past. Yet, they have not had any formal or informal education on the topic, creating a feeling of taboo towards the recent collective past. This explains partly why transmission of memory is currently stalled and new generations are growing up in an atmosphere of forced silence. Using theoretical and methodological approaches from Discourse Analysis (Van Dijk, 1997; Wodak, 2015) and Memory Studies (Halbwachs, 2004; Erll, 2017), as well as the MIP method in order to identify metaphorically functioning excerpts (Group Pragglejaz, 2007), we explore in oral interviews how these young adults perceive the violent past, focusing on the use of metaphors expressed in order to engage narratively in the social debate. We analyse discourses generated by a group of 42 participants, all of them born in the late 90's and early 2000's. Results show that the past conflict is often metaphorized as a territory through which new generations are not allowed to transit, because they do not feel legitimated to engage in the social debate about the past conflict as compared to older generations. We conclude that this feeling of exclusion could be a factor that hinders both the transmission of memory as well the establishment of new narratives about the past.

References

Erll, A. (2017). Kollektives Gedächtnis und Erninerungskulturen: Eine Einführung. (3. ed.). J.B. Metzler.

Galtung, J. (1996). Peace by peaceful means. Peace and Conflict, Development and Civilization. Sage.

Group Pragglejaz. (2007). MIP: A Method for Identifying Metaphorically Used Words in Discourse. Metaphor and Symbol, 22(1), 1–39.

Halbwachs, M. (2004). Los marcos sociales de la memoria. Anthropos.

Lakoff, G., & Johnson, M. (1980). Metaphors we live by (Metáforas de la vida cotidiana). University of Chicago (Cátedra).

Lederach, J. P. (1998). Construyendo la paz: Reconciliación sostenible en sociedades divididas. Bakeaz / Gernika Gogoratuz.

Murua Uria, I. (2015). The End of ETA: errelatuaren borroka akademian. Jakin, 209, 101-116.

Van Dijk, Teun A. (1997). Cognitive Context Models and Discourse. In Language Structure, Discourse and the Access to Consciousness. John Benjamins.

Wodak, R. (2015). Critical Discourse Analysis, Discourse-Historial Approach. En The International Encyclopedia of Language and Social Interaction. John Wiley & Sons.

TOP

"Excuse me, Sir. You have serious experience in expelling the Russians": The career of metaphoric and metonymic representations of Viktor Orbán in Hungarian Political Cartoons (1989 – 2021)

Ágnes Virág

Eszterházy Károly Catholic Egyetem, Eger, Hungary

The prime minister, Viktor Orbán is the most often depicted politician in Hungarian political cartoons since 1989 (Argejó, 2003). However, there are still only a few studies on the visual representation of Orbán (e.g., Virág & Szabó, 2022). Instead, current political science and communication research focuses primarily on his speeches and leadership style (i.a., Magyar et al., 2018; Burai & Bene, 2020; Körösényi, 2015). In cartoon literature, the representations of leading politicians were investigated in the framework of CMT (i.a., Forceville & van de Laar, 2019; Krstic et al., 2020) which can provide a basis for establishing stereotypical representations of politicians and makes the differentiation of Orbán's unique characteristic possible.

We aim to answer to the following questions: what are the metaphoric source domains of VIKTOR ORBÁN's character? What kind of visual metonymies are linked to his personality? What are non-stereotypical characteristics of Orbán? The corpus includes 79 political cartoons with foreign policy themes which depict the prime minister. These were retrieved from an online news site of the reformliberal (Lengyel, 2019) economic and political weekly hvg.hu from the period between 2018 and 2022. The political cartoons were analyzed with the help of step-by-step methods (Pérez Sobrino, 2017; Forceville & van de Laar, 2019) to reveal conceptual metaphors and conceptual metonymies linked to Orbán's character. Results show that Orbán's role in Hungary's relationship with the EU and Russia stand out. Mostly, Orbán is metaphorically depicted as a warrior, who is attacked (by the EU). Even if he appears as an attacker, he is made ridiculous and powerless by various props (e.g., a paper military cap). In relation to Russia, Orbán is again represented as a deceitful and insignificant leader motivated by conceptual metonymies (e.g., small size stands for less power). Otherwise, his character is visually linked to corruption which seems supported by the EU. The tendency presented, goes against the presentation of leaders as dictators in which their power is exaggerated.

TOP

The "lesser human" metaphors justifying Russian expansion

Wojciech Wachowski
Kazimierz Wielki University in Bydgoszcz, Poland

Karen Sullivan
The University of Queensland, Australia, Australia

Gregory Stanton, the founding president of Genocide Watch, warns that dehumanization is a frequent precursor of genocide. Linguists support this claim by identifying dehumanizing metaphors in the language of Nazis (Musolff, 2007) and supporters of the Rwandan genocide (Armoudian, 2020). Dehumanization has been divided into "animalistic" and "mechanistic" types, depending on whether the source domain is animal or inanimate (Haslam 2006).

However, we argue that an insidious form of dehumanization frames the target not as an animal or an object, but as a "lesser human" such as a child or (for sexist speakers) a woman. We argue that these "lesser human" types of dehumanization are particularly pervasive in Russian rhetoric justifying its current expansionist policies.

"Lesser human" dehumanization sometimes overlaps with animalistic dehumanization. This occurs in the description of freed Black slaves as *monkeys or small children* (Mitchell 1936: 439). The speaker claims that the Blacks find "pleasure in destruction" like monkeys but require "the care of their mistresses" like children (ibid.). The animalistic dehumanization presents the Black people as dangerous, and the "lesser human" dehumanization frames them as dependent.

However, we suggest that metaphorically representing a group as "women" or "children" is usually incompatible with animalistic dehumanization. For example, the Russian Minister of Foreign Affairs recently referred to the former Soviet states as "orphaned" (GlobSec 2022) to entail that these countries are vulnerable and incapable of managing themselves. In this context, a dehumanizing metaphor with a more threatening source domain (such as an animal or a disease) would both undermine the Minister's supposedly benevolent intentions, and simultaneously frame the countries as dangerous, which might make proponents of invasion more hesitant.

Despite certain obvious differences, we argue that "lesser human" metaphors share the core psychological functions of other kinds of dehumanization as listed in Haslam (2006) and should be taken seriously as potential precursors to violence. Comparing adult humans to children highlights their dependence on others and their immaturity. It also delegitimizes their beliefs since children cannot be expected to have rational beliefs like adults. Such framing may in turn be used as a justification to deprive them of their right to self-determination, independence, and freedom, as we can see now in Ukraine.

References

Armoudian, Maria 2020. In search of a genocidal frame: Preliminary evidence from the Holocaust and the Rwandan genocide. *Media, War & Conflict,* 13(2), 133-152.GlobSec 2022 (24 Jan.) Russia is making the West more united than ever. GlobSec: Ideas Shaping the World. https://www.globsec.org/news/russia-is-making-the-west-more-united-than-ever/

Haslam, Nick 2006. Dehumanization: An Integrative Review. *Personality and Social Psychology Review* 10(3), 252–264.

Mitchell, Margaret 1936. *Gone with the Wind*. New York: MacMillan.

Musolff, Andreas 2007. What Role Do Metaphors Play in Racial Prejudice? The Function of Antisemitic Imagery in Hitler's Mein Kampf. *Patterns of Prejudice,* 41(1), 21-43.

TOP

The subversive power of metaphor: evidence from Chinese housing discourse

Dan Wang

University of Kent, UK

As quoted in the Conference CfP that "we are threatened by the power of others and angered by their attack. Fortunately, we are also comforted by the support of others and sustained by their love" (Latané, 1981:343), this paper extends this view to the scenario of Chinese housing. In the past two decades, China's housing prices soared far more beyond average worker's reach. At the same time, a "success story" frequently appeared in the media coverage regarding the state's regulation on housing prices, which however is not the case among the public. Under the cyber surveillance and censorship system, it is difficult for the public to express themselves freely and straightforwardly. Metaphors then became a powerful weapon for the public under the circumstances. Accordingly, this research is interested in answering the following research question: in what ways does metaphor contribute to the argumentations of the public in against the state?

From the perspective of metaphor in politics and metaphor in media discourse, this research examined metaphors identified from housing-related news articles published in the official newspaper of the governing communist party (*People's Daily*), and from reader comments attached to these articles. These data were compiled into two corpora, namely the News Corpus (/media discourse) and the Comment Corpus (part of which is named "anti-government discourse"). The method of metaphor identification follows the one adapted from the classic MIPVU (Wang, 2021).

We saw a number of very characteristic examples of metaphor subversion on the part of the anti-government discourse (e.g.: a "running" vs. "capsized" vehicle; "Fever" vs. "Cancer"; a "servant" vs. the "head of the family"), which had a clear connection to the commenters' attempt to (re)claim power and diminish the power of the state, and being a sensitive and censorship-prone matter. We also found that alongside metaphors shared between the two corpora (i.e., DISEASE, JOURNEY, FOOD, WAR and NATURE), the

Comments corpus also includes a range of additional metaphors (i.e.: FAMILY, PLAY and ANIMAL), pointing out the unjust hierarchy between the state and the public on the one hand, and dehumanizing the state on the other hand.

The power dynamics between the media discourse (holders of power/hegemony) and the anti-government discourse (claiming or reclaiming power, for instance, power of free speech) are reflected in and affected by metaphor use. Accordingly, this research contributes to the study of the constructive role of metaphor.

References:

Latané, B. (1981). The Psychology of Social Impact. American Psychologist, 36(4), 343–356.

Wang, D. (2021). Conceptual Metaphors in the Chinese Housing Discourse (2010-2014): A corpus-based study of government rhetoric and its reception.
PhD Dissertation: University of Kent.

TOP

Comprehension of different types of novel metaphors in monolinguals and multilinguals

Ana Werkmann Horvat
University of Osijek, Croatia

Jeannette Littlemore
University of Birmingham, UK

Marianna Bolognesi
University of Bologna, Italy

John Barnden
University of Birmingham, UK

This work explores (i) how multilingualism vs. monolingualism affects comprehension of novel metaphor; (ii) the ways in which metaphorical utterances can be novel, and how this diversity affects comprehension.

A large body of literature shows that multilinguals are more cognitively flexible than monolinguals (e.g. Bialystok, 2001; Bialystok et al., 2014). Recently, however, a series of studies concluded that some differences between multilinguals and monolinguals may have been overstated (Paap & Greenberg, 2013; Lehtonen et al., 2018). Here we focus specifically on metaphor, and test whether multilinguals display greater flexibility in comprehension of novel metaphor. This hypothesis is supported by empirical literature in metaphor studies, showing, for instance, that during second language acquisition people more frequently produce *new* metaphors in their first language (Kecskés & Papp, 2000). Previous studies (Cacciari et al., 2011; Cardillo et al., 2012) have explored comprehension of novel metaphor but there has been little attempt to explore whether different types of novelty affect comprehension, and no attempt to relate this question to mono/multilingualism.

