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METAPHOR FESTIVAL

31 AUG - 3 SEP 2016

CONFERENCE

THE USE OF FIGURATIVE
LANGUAGE AND OTHER MODES
OF FIGURATIVE EXPRESSION

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Analysis of Ontological and Epistemological Metaphors in Philosophy

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Thinkers throughout the history of philosophy have applied metaphor in order to describe complex entities. However, metaphor itself had never been a subject of inquiry. At the beginning of the 20th century there was a linguistic turn in philosophy, and it has made a huge contribution into a deeper understanding of various language phenomena. It has been shown that metaphor serves not only as an artistic device; it performs a number of other functions, among which is the most important one for philosophy - epistemological (Black, 1962, p. 25-47).

Although philosophy has begun to raise questions about its basis in metaphor, for a thorough analysis of metaphorical effects in the process of producing new knowledge we should refer to studies of other sciences, in particular, to the empirical studies of cognitive linguistics. This problem is interdisciplinary, so in this case we need to approach from both directions - philosophy and cognitive linguistics. Applying the analysis of cognitive linguistics at the structural level will expand and deepen our understanding of the content of philosophical categories.

In Lakoff's theory (Lakoff, 1990) the cognitive role of metaphors is systematically presented and empirically grounded. One of Lakoff's main theses is that metaphor is not only a phenomenon of linguistic reality, but also is a basic tool of thought itself. Metaphorical propositions are the connecting link between thought, language and ordinary immediate material and cultural human activities.

The structure of the metaphorical process functions through the interaction of two conceptual domains - the source domain and the target domain. The source domain contains images, which are formed on the preconceptual basic level (immediate physical experience) and image-schematic concepts corresponding to these images. Metaphors allow the transferral of concrete images to a more abstract level, on which already known logic applies to the untapped field of knowledge. Subsequently, on the ground of basic concepts or natural metaphors we build our category system towards both higher and lower levels of the hierarchy of concepts.

We can apply this analysis to the fundamental philosophical categories. Firstly, we suggest the category "reflection/mirroring" (Abramenko, 2015), which is a key concept of many epistemological theories. Secondly, we suggest the ontological category "world", which can be considered as a metonymy — the world/a world (Cazeaux, 2007, p. 133-149). Such an analysis of language allows us to critically reconsider many philosophical conceptual systems and eliminate semantic distortion while using categories formed by metaphor.

Keywords: metaphor in philosophy; epistemology; theory of reflection/mirroring; metonymy

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Emotiogenic News Discourse as a Factor Affecting the Health of the Nation

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A new branch of linguistics – linguoecology (ecolinguistics) – allows us to analyze the linguistic prerequisites for the preservation of mental and emotional health and to raise the question of the influence of emotional words on human health. Media discourse may be considered as the most "active" type of discourse that acts as a "trigger" on the recipient's emotions.

News media discourse, in particular, one of its genres – the coverage of terrorist acts – is probably the most emotional news genre, poorly amenable to ecologization. On the one hand, the mass media, maintaining the public's right to information, are obliged to cover an act of terrorism. On the other hand, it puts the journalist in the position of a kind of "accomplice" to terrorists, whose goal is to intimidate survivors, because even when carefully filtered, the report from the scene of the tragedy contributes to the spread of fear and panic among the population. Thus, 399 words of the article "the Second day we die..." about the explosion of the trolleybus in the city of Volgograd in December 2013 (at www.NEWSru.com) consisting of five fragments of stories of news agencies contain 40 words with negative direct or metaphorical meaning. Given the article's 74 words of names and titles, we find that every eighth word in the document presents health-damaging information to the readers.

The videos of terrorist acts are the most stressful aspect for the receivers of this information. The results of our psycholinguistic experiment conducted among Russian and Polish students showed that the group of the most frequent reactions to stimuli 'terrorism' and 'terroryzm' (Pol. for 'terrorism') before and after watching a film of the September 11th 2001 attack changes qualitatively. Thus, the association with "death" raised from 34% before watching the video to 75% after watching the film. Objective reactions of the visual category like 'weapons', 'explosion', 'hostages' changed into emotional ones like 'fear' (45%), 'horror' (30%), 'pain' (31%), which suggests that viewers felt clear negative emotions when watching the film, as if they were going through the horrible event, too.

The situation where the whole population of the world becomes 'bearers' of the invisible stress of being a possible victim of the terroristic act, brings the task of developing own ecological intelligence (Coleman, Smith), i.e. the ability to recognize emotions you transmit or get while reading/watching the negative reports and "emotion management" in solving practical problems of maintaining the reader/viewer/listener's emotional balance.

Keywords: ecological intellect; ecological linguistics; mass media; discourse

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Mappings from the Source Domain of War in Hong Kong Policy Addresses

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The goal of this paper is to examine the extent to which mappings vary according to ideology by analyzing the conceptual metaphors found in the source domain of war in the annual addresses of two groups of politicians: three Hong Kong Governors (1984-1996) and three Hong Kong Chief Executives (1997-2015). These two groups are hypothesized to have very different ideologies, given that the former were colonial governors of the British Empire and the latter are politicians hand-picked by the People's Republic of China to oversee the Hong Kong Special Administrative Region.

For both the Governors and Chief Executives (CEs), bottom-up analyses of the corpora (which can be accessed on-line) determine who is being referred to in the use of the metaphor (i.e. an individual, a government, a country, or some combination thereof), the time frame that that metaphor entails (past, present, future, or some combination thereof), and the topics that are being discussed when this source domain is invoked (i.e. social issues, political issues and economic issues).