In this study, we used a self-paced reading task with a sensicality judgement. The study included four conditions, literal (*tasty* wine), conventional metaphorical (*bold* wine), high-conforming novel (*humble* wine) and low-conforming novel (*silent* wine) and two groups: one monolingual and one multilingual. This study's original contribution is a new categorization of metaphorical novelty according to the strength of conformity to existing metaphorical schemata.

The results showed that participants take longer to process novel metaphors, and that for highconforming metaphors participants need more time to seek meaning. Both monolinguals and multilinguals find high-conforming novel metaphors easier to comprehend than low-conforming ones, showing that while it takes more time to find meaning in high-conforming metaphors, participants are more successful in doing so than they are with low-conforming ones. This also suggests that the division we propose is empirically grounded. It may therefore be of potential interest to other researchers, as it respects the variability of meaning of novel metaphors and considers the different extents to which hearers are motivated to seek rich as opposed to less rich but more easily derived meaning. As for the group differences, we found that while there are no differences in reaction times, multilinguals more easily find meaning in novel metaphor of both types, but show no differences in the literal and conventional condition. This suggests that multilinguals' flexibility advantage is at play in their understanding of both novel metaphor types.

References:

Bialystok, E. (2001). Bilingualism in development: Language, literacy, and cognition. Cambridge: Cambridge University Press.

Bialystok, E., Poarch, G., Luo, L., & Craik, F. I. (2014). Effects of bilingualism and aging on executive function and working memory. *Psychology and Aging*, *29*(3), 696–705.

Cacciari, C., Bolognini, N., Senna, I., Pellicciari, M. C., Miniussi, C., & Papagno, C. (2011).

Literal, fictive and metaphorical motion sentences preserve the motion component of the verb: A TMS study. *Brain and Language*, *119*(3), 149–157.

TOP

Cardillo, E. R., Watson, C. E., Schmidt, G. L., Kranjec, A., & Chatterjee, A. (2012). From novel to familiar: Tuning the brain for metaphors. *Neuroimage*, *59*(4), 3212–3221.

Kecskés, I., & Papp, T. (2000). Metaphorical competence in trilingual language production. In J. Cenoz & U. Jessner (Eds.). *English in Europe: The Acquisition of a Third Language* (pp. 99– 120). Multilingual Matters.

Lehtonen, M., Soveri, A., Laine, A., Järvenpää, J., De Bruin, A., & Antfolk, J. (2018). Is bilingualism associated with enhanced executive functioning in adults? A meta-analytic review. *Psychological bulletin*, *144*(4), 394–425.

Paap, K. R., & Greenberg, Z. I. (2013). There is no coherent evidence for a bilingual advantage in executive processing. *Cognitive psychology*, *66*(2), 232–258.

A Web of Interconnecting Threads': Mixed Metaphor in Popular Science Discourse

Sum Wong

Hong Kong Baptist University, Hong Kong

Once considered a sign of poor thinking and inconsistency in thought and language, mixed metaphor has been gradually recognized as a natural and pervasive phenomenon in discourse, particularly with the recent publication of Gibbs' *Mixing Metaphor* (2016). Hoping to contribute to the growing body of work on mixed metaphor in discourse published over the past decade (for example, mixed metaphor in accounts of chronic pain and in wine reviews by Charteris Black, 2016 and Paradis & Hommerberg, 2016, respectively), this paper aims to examine the mixed metaphors that occur in a set of articles in *Scientific American* (SA), a popular science periodical and proposes possible answers to a group of interrelated questions regarding mixed metaphor in the context of popular science discourse.

A set of metaphor-rich SA articles covering the topic of cosmology, astrophysics, neurobiology, genetics, biotechnology and psychology was identified using a semi-automatic methodology developed by the above-mentioned project. Metaphorical expressions were identified and categorized based on the typology of (eight) textual patternings of metaphor proposed by Semino (2008). Under the pattern of 'combination and mixing', mixes are instances where two or more metaphors occurring in close proximity evoke different and incompatible source domains to produce a "potentially clashing" scenario (Semino, 2008, p. 27).

The paper starts by identifying instances of mixed metaphors in context and identifying different types of mix to see if there are any regular co-occurrences of specific source domain pairs. It then moves on to the question of whether the relatively frequent use of mixed metaphors in popular science discourse, as one would have assumed, is alien to the communication of novel scientific ideas instead of being constitutive of it. The paper ends by proposing possible answers to why mixed metaphors occur in the articles that have been studied and what communicative purposes those mixed metaphors may serve.

While many studies have already confirmed the use of metaphor as a central communicative strategy of popular science discourse, the role of mixed metaphor has hardly been investigated. On the other hand, preliminary results of this paper reveal that a relatively large number of metaphors in SA articles can be considered to be mixed, and also that the use of mixed metaphor does not seem to affect the conveying of scientific ideas but perhaps draws readers' attention to them.

References

Charteris-Black, J. (2016). The 'dull roar' and the 'burning barbed wire pantyhose': complex metaphors in accounts of chronic pain. In R. W. Gibbs (Ed.), *Mixing metaphor* (pp. 155-176). John Benjamins.

Gibbs, R. W. (Ed.). (2016). *Mixing metaphor*. John Benjamins.

Paradis, C., & Hommerberg, C. (2016). We drink with our eyes first: the web of sensory perceptions, aesthetic experiences and mixed imagery in wine reviews. In R. W. Gibbs (Ed.), *Mixing Metaphor* (pp. 179-201). John Benjamins.

Semino, E. (2008). *Metaphor in discourse*. Cambridge University Press.

TOP

Fight metaphor in translation: From patriotism to pragmatism. A corpus-based critical analysis of fight metaphor in crosslingual political discourse of China

Yang Wu

University of Manchester, UK

This article aims to ascertain to what extent and how fight metaphor in translation serves the dominance of the Chinese authority. The empirical data for this investigation is among the most typical and influential political texts in China – it comprises twenty reports delivered at the national congresses of the ruling Party and the state (2004-2020), including the Mandarin originals and their official English-language translations.

The paper adopts the dialectical-relational approach to CDA (Fairclough 1989/2013) as the overarching paradigm. I incorporate conventional metaphor (Lakoff and Johnson 1980/2003) into the approach, arguing that conventional metaphor as established selective representation is an interface between ideology and text production (cf. van Dijk 2012). Then I theorise translation using the notion of recontextualisation (Fairclough 1989/2013), thus making the CDA approach applicable to metaphor in translation. In the synthesised framework, CMT provides CDA with ideologised cognitive representations underlying metaphorical expressions and translation shifts, which links texts to ideology and then power imbalance. Methodologically, the English-based MIPVU (Steen et al. 2010) is operationalised for Chinese compounds by considering metaphoricity on the morphemic level. Candidate linguistic metaphors of fight are first identified from sample reports, and then concordanced in the whole parallel corpus to extract their metaphorical occurrences and translation procedures (cf. Shuttleworth 2017).

Quantitative analyses of the identification results reveal mostly stable tendencies in both the use and the translation of fight metaphor. The subsequent qualitative stage interprets the employment and translation of who are the fighters, whom/what they fight against/for, and fight is a virtue and a means/process, with the focus on the Self-representations (van Dijk 1998) of the Chinese authority in translation. The stage finds that all the representations share such three themes as 'the call for unity' (Renwick and Cao 1999), morality and performance of the authority, and fight as a virtue and a means/process. Nevertheless, the original representations tend to legitimise the authority domestically, while the translational counterparts justify China's unique political system on the global stage. Furthermore, the original fight metaphors arguably consolidate the rule of the Chinese authority by embodying elements of and thus reproducing Chinese patriotism, while their translations are pragmatically oriented, attenuating the combative image and conveying a favourable image of China to the international readership.

References

Fairclough, Norman. 1989/2013. *Language and Power.* 2nd. London and New York: Longman.

Lakoff, George, and Mark Johnson. 1980/2003. *Metaphors We Live By.* Chicago, IL: University of Chicago.

Renwick, Neil, and Qing Cao. 1999. "China's Political Discourse towards the 21st Century: Victimhood, Identity, and Political Power." *East Asia* 17 (4): 111-143.

Shuttleworth, Mark. 2017. Studying Scientific Metaphor in Translation. London and New York: Routledge.

Steen, Gerard, Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr, and Trijntje Pasma. 2010. *A Method for Linguistic Metaphor Identification: From MIP to MIPVU.* Amsterdam/Philadelphia: John Benjamins Publishing Company.

van Dijk, Teun A. 1998. Ideology: A Multidisciplinary Approach. London: SAGE.

———. 2012. "Ideology and Discourse: A Multidisciplinary Introduction." *Research in Critical Discourse Studies – Website Teun A. van Dijk.* Accessed March 9, 2022. http://discourses.org/UnpublishedArticles/Ideology%20and%20discourse.pdf

TOP

The role of Metaphor in Shaping Corporate Identity: The Case of Huawei letters to shareholders

Yilin Xu

Guangdong University of Foreign Studies, China

Metaphor is pervasive in corporate discourse and an important tool for which entrepreneurs and companies may present their worldview and construct their identities. However, few studies discuss the role of metaphor in corporate discourse especially in constructing corporate identity. Therefore, this study investigates metaphor use as a discursive and cognitive strategy for shaping corporate identity in Huawei letters to shareholders from the perspective of Critical Metaphor Analysis (CMA). Specifically, this study puts forward the following research questions: 1. What are the major concerns of Huawei letters to shareholders? 2. What are the conceptual metaphors used to construe major concerns of Huawei letters to shareholders? 3. What do these conceptual metaphors reveal about the corporate identity of Huawei? In order to address the above questions, we collected letters to shareholders published by Huawei from the year 2006 to 2020, identified linguistic and conceptual metaphors by virtue of corpus tool Wmatrix, and conducted fine grained analysis of metaphor-based corporate identities. The results show that (1) the major foci in Huawei letters to shareholders are: industry and products characteristics; professional competence; change; vision and mission. (2) The conceptual metaphors adopted to construe these major foci are respectively HUMANS as well as SPORT & GAME, MACHINE as well as BUILDING & CONSTRUCTION, JOURNEY, CONTAINER. HUMANS and SPORT conceptual metaphors are adopted by Huawei to build intimate relationship with readers, highlight its multiple and diversified attributes, and emphasize its historical achievement. MACHINE and BUILDING & CONSTRUCTION metaphors are used to highlight corporate principle and competitiveness. (3) Based on the above analysis, we summarize that Huawei constantly constructs itself as a global leader as well as enabler in the ICT industry, a positive as well as customer-oriented changemaker, and an intimate as well as open partner in the ICT industry to differentiate itself from its competitors over the 15-year period.

On the Socio-relational Value of Understanding

Yelena Yerznkyan
Yerevan State University, Armenia

Diana Movsisyan
Mesrop Mashtots University, Armenia

As known, understanding is the overall objective of any communication. In the study it is regarded as a dialogical process aimed at exploring the meaning of a message. The present research views the creative power of metaphor in the context of social relations implying that the linguistic representation of understanding is manifested in terms of its socio-relational value.

The research is methodologically backed up by componential and contextual analyses of English verbs of understanding, based on an extensive use of relevant explanatory dictionaries and numerous BNC and COCA contexts. The metaphorical structuring of understanding relies on the exploration of the semantic and pragmatic, explicit and implicit components of the verbs. Corpora data revealing "more familiar-less familiar" cross-domain mappings in the lexicon of understanding substantiate metaphoricity of the process. Metaphorical reinterpretation of spatial orientation explicates deicticality of understanding.

The findings show that understanding is a social phenomenon of human-centred and human-oriented nature. We claim to be dealing with the dichotomy of one's own self and others revealing the EGO–ALTER correlation which in its turn entails CLOSE–DISTANT interaction and presumes that understanding indicates close location to one's own self, while not understanding implies distant location from the latter.

This social interaction takes place through mental movement implying conceptual metaphoric mapping from the concrete source domain of physical motion onto the abstract target domain of understanding: ***empathizing** is being **approachable***. The close-distant dichotomy covers such concepts as movement, space, time and relativity making the basis of deictic perception of understanding.

Understanding is framed by the social distance, that is, by the attitude, implying the relations between interlocutors. *Social distance* is used as an umbrella term to refer to both close and remote distance between interlocutors and incorporates the emotional and psychological relationship between people to indicate that understanding is being emotionally and psychologically closer to the interlocutor, interlocutors better understand each other's feelings and experiences and become sensitive and empathetic.

The social dimension serves as a continuum where the attitudinal nature of understanding undergoes metaphorical conceptualization with reference to the agent's location. The socio-relational value of understanding is projected on three intersectional dimensions – spatiotemporal, social and axiological having as their reference points the truth, the participants of the communication process, as well as the generally accepted norms and standards. The multidimensional approach to understanding links the communicative function of understanding to the social interactions, cultural beliefs and norms, intersubjective evaluations and emotions.

References

Yerznkyan, Y. (2018). On the Metaphoric Development of Deictic Verbs. *Foreign Languages in Higher Education, v. 2 (25).* Yerevan: YSU.

Kövecses, Z. (2010). Metaphor: A Practical Introduction. Oxford: Oxford University Press.

Bailey, B. (2004). Misunderstanding. A Companion to Linguistic Anthropology. Oxford: Blackwell Publishing Ltd.

British National Corpus (BNC) // URL: https://www.english-corpora.org/bnc/

Corpus of Contemporary American English (COCA) // URL: https://www.english-corpora.org/coca/

TOP

The SUITCASE metaphor in multimodal narratives of migration for children

Agata Zelachowska
Universidad de Salamanca, Spain

Izaskun Elorza
Universidad de Salamanca, Spain

The so-called SUITCASE metaphor has been employed by teachers to address identity, diversity and culture for a variety of educational purposes, from stimulating fun and active learning among elementary children (Culture Kids) or eliciting creative empathetic responses to diversity from secondary students (McAdam, 2019), to implementing service learning in higher education (Kiely & Kiely). Suitcases are narrowly connected to another metaphor also present in the context of diverse classrooms: LEARNING IS A JOURNEY, and also to verbal metaphors related to situations of transition or liminality as a portable container, as in "cultural baggage". Although the SUITCASE metaphor has proven efficient for transformative learning (Kiely 2005), its role in migration narratives for children has not received much attention from scholars, so its contribution to the metaphorical discourse of migration still remains to be determined, including its figurative role(s).

This paper attempts to delve in the narrative function(s) of suitcases in multimodal children's picture books about migration and migrant narratives. Picture books are widely popular among parents and educators due to their assumed pedagogical value but the social impact that metaphors in picture books about migration can have on ecocritical literacy, particularly in superdiverse classrooms, has not been addressed so far. Picture books present a variety of multimodal metaphors of migration, combining visual and verbal resources in more complex and creative ways than only-verbal metaphors.

In order to explore the figurative role(s) of suitcases in this genre, a sample of five picture books about migration was compiled and a combined theoretical framework was adopted for the analysis. Firstly, the sample of texts underwent an intensive manual analysis for identifying all the narrative functions of suitcases through a multimodal analysis based on the model of visual social-semiotics by Kress and Van Leeuwen (2006; 2021) as refined for the analysis of picture books by Martin, Painter and Unsworth (2013). Secondly, the samples found were explored and classified following a cognitive approach (Lakoff and Johnson 1980, Forceville 2006, 2016; Radden 2002).

The findings show that in this genre suitcases do not only function as symbolic metonymic attributes of migrants, but that they also have a narrative function as instances of a metonymy-based metaphor (Radden 2002) cued as A SUITCASE IS MIGRANT'S TRANSITIONAL LIFE, which is instantiated in the samples analysed in different fashions connecting readers with the migrants' past, (liminal) present or even future lives.

Picture books analysed:

Tan, S. (2014). The Arrival. Melbourne: Hachette Australia Pty Ltd.

Sanna, F. (2016). The Journey. Flying Eye Books.

Guridi, R. (2019), How To Put a Whale In a Suitcase. London: Tate Enterprise Ltd.

Naylor-Ballesteros, C. (2019). The Suitcase. London: Nosy Crow Ltd.

Morales, Y. (2018). Dreamers. Neal Porter Books, Holiday House Publishing, INC.

References:

Culture Kids (n.d.). Suitcases from around the world. For Schools. https://www.culturekids.be/activities-for-schools/

Forceville, C. (2006). "Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for research." In G. Kristiansen, M. Achard, R. Dirven & F. Ruiz de Mendoza Ibàñez (Eds.), Cognitive Linguistics: Current Applications and Future Perspectives. Berlin/New York: Mouton de Gruyter, 379-402.

TOP

Stöckl (eds.), Handbuch Sprache im multimodalen Kontext [The Language in Multimodal Contexts Handbook]. Linguistic Knowledge series. Berlin: Mouton de Gruyter.

Kiely, R. (2005). Transformational learning model for service-learning: A longitudinal case study. Michigan Journal of Community Service Learning. Fall 2005: 5-22.

Kiely, A. & Kiely, R. (n.d.). Unpack your cultural baggage or culture pie. Exercises for Field School. Mount Royal University.

https://www.mtroyal.ca/AboutMountRoyal/TeachingLearning/CSLearning/Faculty/adc _csl_exffs.htm

Kress, G., & Van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design (2nd ed.). London, New York: Routledge.

Kress, G., & Van Leeuwen, T. (2021). Reading Images: The Grammar of Visual Design (3rd ed.). London, New York: Routledge.

Lakoff, G., & Johnson, M. (1980). Metaphors we live by. Chicago: University of Chicago Press.

McAdam, J. E. (2019). Narratives of change: The role of storytelling, artefacts and children's literature in building communities of inquiry that care. Cambridge Journal of Education

49(3): 293-307. http://dx.doi.org/10.1080/0305764X.2018.1524001

Painter, C., Martin, J., & Unsworth, L. (2013). Reading Visual Narratives: Image Analysis of Children's Picture Books. Sheffield: Equinox.

Radden, G. (2002). How metonymic are metaphors? In R. Driven & R. Pörings (Eds.). Metaphor and Metonymy in Comparison and Contrast. Berlin and New York: Mouton de Gruyter, 407-434.

Effects of Metaphors and Gain/Loss Framing on Pandemic Vaccination Responses

Winnie Huiheng Zeng

The Hong Kong Polytechnic University, Hong Kong

Kathleen Ahrens

The Hong Kong Polytechnic University, Hong Kong

Yin Zhong

The Hong Kong Polytechnic University, Hong Kong

Chu-Ren Huang

The Hong Kong Polytechnic University, Hong Kong

In the context of pandemic vaccination campaigns, the role of message framing in the strategic communication of vaccination is evident (Ashwell & Murray, 2020; Kata, 2010). Many studies have shown the importance of gain/loss-framed messages on human decision-making with respect to the current COVID-19 vaccination drives (e.g., Gantiva et al., 2021; Huang & Liu, 2021). Metaphor, as a crucial framing device, has also been found effective in pandemic communication (Charteris-Black, 2021; Musolff et al., 2022). Yet, fewer studies have considered the combined effects of multiple types of message framing in facilitating vaccination campaigns. This study aims to advance the existing literature by investigating how metaphors interact with the gain/loss frames targeting vaccination advocacy messages.

We conduct experimental studies with a mixed-design to measure participants' responses to governmental vaccination messages in Hong Kong and Mainland China. We focus on one type of common metaphors used in COVID-19 discourse - WAR metaphors, and the interaction between metaphors and gain/loss frames in the stimuli design. We design two versions of fictional stimuli of governmental vaccination campaign posts to accommodate the regional differences (Wang et al. 2022). These stimuli are used to test native speakers of Cantonese and Mandarin from both regions. Participants' responses will mainly be measured following the Health Belief Model (Becker, 1974) on predicting human health behavioral intention, including perceived susceptibility (the degree of evaluation of the risk of being infected after getting vaccinated), perceived severity (the degree of evaluation of consequences resulting from getting the disease), perceived benefits (the degree of evaluation of risk or seriousness of the disease after getting vaccinated), and perceived barriers (the degree of evaluation of difficulties related to psychosocial, physical, or financial factors) (Zampetakis & Melas, 2021).

Based on prior findings on the effectiveness of metaphors and gain/loss frames in message framing, we expect to find: 1) Gain-framed messages will be more effective than loss-framed messages in invoking positive responses of participants to pandemic vaccination drives; 2) Messages framed by WAR metaphors will be more effective than non-metaphorical messages in invoking positive responses of participants to pandemic vaccination drives; 3) WAR metaphors will interact with gain- and loss-framed messages in influencing participants' responses to pandemic vaccination drives.

Our study will provide new insights into the effectiveness of combined message framing of vaccination and facilitate strategic public health communication aimed at promoting vaccination in the time of a pandemic.

References

Ashwell, D., & Murray, N. (2020). When being positive might be negative: An analysis of Australian and New Zealand newspaper framing of vaccination post Australia's No Jab No Pay legislation. *Vaccine*, *38*(35), 5627-5633. https://doi.org/10.1016/j.vaccine.2020.06.070

Becker, M. H. (1974). The health belief model and personal health behavior. *Health Education Monographs 2,* 324-473.

Charteris-Black (2021). Metaphors of coronavirus: invisible enemy or zombie apocalypse?

Palgrave Macmillan.

Gantiva, C., Jiménez-Leal, W., & Urriago-Rayo, J. (2021). Framing messages to deal with the COVID-19 crisis: The role of loss/gain frames and content. *Frontiers in psychology*, *12*, 29. https://doi.org/10.3389/fpsyg.2021.568212

Huang, Y., & Liu, W. (2021). Promoting COVID-19 vaccination: The interplay of message framing, psychological uncertainty, and public agency as a message source. *Science Communication*, 44, 3–29. https://doi.org/10.1177/10755470211048192

Kata, A. (2010). A postmodern Pandora's box: anti-vaccination misinformation on the

Internet. *Vaccine*, *28*(7), 1709-1716. https://doi.org/10.1016/j.vaccine.2009.12.022

Musolff, A., Breeze, R., Kondo, K., & Vilar-Lluch, S. (Eds.). (2022). Pandemic and crisis discourse: Communicating COVID-19 and public health strategy. Bloomsbury Publishing.