The findings indicate that the CEs use the WAR source domain more frequently than Governors (with a normalized ratio [NR] of 1.01 to 0.82). Both sets of leaders use the source domain to address social and economic issues, but only rarely use it to address political issues (NR = 0.05). Within the source domain itself, the lexeme 'fight' maps primarily to social issues, with the focus on crime for Governors and drug abuse for Chief Executives. The lexeme 'strategy' primarily maps to social and economic issues for both CEs and Governors, with the CEs favoring this metaphor in comparison with Governors (NR 0.23 to 0.08). In addition, CEs also use 'strategies' to discuss sensitive political issues. The lexeme 'tackle' is invoked by Governors when discussing social issues, and social issues as well as economic issues by CEs. The difference between 'fight' and 'tackle' for both groups of speakers is that 'fight' is used when discussing negative behavior such as crime and drug abuse, while 'tackle' is used when discussing complex societal issues such as housing, education and environmental protection.

This study shows that the source domain of WAR is used for similar purposes by leaders with different political ideologies. Differences in how the WAR metaphors are used arise as a result of the most salient social, economic, or political issues that are the most challenging to the HK government during that period of time.

Keywords: source domain; political metaphors; Hong Kong policy addresses

Similarity is Closeness: Using distributional semantic spaces to model similarity in visual and linguistic metaphors

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This study is part of a larger study, aimed at mining the similarity between metaphor terms by means of different distributional analyses, based on different streams of semantic information (www.cogvim.org).

In this study we model the latent semantic similarity that characterizes two terms aligned in a metaphor by using a distributional semantic space based on corpora of text (Distributional Memory; Baroni, Lenci 2010).

We initially compare and contrast two samples of metaphors, each of them representative for their modality of expression: visual or linguistic, because popular theories of metaphor claim that metaphors transcend their modality to influence conceptual structures, thus suggesting that different modalities of expression would typically express the same conceptual metaphors (e.g. Lakoff, Johnson 1980).

Yet, we show substantial differences in the degree of similarity captured by the distributional semantic space, with regard to the modality of expression (higher similarity for linguistic metaphors than for visual ones). We argue that this is due to two possible variables: Conventionality (linguistic metaphors are typically conventional while visual are not) and Complexity (visual metaphors have modality-specific inner complexities that penalize the degree of similarity between metaphor terms captured by a language based model).

We also show that while for visual metaphors the average similarity is preserved when the metaphor terms are substituted with semantic neighbors, this is not the case for linguistic metaphors.

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Non-deliberate and Deliberate Metaphor Use in Christian Ex-transgender Personal Stories

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Transgender individuals experience a mismatch between their gender identity and their assigned sex. The ex-trans movement consists of religious organisations that encourage people to eliminate transgender desires and to accept the sex they were assigned at birth. In this study a corpus of 15 Christian ex-trans personal stories is analysed. All stories are published in Help4families.com, a website that invites its members to “*embrace their God-given gender and to depart from the post-modernist view of gender*”.

Research on the transgender population has mainly focused on their medical care and their mental well-being (Dierckx et al. 2016). However, in order to comprehend how transgender and ex-trans people perceive themselves it is necessary to understand how they

talk about their identity. Alexander (2015) claims that constructions of gender via narration are better served by metaphors that capture the lived and embodied complexities of gender. Nevertheless, with the exception of some metaphorical labels relevant to transgender discourse (Persson & Richards, 2008; Kharlamov, 2012), there is only one comprehensive metaphorical analysis of the cognitive models used to understand transgender identity: Lederer, 2015, and the conceptual tools employed by ex-trans are yet to be explored.

This study takes an interdisciplinary approach and focuses on (1) narrative structure and an analysis of the evaluation function in written versions of personal experience (Labov and Waletzky, 1967; Labov, 1972; Lambrou, 2014), (2) qualitative and quantitative analysis of non-deliberate and deliberate metaphor use (Pragglejaz, 2007; Steen, 2011) and (3) a sociological analysis of the way ex-transgenders present themselves and how they guide the private activity of writing a personal story in accordance with the moral standards of a reference group (Goffman, 1956, 1963). The narratology approach aims to describe the ex-trans personal story genre by analysing its fundamental sections and to examine how the narrators evaluate the internal experience of acknowledging their gender and the external experience of sharing it with an imagined audience. The metaphor analysis intends to describe the conceptual systems employed by ex-trans Christians to construct their identity and social role. The possible implications of the semiotic systems chosen are discussed along with the motives behind the need to come up with novel metaphors or to modify existing ones.

This study is the first on ex-trans personal stories and the first deliberate metaphor analysis of gender discourse. It posits metaphor as a basis for understanding complex expressions of gender, focusing on cognitive, communicative and discursive phenomena.

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**French Idioms:
Blending and analogy in the treatment of figurativeness by Italian students**

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This paper analyses the processing of French idioms by Italian students who are studying French as a foreign language. In L2 acquisition it is important to stress the difficulties a learner can run into in both comprehension and translation of various idioms (Wray, 2002). The figurative dimension characterising them can be easily interpreted by native speakers (Wood, 2006; Pawley & Syder, 2000). However, L2 learners usually do not have direct access to idioms' figurative meaning, even if on a first reading, they perceive the "non-pertinence" of the literal sense and grasp that the sentence should be interpreted as figurative (Gibbs, 1986).

Idioms are idiomatic units that are generally acquired at an advanced level of L2 learning. In particular, idioms represent coded polylexical units that have a certain frozenness or form fixity and a certain referential fixity or semantic stability, giving a preconstructed sense that is considered as conventional for a speaker who knows a linguistic code (Nunberg et al., 1994; Gaatone, 1993; Gibbs, 1986; Benson, 1985). Analysing their cognitive treatment by L2 learners allows us to understand various kinds of processes that start during L2 language acquisition.