Wang, X., Ahrens, K., & Huang, C. R. (2022). The distance between illocution and perlocution: A tale of different pragmemes to call for social distancing in two cities. *Intercultural Pragmatics*, *19*(1), 1-33. https://doi.org/10.1515/ip-2022-0001

Zampetakis, L. A., & Melas, C. (2021). The health belief model predicts vaccination intentions against COVID-19: A survey experiment approach. *Applied Psychology:*

Health and Well-Being, *13*(2), 469-484. https://doi.org/10.1111/aphw.12262

A Study on Multimodal Metaphorical Representation of Diseases in Popular Medical Science Animation: A Case Study of Cells at Work

Lei Zhang

Tianjin Foreign Studies University, China

Ronghui Guo

Tianjin Foreign Studies University, China

The present research focuses on the metaphorical representation of diseases in the medical science animation, *Cells at Work I*, with the aim to answer the following questions: What are the main multimodal metaphors used to represent diseases? What are the characteristics of modal configuration in these metaphors? How do the constructed metaphorical scenarios transmit medical knowledge? To answer these questions, the research aims to explore the impact of metaphor in the popularization of medical knowledge, addressing the conference theme of metaphor in discourse.

Multimodal metaphor theory is adopted to analyze *Cells at Work I*, with 14 episodes and about 20 minutes in each episode. As one popular medical science animation, it has been played by 220 million times on Chinese Bilibili Animation platform till now and scored 9.6 by Bilibili users at level 4 or above. In it, two comparable concepts/ phenomena belonging to two different categories are identified as multi-modal metaphors if they are represented by two or more modes and interpreted as source domain and target domain respectively and irreversibly (Bounegru and Forceville 2011). We classify the identified metaphors according to the semantic elements of their source domains, examine their mapping types (Feng 2011; Yu 2013), and explore the functions of the key metaphorical scenarios in great detail.

The analysis shows that WAR and NATURAL DISASTER metaphors take up 68.06% of all the metaphor instances, constructing war scenario and natural disaster scenario to conceptualize the causes, processes and results of different diseases inside human body. In the conceptualization, multimodal mappings account for almost half of the four kinds of identified mappings. They adopt at least two modes to represent both source and target domains, repeatedly highlighting the similarity between war or natural disasters and diseases. The adopted metaphors could emphasize the significance of the immune system in preventing diseases and the risks of diseases to human body.

References:

Bounegru, L & Forceville, C. (2011). Metaphors in editorial cartoons representing the global financial crisis. *Visual Communication*, 10(2), 209-229.

Feng, D. (2011). The construction and categorization of multimodal metaphor: A systemic functional approach. *Foreign Languages Research*, 1, 24-29.

Yu, Y. (2013). A study on news cartoon multimodal metaphorical representation: Classification, underlying mechanism and genre features in terms of mode arrangement. *Foreign Languages Research*, 1, 1-9.

TOP

Talking About Infertility and its Treatment: (Dis)empowerment of Metaphors in Online Communication

Yin Zhong

Department of English and Communication, The Hong Kong Polytechnic University, Hong Kong

Yi Deng

School of English and Education, Guangdong University of Foreign Studies, China

Kathleen Ahrens

Department of English and Communication, The Hong Kong Polytechnic University, Hong Kong

Infertility, the failure of achieving pregnancy after 12-month unprotected sexual intercourse, is a common condition that affects millions of couples globally. Infertile individuals face multiple cycles of medical treatments as well as socio-psychological and emotional sufferings. When it comes to metaphors, infertility treatment was depicted as an eventful journey with "ups and downs" or framed as a win-or-lose situation that showcased "drawing a lottery," "fighting a battle," or "running a race" (de Lacey, 2002; Palmer-Wackerly & Krieger, 2015). However, most studies took a holistic perspective toward infertility without considering the changes during the treatment cycles, although a longitudinal study has proved a strong association between the stages of infertility treatment and different emotional and psychological conditions (Mahajan et al., 2010). Moreover, infertility-related metaphors were given scant attention in the Chinese context, despite that China saw an increasing demand for infertility treatment under the new three-child policy.

This study investigates metaphors used by people facing infertility and receiving infertility treatment (ART/IVF) in an online discussion forum in mainland China. We collected data from the six sections in the forum related to infertility treatment and we further categorized them into three stages: before treatment (Stage I), during treatment (Stage II), and after treatment (Stage III). A bottom-up approach was adopted, and metaphorical instances were annotated manually. The identification and classification procedures include 1) using MIPVU (Steen et al., 2010) to identify metaphors; 2) coding metaphors into source domains (Ahrens & Jiang, 2020) and target domains accordingly; 3) classifying the function of the metaphorical instances; for example, if the metaphors are used for requests, suggestions, communications, etc. We follow the argument that metaphor use should ultimately be centered around their impacts, effects, and emotional associations (Semino et al., 2018).

Our pilot findings suggested that (IVF) TREATMENT is mainly depicted as JOURNEY in Stage I, while PREGNANCY becomes a more common topic in Stage II and Stage III and is framed as GAMBLING, COMPETITION, and EXAMINATION. Infertility-related metaphors were associated with the emotions of *suffering*, *uncertainty*, *worry*, and *depression*. Metaphors are additionally found to empower infertile individuals to solicit informational and emotional support and facilitate social interactions among those involved. This research work provides therapeutic and clinical implications for practitioners involved in communication about infertility and sheds light on understanding the socio-cultural conception of infertility and socio-psychological conditions of the affected groups in mainland China.

References

Ahrens, K., & Jiang, M. (2020). Source domain verification using corpus-based tools. *Metaphor and Symbol*, *35*(1), 43-55. https://doi.org/10.1080/10926488.2020.1712783

de Lacey, S. (2002). IVF as lottery or investment: contesting metaphors in discourses of infertility. *Nursing Inquiry*, *9*(1), 43-51. https://doi.org/10.1046/j.1440- 1800.2002.00126.x

Mahajan, N. N., Turnbull, D. A., Davies, M. J., Jindal, U. N., Briggs, N. E., & Taplin, J. E. (2010). Changes in affect and state anxiety across an in vitro fertilization/intracytoplasmic sperm injection cycle. *Fertility and Sterility*, *93*(2), 517- 526. https://doi.org/10.1016/j.fertnstert.2008.12.054

Palmer-Wackerly, A. L., & Krieger, J. L. (2015). Dancing around infertility: The use of metaphors in a complex medical situation. *Health Communication*, *30*(6), 612-623. https://doi.org/10.1080/10410236.2014.888386

Semino, E., Demjén, Z., & Demmen, J. (2018). An integrated approach to metaphor and framing in cognition, discourse, and practice, with an application to metaphors for cancer. *Applied Linguistics*, *39*(5), 625-645. https://doi.org/10.1093/applin/amw028

Steen, G. J., Dorst, A. G., Herrmann, J. B., Kaal, A. A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification: from MIP to MIPVU*. John Benjamins Pub. Co.

P O S T E R S

Beyond WAR Framing of COVID-19 pandemic in crisis communication in Sub-Saharan Africa

Godswill Chigbu

The Hong Kong Polytechnic University, Hong Kong

Crisis communication by political leaders in Sub-Saharan Africa is a major component of the region's COVID-19 pandemic response system. Its effectiveness in influencing civic responsibility with the adherence of non-pharmaceutical measures, which is mostly evident in the flattened epidemic curves against the projections that Africa would be the epicentre of COVID-19 fatalities, may lie in the metaphorical framing of the pandemic. This is because, from both psychological and sociological approaches, metaphorical framing has proven to be a significant tool of influence for political leaders (Burgers et al., 2016; Semino et al., 2018). Although there are studies on the metaphorical framing of the COVID-19 (e.g., Seixas, 2021; Schnepf & Christmann, 2019), very little attention has been paid to how COVID-19 is framed by sub-Saharan political leaders. Therefore, this study seeks to examine the source domains used in framing the COVID-19 pandemic by the African leaders, establish the mapping principles between the most frequent source domain and the target domain, and relate frequent metaphorical usage in the discourse with the epidemic curves (pandemic outcomes) within a time-frame.

The data collected for this study represents a corpus comprised of national broadcast speeches on coronavirus conducted by three strategic sub-Saharan leaders whose countries have been severely affected by the COVID-19 pandemic since March 2020 and who, during the 1st and 2ndwaves, were also chairpersons of continental/regional economic communities, namely: the Kenyan President and chairperson of the East Africa Community (EAC), Uhuru Kenyatta; the South African President and chairperson, African Union (AU), Cyril Ramaphosa; and the Ghanaian president and chairperson of the Economic Community of West African States (ECOWAS), Nana Akufo-Addo. Sixteen speeches delivered by each of the three leaders between March 15, 2020 and December 15, 2021 were selected and built into a corpus using Sketch Engine. The analyses of the corpus involve metaphor identification and source domain verification following Steen et al.'s (2010) MIPVU approach and source domain verification using the approach by Ahrens and Jiang, 2020. The study follows Ahrens (2010) to establish the mapping principle.

The preliminary results indicated the dominance of the WAR source domain in the corpus, with considerable novel linguistic metaphors. In addition, the COVID-19 pandemic is conceptualized as STORM and JOURNEY. Importantly, the study will offer insight into the underlying reasons for the source-target domain pairing and any possible correlation existing between frequent metaphorical usage and the health crisis at its peak-or-low status.

References

Ahrens, K. (2010). Mapping principles for conceptual metaphors. In G. Low, Z. Todd, A. Deignan & L. Cameron (Eds.) *Researching and Applying Metaphor in the Real World*(pp. 185–208). Amsterdam: John Benjamins.

Ahrens, K., & Jiang, M., (2020). Source domain verification using corpus-based tools. *Metaphor and Symbol 35* (1), 43--55.

Burgers, C. 2016. 'Conceptualizing change in communication through metaphor,' *Journal of Communication 66*: 250–65.

Schnepf, J., & Christmann, U. (2021). "It's a war! It's a battle! It's a fight!": Do militaristic metaphors increase people's threat perceptions and support for COVID-19 policies? *International Journal of Psychology.* doi:10.1002/ijop.12797.

Seixas, C. E. (2021) War Metaphors in Political Communication on Covid-19. *Front. Sociol. 5*:583680. doi:*10.3389/fsoc.2020.583680*.

TOP

Semino, E., Z. Demjen, and J. Demmen. 2018. 'An integrated approach to metaphor and framing in cognition, discourse, and practice, with an application to metaphors for cancer,' *Applied Linguistics 39*(5) 625–45. doi: 10.1093/applin/amw028.

Steen, G., Dorst, A.G., Herrmann, J.B., Kaal, A., Krennmayr, T., & Pasma, T., (2010). *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*, 14. Amsterdam: John Benjamins Publishing.

TOP

The conceptualization of aphasia: metaphor framing in discourse

Jie Fu

University of Amsterdam, Netherlands

Background: Aphasia is a language disorder usually caused by damage or injury to human brain. It affects people's ability to communicate (language production and comprehension). Some former studies by speech-language pathologists (SLPs) have shown that it is not uncommon for people with aphasia (PWA), their caregivers and medical staff to use metaphors when they describe their experience and feelings, and WAR metaphor and JOURNEY metaphor are frequently used conceptual metaphors (Ferguson et al., 2010). This study aims to explore how WAR metaphor and JOURNEY metaphor are employed to conceptual aphasia by PWA, their family caregivers and SLPs.

Method: A database has been built, which consists of texts from an online forum about aphasia. Metaphors are identified by the procedure outlined by Stefanowitsch (2006) and MIPVU (Steen et al., 2010). The concept of "metaphor framing" is introduced to help with the qualitative analysis of the metaphor use in aphasic contexts. Metaphor framing is about how to use metaphors to establish a particular way of thinking about a topic or a social interaction. For instance, "the aphasia recovery is a fight" can be found as a conceptual metaphor when people discuss topics on aphasia. However, for PWA, caregivers and practitioners, it may reflect different feelings and emotions in different metaphor scenarios.

Outcomes: For WAR and JOURNEY metaphors, "the treatment/rehabilitation is a fight/journey" is pervasive in discourse about aphasia. In some cases, aphasia sufferers and family caregivers talk about "to keep fighting" in order to encourage and empower PWA to work hard in their therapies. While in others, when they are disempowered and defeated by the hardship, they may feel it is a lonely fight without support and they have been heavily attacked by aphasia. Though the JOURNEY metaphor is not so "violent" and cruel, a long, "ugly" and "frustrating" journey can show some negative emotions at the experience they do not want to have. However, for therapists, the "war/journey" metaphor framing is used in a more neutral way compared with PWA and their family caregivers.

Metaphorical representations of climate change in The Sun newspaper: a short-term diachronic study (1998-2021)

Ljubica Leone

Lancaster University, UK

The present study aims to investigate metaphorical representations of climate change in the recent past. The objective is to identify metaphors used to represent environmental issues concerning climate change in The Sun newspaper and to examine changing frames during the years 1998-2021.

Existing studies have highlighted the "complex relations between metaphors and people's lives" (Cameron & Low 2011: 1) and described how metaphors influence the representation and conceptualization of social issues (Lakoff & Johnson 2003; Koller 2006). This research strand also includes studies on climate change investigating register variation in the use of metaphors in specialist and non-specialist texts (Deignan et al. 2019) or describing the power of metaphors "to spark people's imaginations to envisage a world without fossil fuels" (Mangat & Dalby 2018: 6). Studies with a diachronic orientation have focused on metaphors in policy documents (Nerlich 2012; Nerlich & Jaspal 2013) and proved that changing aspects registered during the years 1992-

2012 "reflect the culture and values of modern Western societies" and their economies (Shaw & Nerlich 2015: 39). In no case, however, have metaphorical representations of climate change in the UK been described diachronically in data from 1998 to 2021 neither have the changing frames been associated with socio-historical events such as the publication of the Kyoto Protocol (1997) and the COP26-Conference on Climate Change (2021).

The present research aims to fill this gap and to describe metaphors used in discourses around climate change and changing frames during the years 1998-2021.

The present study is a corpus-based investigation undertaken on The Sun Corpus (TSunC) which is a self-compiled corpus of 436,275 words including newspaper articles taken from The Sun which is the most read national newspaper in the UK (https://www.thesun.co.uk/news/9904020/sun-mostread-newspaper-website/). The TSunC consists of two subcorpora of around 220,000 words each covering the years 1998-2001 and 2018-2021. Words denoting issues concerning climate change have been retrieved by using the tool #LancsBox 6.0 (Brezina et al. 2020) and their metaphorical traits have been examined accounting for basic meanings, contextual meanings, and metaphorical uses (Pragglejaz Group 2007).

The analysis reveals that the increasing awareness of environmental issues has worked as the catalyst for metaphorical shifts around climate change. This enhances the link between pragmatic meanings entailed in metaphors and the socio-cultural contexts that may affect the "actualization of a metaphor" (Nazar 2015: 42) and may favor metaphor recontextualization (Koller 2006; Semino et al. 2013).

References

Brezina, V., Weill-Tessier, P. & McEnery, A. 2020. #LancsBox v. 6.x. [software]. http://corpora.lancs.ac.uk/lancsbox.

Cameron, L. & Low, G. 2011. Metaphor and the social world. Introduction to the first issue. Metaphor and the Social World, 1.1, 1–5.

Deignan, A., Semino, E. & Paul, S.A. 2019. Metaphors of climate science in three genres: Research articles, Educational texts, and Secondary school student talk. Applied Linguistics, 40.2, 379– 403.

Koller, V. 2006. Of critical importance: Using electronic text corpora to study metaphor in business media discourse. In A. Stefanowitsch & S. Th. Gries (eds.). Corpus-based approaches to metaphor and metonymy, 237–267. Berlin & New York: De Gruyter.

Lakoff, G. & Johnson, M. 2003. Metaphors we live by. Chicago & London: The University of Chicago Press.

Mangat, R. & Dalby, S. 2018. Climate and wartalk: Metaphors, imagination, transformation. Elementa: Science of the Anthropocene, 6, 58.

Nazar, L. 2015. Metaphor in language, discourse, and history. Gieldan and paien in the medieval English religious use of the MORAL ACCOUNTING metaphor. Metaphor and the Social World, 5.1, 42–59.

Nerlich, B. & Jaspal, R. 2013. UK media representation of carbon capture and storage: Actors, frames and metaphors. Metaphor and the Social World, 3.1, 35–53.

Nerlich, B. 2012. 'Low carbon' metals, markets and metaphors: The creation of economic expectations about climate change mitigation. Climate Change, 1-2, 31–51.

Pragglejaz Group. 2007. MIP: A method for identifying metaphorically used words in discourse. Metaphor and Symbol, 22.1, 1–39.

Semino, E., Deignan, A. & Littlemore, J. 2013. Metaphor, genre, and recontextualization. Metaphor and Symbol, 28.1, 41–59.

Shaw, C. & Nerlich, B. 2015. Metaphor as a mechanism of global climate change governance: A study of international policies, 1992–2012. Ecological Economics, 109, 34–40.

The Sun newspaper. https://www.thesun.co.uk/news/9904020/sun-most-read-newspaper-website/ United Nations Framework Convention on Climate Change website. https://unfccc.int/

Memes' processing in the light of the Multimodal Metaphor and Conceptual Blending Theory

Julia Ostanina Olszewska
Uniwersytet Pedagogiczny w Krakowie, Poland

Aleksandra Majdzińska-Koczorowicz
Uniwersytet Łódzki, Poland

The aim of this paper is to investigate the internet memes on 2022 Russian invasion of Ukraine. The memes exchanged on social media and regarded as networked creativity and a mechanism of political participation are multimodal constructions which activate new frames and meanings and convey information through humor and satire, but are also aimed to be relatable. The impact of internet memes is rather significant mainly due to their visual humor and generative capacity. Understanding of a pictorial blend may rest on the invocation of extensive background knowledge and the completion of complex inferential processes.

The analysis of the chosen memes will be conducted within the cognitive linguistics framework, applying the CMT (Conceptual Metaphor Theory), conceptual integration theory, frame-shifting phenomena which result in online meaning construction, where humorous incongruity derives directly from blending and shows how jokes (about tragedies) may become humorous, due to the frame substitution. It happens mainly because jokes violate the speaker's/reader's expectations and provide a particularly salient example of the frame-shifting phenomenon, therefore the construction of novel frames to accommodate new information inevitably takes place.

In pro-Ukrainian memes against 2022 Russian invasion we can observe three major themes: highlighting the heroism of Ukrainian soldiers and civilians fighting on the front lines to boost the country's morale; mocking Russian troops for their inaptitude and disparaging their president, Vladimir Putin; and criticizing the West, particularly the United Nations and NATO, for not doing enough to help. Humor has an enormous power, especially when facing a brutal, self-aggrandizing and extremely serious authoritarian regime like Russia, "a kind of humor that treats sinister subjects like death, disease, deformity, handicap or warfare with bitter amusement and presents such tragic, distressing or morbid topics in humorous terms" (Willinger et al., 2017: 160). Investigations in the field have found that humor "can help facilitate recovery from stressful situations, even prolonging people's tolerance to physical pain" (Michel, 2017: 25).

The intention of this paper is to examine memes that contain humor provoked by tragedy, since humor is a sort of defensive mechanism which assists in undermining the gravity of the situation, and involve humor processing which requires extensive background knowledge as well as cognitive and affective components**.** The way we interpret memes allow us to be part of the debate and create online communities based on our common values, ideas and beliefs.

References

Dynel, Marta (2011). Blending the incongruity-resolution model and the conceptual integration theory: the case of blends in pictorial advertising. International Review of Pragmatics 3(1): 59–83.

Coulson, Seana, Marta Kutas (1998). Frame-shifting and sentential integration. USCD Cognitive Science Technical Report 98(3): 1–32.

Coulson, Seana (2001). Semantic leaps: frame-shifting and conceptual blending in meaning construction. Cambridge: Cambridge University Press

Fauconnier, Gilles, Mark Turner (1998). Conceptual integration networks. Cognitive Science 22(2): 133–187.

Fauconnier, Gilles, Mark Turner (2002). The Way We Think: Conceptual Blending and The Mind's Hidden Complexities. Basic Books. New York.

Martin, A. Rod (2007). The Psychology of Humour: An Integrative Approach. London: Elsevier Academic Press.

Michel, Alexandra (2017). The science of humor is no laughing matter. APS Observer 30(4): 22–25.

Piata, Anna. (2016). "When metaphor becomes a joke: Metaphor journeys from political ads to internet memes." *Journal of Pragmatics*, vol. 106.

TOP

Willinger, Ulrike, Andreas Hergovich, Michaela Schmoeger, Matthias Deckert, Susanne Stoettner, Iris Bunda, Andrea Witting, Melanie Seidler, Reinhilde Moser, Stefanie Kacena, David Jaeckle, Benjamin Loader, Christian Mueller, Eduard Auff (2017) Cognitive and emotional demands of black humour processing: the role of intelligence, aggressiveness, and mood. Cognitive Processing 18.2: 159–167.

Metaphorical Conceptualization of Homeland in Maria Pawlikowska-Jasnorzewska Last Years' Poetry and its Translations by David Samoylov

Alena Revutskaya

Minsk State Linguistic University, Belarus

Poetic discourse reflects both the individual and the social sides in the human nature. The cognitive studying of poetry is determined by its very value for the nation and the society as people cognize and recognize in poetry their past and present. The inextricable link between a person and the society is embraced by the concept of *homeland* (D. Likhachov) while its metaphorical realization sheds light on the way our individuality is connected to our social behavior. Literary translation being a co-creation (M. Ballard), the translator is capable of reinterpreting this connection.

This study highlights the metaphorical conceptualization of *homeland* in *Bliźni*, *Do rozgwiazdy*, and *Kraków* – the 3 miniatures written by the Polish lyric poet Maria Pawlikowska-Jasnorzewska (1891–1945) in 1942 and translated by the Russian poet David Samoylov (1920–1990) [5]. The corpus of the study consists of 3 original texts of 110 words and 3 translations of 104 words. The selection criteria for the original corpus are the poem creation year, the centrality of the concept of *homeland* and its metaphorical representation. Identified with the MIP at the linguistic level, the translated metaphor is compared to the original one. Samoylov's master translations of five centuries of the Polish poetry constituting an anthology [4], our goal is to determine his creative contribution to the original concept.