In this study we will use the blending theory approach (Fauconnier & Turner 2002) to focus on the cognitive operations (i.e. analogy, metaphor, metonymy, hyponymy, hyperonymy, personification) performed by L2 learners. We present a range of idioms to these students, idioms not literally translatable into their native language, and we ask them to translate them into Italian and to interpret them, in order to observe how these idioms are treated.

This kind of approach should allow us, firstly, to show the conceptualization of fixed expressions and their treatment by non-native speakers, which could help provide insight into the conceptual "frames" structuring the acquisition process. Secondly, this analysis should give us an opportunity to bring to light some elements participating in the construction of the fixed mental image generated by the intrinsic figurativeness of the idiom.

Keywords: idioms; figurativeness; blending theory; analogy; frozenness

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Creating Jobs Only for Women: A metaphor analysis

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Recent reforms to Saudi work by women that stem from governmental policies (i.e. the feminisation policy and the Hafez unemployed incentive programme) are aimed at alleviating the high unemployment rates for women through providing new sales jobs that mostly occur in a mixed-gendered workplace. In support of these reforms, articles by female journalists in the Saudi national newspapers contributed to the notion of creating jobs for women, providing major support for state policies as well as urging the state and society to solve the

problem of women's unemployment and critiquing factors which constitute barriers to the full integration of women into the Saudi economy.

Following cognitive approaches to metaphor, metaphor is seen as facilitating understanding by structuring abstract domains in terms of concrete domains (Lakoff & Johnson, 1980). Other cognitive linguistic analysis tools such as the notions of 'image schema' and 'metaphor scenario' will also be drawn on in this analysis. A supplemented thematic analysis of conceptual metaphors is also employed. The results show that female journalists rely on metaphors to negotiate the role of women in society that can be achieved through women's financial autonomy. The results show that metaphor analysis provides an indispensable tool that female journalists drew on in order to achieve their aims.

Keywords: metaphor in discourse; conceptual metaphor theory; social issues

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The Book of Nature as a Conceptual Metaphor and its Linguistic Representation in English Poetry

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Germinated and subsequently developed within ecclesiastical discourse, the BOOK OF NATURE metaphor might be regarded as a specific-level realization of the generic-level structure BOOK OF LIFE within the conceptual metaphor framework (Lakoff & Johnson 1980; Lakoff & Turner 1989). A diachronic study of English poetry (covering the range from the 16th to the end of the 20th century) in terms of the linguistic representation of the NATURE IS A BOOK metaphor, helps reveal two major tendencies: a gradual loss of religious overtones and a shift from the abstract to the sensually perceptible.

In the Renaissance period, the NATURE IS A BOOK metaphor is relatively uncommon, although it allows a certain diversity of concepts within the source and target domains. Linguistically, it is rather abstract, being represented by the 'of-structure' ("fairest book of Nature") or possessive case ("Heaven's book") and frequently including Biblical clichés and references. In the 17th century the linguistic representation of the metaphor becomes more concrete, concentrating on particular objects of nature/the universe (a star, comet, wood, trees, plants) rather than on the world or nature as a whole. Although extension and elaboration take place (Lakoff & Turner 1989; Kövecses 2010), highly unconventional patterns are unlikely to emerge. The 18th century shows greater specification and variety. These poems often focus on the author (God) and the reader of Nature's book (the poet or an ordinary man), with the process of reading being generally confined to deciphering the divine code. All these tendencies are observed and developed in 19th-century poetry. The traditional NATURE IS A BOOK metaphor finds a complex and elaborate linguistic expression, which often

takes the form of extended metaphors. Further concretization of the target domain is observed (from nature as a whole to particular representatives of fauna and flora). In the 20th century this kind of concretization becomes the major trend, while the image of a divine code to be deciphered is viewed as trite or optional. The use of the metaphor in question is marked by a high degree of creativity, unconventional topics and intricate mappings.

A few areas of further investigation can be suggested, such as comparing the linguistic functioning of the NATURE IS A TEXT metaphor in poetry and other types of discourse and a comparative analysis of metaphors related to text as a source domain in other cultures.

Keywords: conceptual metaphor; cognitive poetics; historical poetics

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A Diachronic Investigation of the GREAT CHAIN Metaphor in Religious and Political Discourse: From early modernism through enlightenment

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The GREAT CHAIN OF BEING metaphor (Lakoff & Turner, 1989) has shaped and reflected Judeo-Christian world order since the beginnings of institutionalized religion in the early centuries AD. It establishes a hierarchy of entities existing in the world, with human beings on top and complex objects at the lowest level. Structurally, the GREAT CHAIN is a composite metaphor integrating the BASIC GREAT CHAIN, THE NATURE OF THINGS metaphor, the GENERIC IS SPECIFIC metaphor and the communicative Maxim of Quantity (Lakoff & Turner, 1989, p. 172). Lakoff and Turner provide an elaborated chain, the so-called EXTENDED GREAT CHAIN, which comprises God and the Universe on top of the hierarchy.

As a result of its conceptual and structural complexity, the (EXTENDED) GREAT CHAIN has a strong explanatory capacity in discourses of power. The purpose of this presentation is to uncover (to the extent possible) how the GREAT CHAIN metaphor changed in social, political and religious discourse from the early modern era (the 1600s) through the Enlightenment. Andreas Musolff (2010) calls attention to the importance of diachronic investigation in Conceptual Metaphor Theory in order to account for historical and conceptual variation and relate it to research done in the history of ideas. Such an approach would therefore provide not only a diachronic analysis of the given metaphor at a structural and conceptual level, but would also contribute to a more profound and broader understanding of the discourse itself.