In the original corpus, 3 conceptual metaphors were identified: Homeland is a Person (*Kraków*); Homeland is a Plant (*Bliźni*); Homeland is Water (*Do rozgwiazdy*). In accordance with the metaphor translation methods described by P. Newmark [Newmark, 2008] and following the Cognitive Translation Hypothesis [Mandelblit, 1995], we identified 6 substituted images in the translated corpus. Despite being realized under the similar conceptual mapping conditions, the translated poems are rooted in their own context. Considering the context as central to the poetic metaphor creation [Kövecses, 2019], we assume that the translated poetic metaphor may enrich the interpretation of the original one. Thus, the original conceptual metaphor *Homeland is a Person* acquires further development in Samoylov's *Kraków*. In emigration and on the frontline respectively, far from their homes, Pawlikowska-Jasnorzewska and Samoylov had different, although equally painful wartime experience. The Kościuszko Mound is thus reinterpreted as *our own* Mount Fuji – not just a friend, but family to the protagonist, the translation reinforcing the original idea of the poet's close affinity with her hometown. We conclude that Samoylov's poetic integrity equals to the expressiveness of Pawlikowska-Jasnorzewska's figurative thought.

References

Kövecses Z. (2019) *Metaphor universals in literature*. Argumentum. Vol. 15. P. 264–276.

Mandelblit N. (1995). *The Cognitive View of Metaphor and its Application for Translation Theory*. Translation and Meaning. Vol. 3. P. 483–495.

Newmark P. (2008). *A Textbook of Translation*. Harlow: Pearson Education Limited.

Altar'. Pol'skaya poeziya v perevodakh Davida Samoylova [Polish poetry translated by David Samoylov] (2020). Predisl. i komm. G. Efremova [Preface and comments by G. Efremov]. Vilnius.

Pawlikowska-Jasnorzewska M. (1987). Stikhi [Poems]. Moskva: Khud. lit.

TOP

Metaphors in German and Russian radiographic descriptions of lung alterations caused by COVID-19

Eva Katalin Varga
Semmelweis University, Hungary

Katalin Fogarasi
Semmelweis University, Hungary

With the onset of the COVID-19 pandemic, scientific articles and guidelines have emerged internationally presenting the radiological features of COVID-19-induced lung lesions. The first were written in English, but soon descriptions of the typical radiological characteristics also appeared in national language publications.

In medical findings, impressions are often described which are perceived with sensory organs (sight, touch, hearing, and in former times also taste) (Author 2017, Author et al 2021). Since imaging techniques ensure two- or three-dimensional imaging, findings in living patients are perceived only visually. The images suggest consistency, structure, patterning and thickness. To reflect these, metaphors are often used, which - as in pathology and general clinical diagnostics - are derived from everyday sensory experiences. In contrast to conceptual metaphors uncovered in patient utterances (Demjén-Semino 2016), here linguistic metaphors are applied, since the basis for comparison is usually only one visual characteristic.

In English, phenomena familiar from everyday life such as ground glass, crazy paving or tree-in-bud are used as comparisons; these are terms that have become known internationally in the last two years. Some of them were also used earlier for lung lesions, but new ones typical only of COVID-19 have since been added.

In our present study, we have analysed the terminological manifestations of metaphorical English expressions in radiological descriptions of COVID lung with their German and Russian versions. These two languages prefer the use of loan translations (calques) of Latin or English terms in both their anatomical (Author 2014) and clinical terminology (Author 2019). To investigate how the COVID lung metaphors appear in these languages, we collected 20 scientific articles and guidelines in each, and analysed the radiological descriptions of lungs using Sketch Engine. We collected all metaphorical expressions with their concordances, compared them with the English ones, and classified them into semantic groups.

We found that German and Russian physicians often refer to the English expressions for the metaphors, however, an ever-increasing range of translations of the metaphors appears in the national languages, retaining the imagery of the metaphors, even embellishing them or inventing new ones. It can be observed that metaphors help to better know a new phenomenon globally, even in a context where the described object can often only be studied through imaging. Metaphors contribute to knowledge transfer at a very high level, so that they are retained in the national languages as sources of cognition.

References

Adams, A. M. (2017). Linguistic and Conceptual Metaphors of 'heart' in Learner Corpora. University of Kentucky

Demjén, Zs., Semino, E. (2016). Using metaphor in healthcare: physical health. In Demjén, Zs., Semino, E., (eds.) The Routledge Handbook of Metaphor and Language, 385–399. London: Routledge,

Author. (2017)

Lakoff, G. (1993). The contemporary theory of metaphor. In A. Ortony (Ed.), Metaphor and Thought. (2nd ed.), 202–51. Cambridge University Press.

Author. (2014)

Author. (2021)

Author. (2019)

TOP

Popular science genre and Astrophysics

Gloria Zanella

Università di Modena e Reggio Emilia, Italy

This research aims to contribute to the study of metaphors and the description of metaphorical behaviour in the lexicon of astrophysics in *Bonnes Nouvelles des étoiles* written by Jean-Pierre Luminet et Élisa Brune (2011). This book belongs to the genre of the scientific popularization essay. The methodology in this study is based on Prandi's (2002, 2010) typologies of metaphors, which can help to identify idealized cognitive models and propose a classification of metaphors.

The analysis of the source text is focused on the role played by metaphors in two sections of the book: "black holes", treated in *La formation des trous noirs et la relativité générale[1]* (The formation of black holes and general relativity), *Les galaxies* [2] (Galaxies). The findings of this study show the classification of metaphors in the sections of the popularization work, their role as a mean of knowledge for the public interested in the domain of astrophysics, the analysis of translational solutions from French into Italian. The model proposed by Prandi allows for the identification of idealized cognitive models and the classification of the different metaphors encountered in *Bonnes Nouvelles des étoiles*, such as isolated metaphors (*la Voie lactée est une roue*), shared and coherent metaphorical concepts (*les générations d'étoiles*, *les étoiles orphelines*), metaphors created by Luminet (*les galaxies sont des carrousels*), terminological metaphors (*horizon des événements*, *trou noir*, *trou blanc*, *trou de ver*), and also conflictual metaphors (*l'espace est une droite*, *les étoiles sont une nourriture*) as transfer outcomes produced by the power of creation, starting from the elaboration of new concepts and different forms of conceptual conflict.

The results support that translation strategies in French and Italian allowed to transfer the concepts, the idealized cognitive models and the typologies of metaphors into the target language, without losing too much of their "taste". Finally, in the language of astrophysics (Giaufret, Rossi 2010, 2013; Rossi 2015, Clivaz-Charvet 2016) the metaphor sometimes offers brilliant and evocative images, as in the case of *stellar pancake* translated as *crêpe stellaire* by Luminet, where the domain of gastronomy meets the domain of astrophysics and we proposed an analysis that brought us to the choice of potentially appropriate target terms in Italian, to maintain its "taste" in the process of interlinguistic transfer.

References

Clivaz-Charvet, C. (2016), La métaphore par-delà l'infini, Les pouvoirs de la métaphore, Des bénéfices et de l'usage des figures analogiques dans la recherche et la vulgarisation scientifique, Bern, Peter Lang.

Cortelazzo, M. A. (1994), Lingue speciali. La dimensione verticale, Padova, Unipress.

Giaufret, A., Rossi, M., (2010) "L'année mondiale de l'astronomie: la diversité terminologique et culturelle de l'espace métaphorique", in Aa.Vv., Actes du Colloque GLAT 2010, "Le multiculturalisme et le rôle des langues spécialisées", Lisboa, 17-19 mai 2010, Brest, Ed. du GLAT, pp. 131-144.

Giaufret, A., Rossi, M., (2013), "Métaphores terminologiques, circulation des savoirs et contact entre langues", Signes, discours et sociétés, n°10, "La métaphore dans le discours spécialisé".

Humbley, J. (2018), La néologie terminologique, coll. « La lexicothèque », Limoges, Lambert-Lucas.

Kövecses, Z. (2010), Metaphor. A Practical Introduction (2nd edition), Oxford, Oxford University Press.

Lakoff, G., Johnson, M. (1980), Metaphors We Live By, Chicago, University of Chicago Press.

Luminet, J.-P., Brune, É. (2011), Bonnes Nouvelles des étoiles, Paris, Odile Jacob poches.

Musacchio, M. T. (2017), Translating Popular Science, Padova, Cleup.

Prandi, M. (2002), "La métaphore : de la définition à la typologie", Langue française n° 134, "Nouvelles approches de la métaphore", Paris, Larousse, pp. 6-20.

TOP

Prandi, M. (2010), "Typology of Metaphors: Implications for Translation", Mutatis Mutandis, vol. 3, n 2, pp. 304-332.

Rossi, M. (2015), In rure alieno, Métaphores et termes nomades dans les langues de spécialités, Bern, Peter Lang.

Temmerman, R. (2000), Towards New Ways of Terminology Description. The sociocognitive approach, Amsterdam/Philadelphia, John Benjamins.

[1] Chapter V in the second part Nouvelles nationales: les étoiles et la galaxie (p. 170-198).

[2] Chapter I in the third part Nouvelles internationales: les galaxies et l'Univers (p. 201-223)

Work in progress

"This represents Brazil better than samba and soccer": how Brazilians frame Brazil

Vinícius da Rosa da Silva Tavares

Federal University of Rio Grande do Sul, Brazil

In 1958, right before FIFA's World Cup, playwright Nelson Rodrigues wrote that Brazilians have a "Mongrel Complex", which is defined by "the inferiority in which Brazilians voluntarily put themselves in comparison to the rest of the world" (RODRIGUES, 1993, p. 52). Even though Rodrigues was talking specifically about soccer, one may observe the effect of the Mongrel Complex in areas such as education, health, security, art, politics, and others. As part of my Master's thesis, I intend to investigate how we, Brazilians, frame our country and how we act accordingly to these frames. Particularly, I am interested in studying how certain journalistic television programs might influence people's conceptualization of "Brazil". The programs I intend to study are known for portraying stories of crimes in a sensationalist fashion. They tend to typically associate crime as a major trait of Brazilian society, therefore they might play a major role in how their viewers frame Brazil. I am interested in investigating how the viewer may be influenced to conceptualize Brazil after having watched a segment of such programs, especially (I) what part of Brazil do viewers attribute when these journalists refer metonymically to it, and (II) whether they are more inclined to frame Brazil in a negative perspective after having watched a segment of the program. I believe that the journalists use "Brazil" as a "whole" purposefully as a means to hide the "part" they are referring to, leaving the responsibility of filling the gap to the viewer, who might, depending on their own personal beliefs and ideology, attribute different "parts" for the same "whole". This work is currently in the stage of methodology elaboration.