This research takes as its objective an in-depth investigation into the diachronic changes that occur in the (EXTENDED) GREAT CHAIN metaphor through the analysis of selected English and French literary and philosophical texts covering contemporaneous issues of religion and politics, including texts by John Locke, Edmund Burke, Blaise Pascal and Charles-Louis Montesquieu. The corpus will comprise texts of various political and religious philosophies, and the analysis will consider the principal modes of metaphorical creativity (Semino & Steen, 2008). In addition to this analysis, the research also aims at providing an

insight into the possible reasons for variation, which may be explained in terms of Blumenberg's theory of a fundamental paradigm shift taking place at the dawn of the early modern era (1983 [1966]).

Keywords: Great Chain; CMT; discourse analysis; diachronic

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Metaphors about Refugees in the Norwegian Public Discourse 2015-2016

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Starting from previous research into immigration metaphors (Santa Anna, 1999; van der Vilke, 2003; Charteris-Black, 2006) this paper will explore the use of metaphors about refugees in Norwegian political communication and public discourse in newspapers in 2015 and 2016. The approach will be discursive and contextual, investigating the use of metaphors by right- and left-wing politicians and intellectuals in order to discuss whether these political opposites differ when it comes to their use of immigration metaphors.

In British political communication Charteris- Black found that "container" and "natural disaster" metaphors were used in center- and right-wing political communication (Charteris-Black, 2005). The contextual approach will take into consideration the fact that right-wing political communication about immigrants in general and Muslims in particular changed and became less hateful after the terrorist attack at Utøya on 22 July 2011, when 77 people, mostly young adults, were shot and killed by "one of us", the Norwegian terrorist Anders Behring Breivik. After the refugees came in hundreds and thousands to the north of Norway via Russia in autumn 2015, using bicycles to cross the border, the rhetorical climate changed and so did the metaphors in public discourse, especially by the right wing.

My hypothesis is that the pattern of "container" and "natural disaster" metaphors will be the same in Norwegian political communication as in that of Britain, and that the right-wing politicians in Norway will deliver "direct" metaphors with emotional rhetorical potential that the left-wing politicians and intellectuals will comment upon, and that the latter tend to come up with counter-metaphors, one example being the frequent metaphor "tyranny of goodness" used by the Minister of Immigration to characterize bishops who criticized the right-wing part of the government for being inhuman. This metaphor was recognized and commented upon by both left- and right-wing politicians, academics and intellectuals, as well as by the bishops and the clergy in general. The debate was lively and centred around what was meant by the metaphor, as no one and especially not the bishops wanted to be portrayed

as tyrants of goodness. Several counter-metaphors were launched and the prime minister was criticized for allowing one of her ministers to use ‘tasteless rhetoric’.

These metaphors will be discussed with regard to the classical concepts of *logos* (reasoned argument), *pathos* (appeal to the emotions) and *ethos* (establishing the speaker’s ethical credentials) (Charteris-Black, 2006; Sandvik, 2013).

Keywords: metaphor; refugees; Norwegian public debate

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Recontextualization of Deliberate Metaphors in a College Lecture: Problems that arise when metaphorical concepts of academic articles are misrepresented

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Proponents of Deliberate Metaphor Theory (Steen, 2015) have pointed out the importance of deliberate metaphors in communication, since a deliberate metaphor “instructs the addressee to momentarily adopt another standpoint, in another frame of reference, and to reconsider the local topic from that point of view” (Steen, 2010, p. 58). Thus, deliberate metaphors seem to be particularly valuable in communicating complex scientific concepts, as they explicitly provide the addressees with a more familiar or concrete domain from which to approach the scientific one.

In an academic article, John Searle (1980) makes extensive use of deliberate metaphors in the form of a complex metaphorical scenario known as the Chinese Room Thought Experiment in order to communicate his concept of the mind to his addressees. The deliberate metaphors he uses indeed seem to further the addressees’ understanding of his concept of the mind. Some 30 years later, a professor at a US college recontextualized the deliberate metaphors of the Chinese Room Thought Experiment in a philosophy lecture in order to communicate Searle’s concept of the mind to his students. Such recontextualizations of (deliberate) metaphors across registers or genres have already been analyzed by Elena Semino and her colleagues (Semino, Deignan, & Littlemore, 2013; Deignan, Littlemore, & Semino, 2013). However, while their analyses concentrate on the modification of the original metaphors for explanatory, persuasive or affective purposes, my analysis of this professor’s recontextualizations of Searle’s deliberate metaphors focuses on the problems that arise when the original metaphors are modified to such an extent that Searle’s concept of the mind is misrepresented.

The present analysis will first point out the challenges that complex metaphorical scenarios like Searle's Chinese Room Thought Experiment present to educators who have to deconstruct those deliberate metaphors in order to present the scientist's reasoning to their learner audience. We will then analyze the professor's recontextualized metaphors and identify the sources of trouble which cause the misrepresentation of Searle's concept of the mind. This step will show that the professor mixes up parts of Searle's analogy in a way that leads to the opposite of Searle's concept of the mind. The final section will comment on general problems that deliberate metaphors, their inappropriate recontextualization and the resulting misrepresentations of scientific concepts in educational settings may cause.

Keywords: deliberate metaphor; metaphor in college lectures; recontextualization of metaphors; metaphors for the mind

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How Ironic Remarks about Social-category Members Contribute to Stereotype Formation

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Making ironic remarks about categorized individuals has been shown to be one means through which people subtly share their stereotypic views. The Irony Bias (Burgers & Beukeboom, 2016) shows that speakers particularly use irony to comment on stereotype-inconsistent (vs. stereotype-consistent) behaviors. Irony (e.g., "What a smart professor", after a dim comment) allows speakers to share their expectancy with recipients and thereby implicitly maintain existing stereotypes. In this contribution we study whether irony can contribute to the formation of social-category stereotypes for previously unknown groups.

Two experiments tested whether participants exposed to biased communication about an unknown group (1) recognize the biased impression from other speakers, and (2) self-adopt the biased view in their own impression.

Methods

Both experiments used a 3 (Communication pattern: all literal vs. ironic about positive behavior vs. ironic about negative behavior) between-participants design. Participants imagined being a new employee in a company and – based on anecdotes told by their new colleagues – tried to form an impression about a target-group of employees. Eight anecdotes

presented positive and negative warmth-related or competence-related behaviors of target-group members. These were followed by either literal or ironic remarks. In the “all-literal” condition, remarks had equal valence to the behavior described. In the “irony about positive behavior” condition, remarks made about positive behavior were ironic (i.e., opposite valence as the behavior), while remarks about negative behavior were literal (i.e., equal valence). In the “irony about negative behavior” condition, this was reversed.

The dependent variables included (1) the perceived impression of target-group conveyed by speakers, (2) the participants’ own impression, (3) the perceived essentialism of target’s behaviors.

Results

The results for perceived impression demonstrate in both studies that participants (implicitly) recognize the biased pattern in speaker comments, particularly in the “ironic about positive behavior” condition. Speakers making ironic remarks about positive behaviors were perceived to convey a more negative impression compared to the “all-literal” and “ironic about negative behavior” conditions. Participants did not, however, self-adopt the target-group impression conveyed by the speakers.

For essentialism, only experiment 2 confirmed the hypothesized Irony-Bias pattern. In the “ironic about positive behavior” condition speakers were perceived to convey more negative expectations (i.e., negative behaviors are more essential, enduring, and dispositional for target, while positive behaviors are less essential). The reverse was observed in “ironic about negative behavior” condition. These results show how seemingly harmless ironic remarks about members of a previously unknown group may contribute to stereotype formation and maintenance (Beukeboom, 2014).

Keywords: verbal irony; irony bias; social categorization; linguistic bias; stereotype formation; prejudice

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Eros as Thanatos: The conceptualization of sex as a destructive force in Serbian

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This paper deals with expressions referring to sexual intercourse that do not contain typical expletives, but rather verbs such as *odrat* (‘tear off/flay’), *odvaliti* (‘break off’), *razvaliti* (‘break/force open’), *razbiti* (‘break’), *pocepati* (‘rip/tear up’), and *satrti* (‘crush/shatter’). In their primary sense, these verbs denote the use of a strong force exerted on an object in order to cause damage and destruction, and are also used to refer to acts of physical violence. The

expressions analyzed here are typically a part of the highly informal conversational discourse of heterosexual men, who use them either to describe desired (future or hypothetical) intercourse with women, or to boast about their sexual prowess by describing actual intercourse.

If we take into account the fact that conceptual metaphors are an integral part of culture, in that they not only reflect but also constitute cultural models (Kövecses, 2005), this kind of conceptualization of heterosexual intercourse points to the existence of a cultural model where hegemonic masculinity (Connell, 2005; Connell & Messerschmidt, 2005) is not only accepted, but is perhaps the prevalent type of masculinity. Furthermore, it should be noted that, while these expressions can be used when describing rape, they are more often than not used to refer to consensual intercourse. Such a state of affairs could indicate that, for some heterosexual men, this facet of their identity is developed by establishing dominance over women, or, at least, being perceived to do so by their peers.

This paper analyzes examples primarily taken from various online sources, such as the comment sections on news and entertainment sites, forums, social media, etc., although there are also some examples taken from in-person conversations. We examine the context in which the expressions are used, and the deictic orientation of these utterances – whether the women are addressed directly or referred to in the third person – bearing in mind, however, that the (relative) anonymity in online communication provides men with the courage to address women in a manner they would very rarely or never opt for in in-person communication.

Keywords: conceptual metaphor; sex; sexuality; gender; masculinity; destructive force

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Denominal Verbs and Metaphor in Romanian: 'Stop foxing around, verbs! You're gonna get us all confused!'

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The aim of this paper is to bring to attention the issue of literal versus figurative interpretation of denominal verbs from a linguistic and conceptual perspective (Lakoff, 1992), by looking at some Romanian denominal examples elicited from Romanian native speakers.

The question of the interpretation of denominal verbs has troubled many linguists (Kiparsky, 1997; Hale & Keyser, 2002; Harley, 2006), since it is crucial for establishing their source of formation: in syntax or the lexicon. Contrary to Hale and Keyser (2002), Kiparsky (1997) argues that denominal verbs are formed in the lexicon and their internal structure cannot be captured syntactically; rather, such verbs observe a Canonical Use Principle, according to which, if an action is named after a thing, it involves a canonical use of that thing: e.g. to shelve means 'to put on shelves'. However appealing, this canonical constraint fails to

explain all verbs. One can distinguish between RD (rule-derived) and ID (idiosyncratic) denominals, such as 'to dog', meaning 'to chase tirelessly' (Kelly, 1998).

As the issue has not been investigated in Romanian, unlike in English (Kelly, 1998), I have devised a comprehension and elicited production test, where a group of ten Romanian native speakers were given a number of possible, but non-existent denominal verbs, asking for a paraphrase and a sentence for each. Two sets of ten denominal verbs were given: the first set consisted of the verbs *a cireși* 'to cherry', *a struguri* 'to grape', *a vulpi* 'to fox', *a renui* 'to reindeer', *a profesori* 'to teacher', *a marinări* 'to sailor', *a pieli* 'to skin', *a furculi* 'to fork', *a șezlongui* 'to tanningbed', *a microfoani* 'to microphone', while the second set simply added the reflexive clitic *se* '(one)self' to the first set.