TOP

Adaptation of a Brazilian Portuguese figurative language comprehension test to the English language

Caroline Girardi Ferrari

Federal University of Rio Grande do Sul, Brazil

This presentation discusses the adaptation of a Brazilian Portuguese figurative language comprehension test to the English language. Under the Cognitive Linguistics approach, figurative language comprehension may be an indicator of abstraction processing and cognitive-linguistic developmental markers in growth. In order to establish expected ages in the comprehension of some metaphor-related phenomena, the research group METAFOLIA - Studies in Cognitive Semantics, coordinated by Prof. Maity Siqueira, is developing a broad standardized figurative language comprehension test. This test assesses the comprehension of metaphors, metonymies, idioms, and proverbs, with four verbal and one pictorial task in Brazilian Portuguese. As there is no similar gold-standard test known by us neither in English nor in Portuguese, we aim at expanding COMFIGURA to the English language, following psychometric guidelines and specialized procedures to all the tasks. To adapt and standardize the test in different languages, we start by suggesting the phenomena's dimensions. Subsequently, we propose the steps to adapt the tasks to the English language, as each phenomenon requires specific procedures. When starting to adapt the tasks from Portuguese to English, we noticed some challenges in keeping them standardized, as some items resist a mere translation to another language, especially the ones regarding cultural phenomena. Integrating the theoretical background and the psychometric guidelines, we suggest a dimension hierarchy to be considered on adapting the task, aiming at a standardized test in both languages.

TOP

Exploration of Visual Support for the Interpretation of Metaphor : illustration of the Living Metaphor of Robots.

Isabelle Linden, Bruno Dumas, Anne-Sophie Collard and Anne Wallemacq

University of Namur, Belgium

Our research origins in a double observation. On the one hand, while the identification of metaphors is the subject of formalised methodologies such as MIP [Sem07], MIP-VU [Ste10], DMIP[RBKS18], their analysis and interpretation is largely left to the expertise of the analyst and is very poorly equipped. On the other hand, in various fields, analysts find effective support in graphic visualisations. In particular, while text analysis is the subject of multiple visualization proposals [KK15], no graphical visualization dedicated to the study of metaphors has so far been disseminated.

Our team is exploring the feasibility of developing such a tool. In this perspective, this contribution addresses the following specific research question :

What graphic form(s) should be used to reflect the meaning of a metaphor in a given text and to stimulate a researcher's analytical approach in interpreting a metaphor in a discourse?

The preliminary proposals presented here are the result of workshops conducted by the authors. Following the theory of conceptual metaphor of Lakoff and Johnson [LJ80], these visualisations aim at translating in different visual modes the source and target concept of the metaphor, the relations between concepts and their relations with the words present in the discourse.

Methodology was as such. Listening to the aloud analyses drown by one of them, other researchers transcribed the comments into a graphic form of their choice. The visuals are then presented to the analyst who comments on them. Finally, the proposal is enriched collectively.

Our talk presents some of the produced visualisations and discusses their potential for supporting metaphor analysis. Through this presentation we also wish to discuss with the RAAM community the limits of our proposals, the adaptations necessary to take into account other theories than Lakoff and Johnson's and the interest of integrating such visualizations in an interactive tool.

References

Sem07 Elena Semino et al. 2007. MIP: a method for identifying metaphorically used words in discourse. Metaphor and symbol, 22(1), pp.1–39.

Ste10 Gerard Steen. 2010. A method for linguistic metaphor identification: From MIP to MIPVU, vol.14. John Benjamins Publishing.

RBKS18 Reijnierse, W. G., Burgers, C., Krennmayr, T., and Steen, G. J. (2018). DMIP: A method for identifying potentially deliberate metaphor in language use. Corpus Pragmatics, 2(2), 129-147.

KK15 K. Kucher and A. Kerren, "Text visualization techniques: Taxonomy, visual survey, and community insights," 2015 IEEE Pacific Visualization Symposium (PacificVis), 2015, pp. 117-121, doi: 10.1109/PACIFICVIS.2015.7156366.

LJ80 George Lakoff and Mark Johnson. 1980. Metaphors We Live By. University of Chicago Press.

Ideology and evaluation: Metaphorical (re)framing in translated COVID-19 news discourse in China, the US and the UK

Yufeng Liu

The Hong Kong Polytechnic University, Hong Kong

This ongoing PhD project aims to converge metaphor, translation and journalism studies via the sociological concepts of (re)framing and evaluation. It takes the ongoing global covid-19 pandemic as a case study, in specific, the Chinese-English bilingual opinion articles published by the Chinese *Global Times*, the American *The New York Times* and the British *The Economist* in the year 2020. This project is related to several topics of this RaAM conference, including metaphor in cross-cultural contexts (translation studies), metaphor in politics (COVID-19 pandemic) and metaphor in discourse (media). The utmost objective of the thesis is to explore the interrelationships between evaluation, translation and metaphorical framing in news discourse. Overall, it is aimed at addressing the following three research questions: (1) What metaphorical frames have been used, and how were they distributed in source texts and target texts of GT, NYT and TE Chinese-English bilingual opinion articles in 2020? (2) What are the patterns of source-target mapping principles in source texts and target texts of GT, NYT and TE Chinese-English bilingual opinion articles in 2020 and their association with mediated stance? (3) To what extent do the metaphorical framing and the expressed stance evaluation in source texts and target texts of GT, NYT and TE Chinese-English bilingual opinion articles in 2020 undergo changes over weekly time intervals? To these purposes, the study mainly draws upon Extended Conceptual Metaphor Theory, Stance Evaluation Framework and Corpus Approaches to Discourse Analysis. Multifactorial analysis that examines factors influencing metaphorical frame use and distribution, including the political stance of the newspapers (pro-China, pro-US or pro-UK), readership (Chinese or English) and coronavirus progression section (four quarterly sections) will be carried out to address RQ1. Translation of cross-domain mapping and stance re-evaluation will be coded to address RQ2 and a diachronic perspective will be adopted to capture the real-time changes in the corresponding findings during the ever-evolving pandemic, thus addressing RQ3. A pilot study of 97 Chinese-English pairs GT news headlines and 73 Chinese-English pairs of NYT news headlines shows that metaphor translation is a representation of stance mediation, with significant results in the Lambda test of association. Here, stance is the layman's term for evaluation. This pilot study has been written into a research paper and accepted by *Discourse and Society*. I'd like to present this pilot study and want to discuss the whole PhD project with scholars.

Chinese English-as-a-Foreign-Language Learners' Metaphor Awareness and Metaphor Use in Writing

Ting Ma

The University of Auckland, New Zealand

The three-phase study aims to measure Chinese undergraduate English majors' reception and production of metaphor and examine the feasibility of integrating metaphor-related instruction into a university writing course for improving EFL learners' English language proficiency.

The Preparatory Phase developed and validated three instruments for measuring metaphor awareness in linguistic, conceptual, and communicative dimensions and mapped a picture of

Chinese EFL students' metaphor awareness. Nominal data were collected and analysed through Rasch analysis. In Phase One, metaphor use in argumentative essays was examined quantitatively and qualitatively and associated with metaphor awareness and writing proficiency. Features of metaphor use were revealed by applying the MIPVU (Steen et al., 2010) and a metaphor scoring rubric adapted from Littlemore and colleagues (2014). Metaphor awareness was evaluated by the three instruments developed in the Preparatory Phase and went through Rasch Analysis. The writing quality was scored on the ESL composition profile (Jacobs et al., 1981). Phase Two, a quasi-experimental study, evaluated the effect of a sevenweek metaphor-based intervention on awareness and use of metaphor and writing performance by contrasting the performance of the treatment group with the comparison group. Data were collected and analysed as in Phase One. A case study of four students from the treatment group complemented Phase Two and provided individual experience of the intervention through interviews and journals that were thematically analysed. Classroom observation documented the treatment group teacher's implementation of the teaching plans for the intervention.

Results from the Preparatory Phase suggested that Chinese EFL learners were most aware of the communicative functions of metaphor; it was challenging to identify metaphorical prepositions, adverbs, and adjectives and establish cross-domain mappings of conventional conceptual metaphors. Examining metaphor use in the argumentative essays collected from Phase One showed an overall metaphor density of 15%, predominant use of indirect metaphors, and a substantial proportion of verbal, prepositional, and nominal metaphors. There was mixed and coherent use of conventional themes but a lack of novel source domains. Communicative functions of metaphor extended beyond mere description and explanation to presenting arguments, reinforcing evaluations, expressing emotional attitudes, and constructing textual cohesion. Correlations between metaphor awareness and use were not significant. Metaphor use was only significantly related to writing in terms of mechanics and noticeably associated with content and vocabulary. Quantitative and qualitative results indicated the efficacy of a metaphor-based intervention on enhancing the treatment group's metaphor awareness in the communicative dimension and metaphor use in all three dimensions. No significant increase was detected in the group's writing performance except for moderate progress in vocabulary.

References

Jacobs, H. L., Zinkgraf, S. A., Wormouth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition: A practical approach*. Newbury House.

Littlemore, J., Krennmayr, T., Turner, J., & Turner, S. (2014). An investigation into metaphor use at different levels of second language writing. *Applied Linguistics*, *35*(2), 117–144. https://doi.org/10.1093/applin/amt004

Steen, G., Dorst, A. G., Herrmann, J. B., Kaal, A., Krennmayr, T., & Pasma, T. (2010). *A method for linguistic metaphor identification: From MIP to MIPVU*. John Benjamins Publishing. https://doi.org/10.1075/celcr.14

TOP

Towards shared understanding: The impact of 'mediphors' in doctor-patient

Ndidi Obihara
Elisabeth-TweeSteden Hospital, The Netherlands

M.W.J. Stommel
Radboud University Medical Centre, The Netherlands

J.W. Lardenoije
Rijnstate Hospital, Arnhem, The Netherlands

Gudrun Reijnierse
Vrije Universiteit Amsterdam, The Netherlands

B. Bendermacher
Canisius Wilhelmina Hospital, The Netherlands

W.P.M.S. Spooren
Radboud University, Nijmegen, The Netherlands

Effective communication between health care professionals (HCPs) and patients is crucial to achieve safe and effective health care (Slade et al., 2016). Shared decision making (SDM) is a widely applied model, in which HCPs and patients collaboratively make decisions concerning medical treatment, thereby taking into account patients' needs and concerns (Barry & Edgman-Levitan, 2012; Elwyn et al., 2017). One of the prerequisites for achieving SDM is that shared understanding is established between HCPs and patients (e.g., Santema, et al., 2016). To date, however, low rates of understanding of medical information have been described in the literature (Sherlock & Brownie, 2014).

One way to foster shared understanding between HCPs and patients is by using visual information (Tipotsch, et al., 2016). Visual metaphor might be a particularly useful tool in this respect, because it allows to establish conceptual bridges between HCPs' explanation and patients' environment by describing complex topics in terms of more familiar things (Lakoff & Johnson, 1980). Results of a pilot study we conducted suggest that the use of visual medical metaphors – mediphors – may improve patients' understanding of medical information. Furthermore, a second pilot study suggested that the use of mediphors may also stimulate doctors to simplify their explanation. We therefore hypothesize that mediphors initiate a 'negotiation process', in which HCPs and patients work towards shared understanding as equal partners.