The results of the experiment show that speakers interpret the verbs canonically, but this 'canonical' interpretation depends upon the (kind of) subject and object the verb has. Some verbs were interpreted literally (e.g. *a cireși* 'to buy cherries'), others figuratively (e.g. *a vulpi* 'to trick'), and in some cases, both readings occurred (e.g. *a profesori* 'to teach', 'to scold'). When the reflexive accompanies the verb, a change of state interpretation and the 'act like X' interpretation are favoured. The latter gives rise to a metaphorical reading, and arises when the subject is [+animate], building upon a trait that the subject has in common with X (e.g., in the *a vulpi* 'to fox' case, 'being sly').

Keywords: denominal; idiosyncratic; rule; metaphor; reflexive

The Effects of Metaphorical Framing of Political Issues: A systematic literature review

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Metaphors are often used to frame political issues (Bougher, 2012; Mio, 1997), and their effects have been studied from different perspectives, which can be divided into two groups. The first looks at elicited responses of participants exposed to language stimuli: a response elicitation approach (REA; e.g., Read et al., 1999; Steen et al., 2014). The second group takes a critical discourse approach (CDA; e.g., Charteris-Black, 2006; Musolff, 2014), and studies real-world change as a result of metaphorical framing. Despite their differences, both aim to answer similar questions, namely how metaphorical framing of political issues affects citizens and society at large. It is, therefore, important to empirically examine whether these different perspectives report converging or diverging results.

We conducted a systematic literature review and used search strings to find 6,400 relevant journal articles. After applying our inclusion criteria, 71 publications, comprising 96 studies, were fully analyzed. We examined frame characteristics such as the metaphor used in framing (e.g., war) and its ontological referent (e.g., trade). We coded the dependent variable(s), the research method, and chosen perspective (REA, CDA).

Our preliminary analyses show similarities between the metaphorical frames that are studied from different perspectives; the metaphors and their ontological referents are alike, and the framed issues are comparable. However, CDA scholars report on very different effects than REA researchers. All CDA studies report at least one effect of metaphorical framing. Although effect sizes were not quantitatively measured, the authors qualified these effects as quite important, stating that variables like opinion and behavior were affected (e.g., Bartolucci, 2012; Musolff, 2014). In contrast, 31% of the REA studies reported an effect of

metaphorical frames. Although some REA studies found effects on attitude and/or behavior, those effects were often quantitatively small (e.g., Hartman, 2012; Tam et al., 2013). Thus, reported effects diverge substantially between the two perspectives.

CDA and REA scholars question each other in terms of the reliability and validity of their reported results (e.g., Van Dijk, 1993; Steen, 2011). To REA scholars it is important to independently test for effects and to measure effect sizes (Steen, 2011), as opposed to preferred CDA methods. CDA scholars criticize the ecological validity of REA studies, because their stimuli are highly controlled, and thus not resembling natural language (Van Dijk, 1993). Combining the strengths of both approaches and quantitatively measuring effect sizes when using stimulus material that stays close to natural language would be an interesting step forward in metaphorical framing research.

Keywords: metaphorical framing; political issues; effects; different research perspectives; systematic literature review

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How Refugee Metaphors Influence Our Political Opinions

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Public debates on migration are generally characterized by politicians, who for example compare refugees to invading armies (Tsipras: “frontline EU states”), to insects (Cameron: “swarm of migrants”), and to large bodies of water (Hollande: “influx of refugees”; Wilders: “asylum tsunami”; e.g., Baker & McEnery, 2005; Charteris-Black, 2006; Musolff, 2014). Despite previous research suggesting that metaphors are effective persuasion devices (Sopory & Dillard, 2002), recent experimental studies that have focused on the effects of metaphors have provided conflicting evidence for the degree in which metaphors can change people’s attitudes towards political issues (e.g., Reijnierse, Burgers, Krennmayr, & Steen, 2015). This could be explained by the fact that these studies often fail to pay much attention to the contextual factors behind people’s thinking processes with regard to complex societal problems. Accordingly, the objective of this study is to advance our knowledge of the underlying psychological mechanisms involved in persuasion by metaphors. Specifically, this study aims to improve our understanding of how refugee metaphors may impact on political reasoning.

Previous research argues that multiple personal factors could be important in predicting the effects of metaphors on political opinions, such as prior knowledge of the issue, the degree of exposure to the topic, and political sophistication (Reijnierse et al., 2015). One variable that may be equally important for explaining political reasoning and that has not been sufficiently taken into account in metaphor experiments is perceived issue importance (Petty & Cacioppo, 2012). People for whom an issue is personally relevant prove to be more resistant to opinion change, because the beliefs they hold concerning that issue are more easily accessible. For this reason, perceived issue importance might influence the extent to which refugee metaphors have persuasive effects.

The study employs an experimental design in which participants are randomly assigned to the experimental conditions. Participants are subsequently exposed to a news story on the refugee crisis; the story will either contain metaphors or use no metaphors. After the participants have read the story, several variables are measured, including perceived issue importance and attitude towards the political issue. The results of the data analyses will be presented at the conference.

Keywords: metaphor; experiment; political communication; opinions; refugees

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Metaphor, Hyperbole, and Irony: Uses in isolation and in combination in written discourse

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In media discourse, various expressions with figurative language (metaphor, hyperbole, irony) contain a combination of two or more tropes. Consider the Dutch right-wing politician Geert Wilders talking about a “Tsunami of Islamization”, which combines metaphor (immigration as waves) and hyperbole (the most extreme wave possible). Such combinations appear to be very important in public discourse, yet many contemporary studies of figurative language types typically focus on only one specific type of figuration in isolation.

Recently, however, scholars have drawn attention to cases in which two or more tropes are combined (e.g., Barnden, 2015; Burgers, Konijn & Steen, in press), which is part of a debate about the ways in which different tropes are related (e.g., Carston & Wearing, 2015; Gibbs & Colston, 2012). In this debate, much of the literature on the interconnections between metaphor, hyperbole and irony is theoretical (e.g., Burgers et al., in press; Carston & Wearing, 2015), limited to specific (grammatical) constructions (e.g., Barnden, 2015; Veale, 2013) and/or based on experimental research (e.g., Rubio-Fernández et al., 2015). In all these cases, authors present examples of figures in both isolation and combination under the presupposition that they are representative for actual usage in discourse. However, corpus analysts have shown that actual language use often differs from the intuitive assumptions of analysts (Deignan, 2005).

Thus, to further the debate on the combinations of metaphor, hyperbole, and irony, we report on a large-scale corpus analysis of the three tropes within the same corpus. While previous corpus research has focused on metaphor (e.g., Steen et al., 2010a), hyperbole (e.g., Claridge, 2010) and irony (e.g., Burgers et al., 2012) in isolation, to the best of our knowledge, combinations of the three tropes have not yet been systematically investigated in ordinary language.

Our corpus was a stratified sample of Dutch written economic news discourse from the first half of 2014, taken from six news outlets (>54,000 words). Lexical units (i.e., words) were coded for metaphor with the Metaphor Identification Procedure Vrije Universiteit (MIPVU; Steen et al., 2010) and for hyperbole with the Hyperbole Identification Procedure (HIP; Burgers et al., in press). Clauses were coded for irony with the Verbal Irony Procedure (VIP; Burgers et al., 2011). Reliability analyses showed that the three figures could be reliably identified (metaphor: kappa = .71; hyperbole: kappa = .62; irony: kappa = 1.0).

Corpus coding has now been completed and the results will be presented at the conference.

Keywords: metaphor; hyperbole; irony; written discourse; corpus analysis

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Metaphorical Teaching Idioms in an EFL Context

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When a person decides to study a language they must remember that to reach communicative competence it is also necessary to acquire metaphorical competence, since the latter is an essential part of language. Thus, according to Deignan, Gabrys, & Solska (1997), "Metaphorical Competence is believed to consist of metaphor awareness, and strategies for comprehending and creating metaphors" (as cited on Aleshtar y Dowlatabadib, 2014, p. 1897). Hence, as metaphorical language is found in idioms, it is an issue that EFL students have to face at some point in their learning process. Since idioms do not have a literal meaning, it is difficult for students to understand them and even more difficult to learn to use them.

For a native speaker it may be relatively easy to recognize and use such expressions, but how can a student in an EFL context learn metaphorical language without being immersed in the culture where English is the official language?

Some teachers may suggest teaching through a behaviorist way, through a PPP model (Presentation, Practice and Production) but this does not ensure that students will be able to use them properly or even learn them. In an EFL context it is indispensable to overtly teach idioms in a more significant way, teaching not merely the meaning, but also the culture connected with the language.

Our current research attempts to explicate the most common American English idioms in a material type game, based on The Depth of Processing Theory (Craik and Lockhart, 1972) and in the Cognitive Semantics, which consists of three series of cards: in the first series, students are shown an image with the literal meaning of the idiom, but also including some aspects that relate to the real meaning of the idiom; in the second series, there is the idiom in written form; and finally, in the third series, there is the meaning of the idiom. Moreover, the students will have to relate and find the three cards linked to the idiom. Thus, it is expected that learners will interact and determine the connection of all three cards to discover the meaning of idioms in a fun-filled and more meaningful way, without having to memorize them to learn. After that, the students will have to organize them into functions (greetings, saying something positive/negative about someone/something, etc.), so that they will know how and when to use these idioms.

Keywords: idioms; metaphors; metaphorical competence; functions

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Metaphor Analysis in the Study of Career and Work

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Metaphor is a contextually situated social phenomenon and provides a theorising frame for career and work. Within the literature of vocational psychology, dominant metaphors for career development and organisational behaviour have been offered to provide a conceptual framework for studying people's thoughts and actions. Although recognised in the study of career and organisational dynamics, metaphor analysis remains an underutilised research method and, arguably, the validity of established metaphors has not been established. This paper contends that transdisciplinary research of career using narrative approaches should draw on linguistics literature to perform language-in-use analysis of metaphor to facilitate an exploration of career and work.

The paper offers a brief scenario entailing an analysis of metaphor in promotional resources used by a university to advocate career-related benefits of higher education. The analysis was theoretically framed by the conceptual metaphor theory of Lakoff and Johnson (1980) and used the Metaphor Identification Procedure Vrije Universiteit (MIPVU) and the

University Centre for Computer Corpus Research on Language Semantic Annotation Software (USAS) to identify metaphoric expressions and propose metaphoric themes. The results indicate three dominant themes: CONSTRUCTION; ENCOUNTERS AND RELATIONSHIPS; and AN OBJECT. The application of a language-in-use approach to metaphor analysis supports reasonable cultural generalisations to predominant group tendencies in career and work. Enabling people to use conceptual metaphors to deconstruct themes and explore career narratives may open up new opportunities and prove to be transformative.