In a two-staged study, we examine the impact of mediphor use by HCPs on comprehension about vascular disease of newly-diagnosed patients. In the first stage, mediphors are designed via co-creation between artists, HCPs, and patients. A number of mediphor prototypes will be outlined in a creative brainstorm session with vascular surgeons and illustrators. These prototypes will subsequently be discussed in a focus group consisting of people with and without vascular disease. In the second stage, we examine the impact of the mediphors (vs. no mediphors) in medical consultations on both patients and HCPs by means of observations, structured interviews, and surveys.

The results of this study will help us gain insight in the effect of mediphors on medical consultation. Data collection will start in April 2022, and full results of the project are expected in Spring, 2023. At the time of the conference, first results of the co-creation process will be available. In this work-in-progress presentation, we will present the co-created mediphors and reflect upon co-creation as a tool for metaphor research.

References

Barry, M. J., & Edgman-Levitan, S. (2012). Shared Decision Making – The pinnacle of patient-centered care. *New England Journal of Medicine*, *366*(9), 780–781. https://doi.org/10.1056/nejmp1109283

Elwyn, G., Durand, M. A., Song, J., Aarts, J., Barr, P. J., Berger, Z., Cochran, N., Frosch, D., Galasiski, D., Gulbrandsen, P., Han, P. K. J., Härter, M., Kinnersley, P., Lloyd, A., Mishra, M., Perestelo-Perez, L., Scholl, I., Tomori, K., Trevena, L., … Van Der Weijden, T. (2017). A three-talk model for shared decision making: Multistage consultation process. *BMJ*, *359*, 1–7. https://doi.org/10.1136/bmj.j4891

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

TOP

Santema, T. B., Stubenrouch, F. E., Koelemay, M. J. W., Vahl, A. C., Vermeulen, C. F. W., Visser, M. J. T., & Ubbink, D. T. (2016). Shared Decision Making in vascular surgery: An exploratory study. *European Journal of Vascular and Endovascular Surgery*, *51*(4), 587–593. https://doi.org/10.1016/j.ejvs.2015.12.010

Sherlock, A., & Brownie, S. (2014). Patients' recollection and understanding of informed consent: A literature review. *ANZ Journal of Surgery*, *84*(4), 207–210. https://doi.org/10.1111/ans.12555

Slade, D., Matthiessen, C. M. I. M., Lock, G., Pun, J., & Lam, M. (2016). Patterns of interaction in doctor-patient communication and their impact on health outcomes. In L. Ortega, A. E. Tyle, H. I. Park, and M. Uno (Eds.), *The Usage-Based Study of Language Learning and Multilingualism* (235-254). Georgetown University Press.

Tipotsch-Maca, S. M., Varsits, R. M., Ginzel, C., & Vecsei-marlovits, P. V. (2016). Effect of a multimedia-assisted informed consent procedure on the information gain, satisfaction, and anxiety of cataract surgery patients. *Journal of Cartaract & Refractive Surgery*, *42*(1), 110–116. https://doi.org/10.1016/j.jcrs.2015.08.019

TOP

Metaphorical conceptualizations of heart in the languages of the Balkans. Case study: the Romanian *heart*

Gina Scarpete Walters

Arizona State University, USA

This work-in-progress doctoral research project investigates variation and universality in metaphorical conceptualizations of *heart* and the emotions associated with them in Modern Greek, Romanian, and Albanian, three Indo-European languages belonging to different linguistic families but all part of the Balkan Sprachbund. However, due to time constraints, the proposed conference paper will discuss corpus-based data for one of the three languages under investigation, i.e. Romanian.

A major research thread in cognitive linguistics has focused on different conceptualizations of internal body organs across cultures and languages (Maalej and Yu 2012; Sharifian, Dirven et al. 2008; Enfield 2002), the semantic sources of the words for the emotions in ancient languages (Kurath 1921), emotions across languages and cultures (Wierzbicka 1997; 1999; 2007), metaphor and emotion (Lakoff and Johnson 1980; 1993; 2003; Kövecses 1990; 2000; 2015), and metaphor in foreign language instruction (see the most recent volume edited by Ana María Piquer-Píriz and Rafael Alejo-González, *Metaphor in Foreign Language Instruction*, 2020). In looking at semantics, culture, and cognition, this research seeks to identify universal human concepts in culture-specific configurations of *heart*. While highlighting the embodied nature of conceptual metaphors, which explains why many languages share the same conceptual metaphors, I attempt to investigate the extent to which some universal conceptual metaphors yield more entailments in one language over another. The conceptualizations of *heart* will be more focused and complex in the languages with numerous entailments. For example, it is expected the data to reveal that the container in HEART IS A FLUID IN A CONTAINER UNDER PRESSURE may be conceptualized differently, in culture-specific ways.

The project will draw on Conceptual Metaphor Theory (CMT) in the tradition of Lakoff and Johnson (1980, 1999) as well as the Key-Word Principle as advocated by Wierzbicka (1997) and the theoretical model of cultural conceptualizations and language as advocated by Sharifian (2007, 2011). These theoretical models, brought together, may be used as an approach to the study of culture given that language is viewed as grounded in cultural cognition. The analysis will be based on linguistic evidence collected from modern corpora and lexicographic databases such as The Reference Corpus of the Contemporary Romanian Language (CoRoLa) and Romanian Text Corpora via Sketch Engine. A mixed-methods design will be employed. This means that the data will be analyzed both qualitatively and quantitatively. Employing qualitative methods will help determine the meaning and understanding of constructs, whereas quantitative methods will help assess the magnitude and frequency of constructs.

References

Enfield, N.J. 2002. Semantic analysis of body parts in emotion terminology: Avoiding the exoticisms of "obstinate monosemy" and "online extension".
Pragmatics and Cognition 10(1–2):81–102.

Enfield, N.J., Majid, A. & van Staden, M. 2006. Cross-linguistic categorization of the body: Introduction. In Majid et al. (Eds), 134–147.

Enfield, N. J. (2006). Lao body part terms. *Language Sciences*, *28*(2-3), 181–200.

Enfield, N.J. & Wierzbicka, A. (Eds). 2002. The body in description of emotion. *Pragmatics and cognition* 10(1–2) (special issue).

Kövecses, Z. & Radden, G. 1998. Metonymy: Developing a cognitive linguistic view. *Cognitive Linguistics* 9(1): 37–77.

Kövecses, Zoltán. 1986. *Metaphors of Anger, Pride, and Love*. Amsterdam: John Benjamins.

Kövecses, Zoltán. 1988. *The Language of Love*. Lewisburg, PA: Bucknell University Press.

Kövecses, Zoltán. 1990. *Emotion Concepts*. Berlin and New York: Springer-Verlag.

TOP

Kövecses, Zoltán. 1991a. Happiness: A definitional effort. *Metaphor and Symbolic Activity*, 6(1): 29–46.

Kövecses, Zoltán. 1999. Does metaphor reflect or constitute cultural models? In R. Gibbs and G. Steen (eds.), *Metaphor in Cognitive Linguistics*, 167–188. Amsterdam: John Benjamins.

Kövecses, Zoltán. 2000a. *Metaphor and Emotion.* Cambridge and New York: Cambridge University Press.

Kövecses, Zoltán. 2011. Methodological issues in conceptual metaphor theory. In Hans-Joerg Schmid and Sandra Handl (Eds), *Windows to the Mind: Metaphor, Metonymy, and Conceptual Blending*. Berlin: Mouton de Gruyter.

Kövecses, Zoltán. 2013. The metaphor-metonymy relationship: correlation metaphors are based on metonymy. *Metaphor and Symbol*, 28: 2, 75–88.

––– (2002). *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.

––– (2005). *Metaphor in culture. Universality and variation*. Cambridge/New York: Cambridge University Press.

––– (2010). *Metaphor. A practical introduction*. (2nd ed.) New York: Oxford University Press.

_____ (2017). *Where metaphors come from: Reconsidering context in metaphor*. Oxford: Oxford University Press.

_____ (2015). *Where Metaphors Come From*. Oxford UP.

_____ (2017). Levels of metaphor. *Cognitive Linguistics*, 28-2, 321-347.

Kövecses, Z., L. Ambrus, D. Hegedűs, R. Imai, and A. Sobczak. (2019). The lexical vs. corpus-based method in the study of metaphors. In M. Bolognesi, M. Brdar, and K. Despot (Eds), *Metaphor and Metonymy in the Digital Age. Theory and methods for building repositories of figurative language*. 149-173. Amsterdam: John Benjamins.

Lakoff, George. (1987). *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago and London: The University of Chicago Press.

Lakoff, G. (1993). The contemporary theory of metaphor. In *Metaphor and Thought*, A. Ortony (Ed.), 202–251. Cambridge: CUP.

Lakoff, G. & Johnson, M. (1980). Metaphors We Live By. Chicago IL: The University of Chicago Press.

Lakoff, G. & Johnson, M. (2003). *Metaphors We Live By*. New edition with Afterword. Chicago: The University of Chicago Press.

––– (1999). *Philosophy in the Flesh: The embodied Mind and its Challenge to Western Thought*. New York: Basic Books.

Maalej, Z., and Yu, N. (Eds.). (2011). Embodiment via body parts: Studies from various languages and cultures. Amsterdam: John Benjamins.

Maalej, Z. (2014). Body Parts We Live By in Language and Culture: The *raaS* 'Head' and *yidd* 'Hand' in Tunisian Arabic. In Brenzinger, M., & Kraska-Szlenk, I. (Eds). (2014). *The body in language: Comparative studies of linguistic embodiment*. (pp. 224–259). DOI 10.1163/9789004274297_013

Sharifian, F., & Palmer, G. B. (Eds). (2007). *Applied Cultural Linguistics: Implications for Second Language Learning and Intercultural Communication*. Amsterdam/ Philadelphia: John Benjamins Publishing Company.

Sharifian, F., Dirven, R., Yu, N. & Neiemier, S. (Eds). (2008). *Culture, Body, and Language: Conceptualizations of Internal Body Organs Across Cultures and Languages*. Berlin: Mouton De Gruyter.

Sharifian, F., Dirven, R., Yu, N., and Niemeier, S. (2008). Culture and language: Looking for the "mind" inside the body. In F. Sharifian, R. Dirven, N. Yu, and S. Niemeier (Eds.), *Culture, body, and language: Conceptualizations of internal body organs across cultures and languages* (pp. 3–23). Berlin: Mouton de Gruyter.

Sharifian, Farzad. (2011). *Cultural Conceptualisations and Language*. Philadelphia: John Benjamins Publishing Company.

Sharifian, Farzad. (2017*). Cultural Linguistics*. Philadelphia: John Benjamins Publishing Company.

Wierzbicka, A. (1997). *Understanding Cultures through Their Key Words: English, Russian, Polish, German, and Japanes*e. Oxford: Oxford University Press.

Wierzbicka, A. (1999) *Emotions across Languages and Cultures: Diversity and Universals*. Cambridge: Cambridge University Press.

Yu, N., & ProQuest (Firm). (2009). *The Chinese heart in a cognitive perspective: Culture, body, and language.* Berlin: Mouton de Gruyter.

TOP