Keywords: career; metaphor; narrative; organisational behaviour; vocational psychology

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Deliberate Metaphors in Non-native Discourse: Creativity & cultural variation

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Starting from “Conceptual Metaphor Theory” (Lakoff & Johnson, 1980; Gibbs, 2011), our study presents results from the production of metaphor by L2 learners of Spanish, comparing them with those of native speakers. In particular, we analyze the use of creative, transferred and deliberate metaphors.

Metaphors are not only a matter of thought or language, but also of communication (Steen, 2008, 2011, 2015), since language users can deliberately produce a metaphor as a metaphor for the purpose of activating metaphorical reasoning in the receivers’ minds (Nacey, 2013; Steen, 2015). Additionally, even though deliberate metaphors include both conventional and novel metaphors, the identification of deliberateness provides a means of identifying possible creative metaphorical use (Nacey, 2013). Although conceptual metaphors are largely or mostly universal, metaphors vary along cross-cultural and intra-cultural dimension (Kövecses, 2000, 2005; Yu, 1995, 1998). When it comes to L2 production, metaphorical creativity arises because L2 speakers, consciously or not, may create novel metaphors simply by reproducing standard images from their native language (Nacey, 2013).

Taking into account both the universality and culture specificity of metaphor, the aim of this study was to analyze the effect of age, genre and modality of production, source language and/or culture, and L2 proficiency level in the production of deliberate vs. non-deliberate metaphorical expressions in non-native Spanish. Our sample included a total of 240 texts produced by 30 non-native (L1= Arabic) and 30 native speakers of Spanish, divided into three age groups (9, 12-14 years old, and adults). After watching a four-minute silent video on conflict situations in school, participants produced four texts of two different genres and modalities of production: two narratives (oral and written), and two expository (oral and

written) texts (Berman & Verhoeven, 2002). All texts were analyzed according to the 'Metaphor Identification Procedure' (Steen, Dorst, Berenike, Kaal, Krennmayr, & Pasma, 2010).

The results of the study provide a developmental framework for the production of metaphor in discourse. Additionally, and related to the informants' linguistic experience, we offer valuable insights into how cultural variation –or more precisely, its influence on creativity and linguistic expressions– has an impact on the use of metaphors in non-native discourse. Although the metaphors in our corpus are scarce, our results are consistent with those reported by Cuberos, Rosado and Perera (2015), who found that informants showed no symptoms of 'figurative homoiophobia', that is, they did transfer metaphorical matter from their native language to the target language.

Keywords: deliberate metaphor; creativity; cultural variation

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**Not a Holy Father:
Responses of Dutch Muslim teenagers to Christian metaphors**

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Religion is a complex phenomenon, requiring people to believe and trust in a higher power for which they have no tangible proof. This complexity influences the degree to which the divine can be fully grasped by believers. After all, how can one truly understand a concept that, by definition, has no earthly parallel? Both the Bible and the Quran offer a (partial) solution to this problem through the use of metaphor. As shown by Charteris-Black (2004), the Bible and Quran share several conceptual metaphors, such as good is light and divine anger is fire, though there are also clear differences. For example, metaphors highlighting the power of divine retribution and punishment are more widespread in the Quran. Richardson (2012) has argued that there are also important differences in the metaphorical language produced by Christians and Muslims, with Christians focusing on intimate relationships, while Muslims focus on a personal journey of research and reflection (Richardson, 2012).

The current paper describes a small-scale study in which Dutch Muslim teenagers were interviewed in order to establish whether they use metaphors when they talk about their faith and to determine to what extent they accept or resist Christian metaphors. According to Achtemeier (1992), God has revealed Himself in the Bible by means of five principal metaphors, namely God as a king, master, judge, father and husband. The current study investigated whether Dutch Muslim teenagers found these metaphors acceptable as descriptions of Allah. The results indicate that only those metaphors that also occur in the Quran were accepted; the participants resisted the Christian metaphors of the father and husband, based on the claim that these are too 'earthly' to be appropriate. While many of the spontaneously produced metaphorical expressions apply equally to Christianity and Islam, one of Christianity's most fundamental and familiar metaphors – the Holy Father – was found to be categorically unacceptable as a description of Allah. The results suggest that the Holy Books still play a central role in young people's understanding of the divine and that Dutch Muslims may perceive their faith in radically different terms from Dutch Christians even when they have grown up in an essentially Christian society and attend a Christian school. One important follow-up question that arises is whether discussing alternative metaphorical frameworks may help young believers become more self-aware as well as tolerant towards other interpretations.

Keywords: metaphor; acceptability; resistance; religion; Muslim; Christian; Dutch

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The Language of Crisis: A language of polarities

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During states of crisis, whether domestic or international, language may be an ally or, conversely, an opponent. It may be e.g. the ally of those who are in control of the discourse and the opponent of those who in any way contribute to the crisis. In such situations, vantage point becomes an essential point of reference along with multiple context-building events and narratives.

The main objective of the initial stage of this study is to sample language which is used to report and comment on various emergencies. The authors also look at language components concerning the “war on terror” discourse, particularly in connection with specific attacks, such as those in Paris. The language generated from opinion articles, reports and political speeches, as found in on-line texts, reveals a number of polarities which offer clues as to how language is adjusted to specific situations and narratives, be they political or journalistic. It is not surprising that language plays multiple roles and that those in charge of the narratives may easily manipulate emotional inputs or outputs. The various polarities may involve language promoting feelings of security versus language undermining people’s sense of safety by exaggerating their perception of risk; and language defending one set of values versus language condemning/victimising/vilifying/enemising others (US and THEM).

We examine a number of English lexical units, collocations and phrases which seem to have shifted their meanings and others which have been coined and can be identified as euphemisms, understatements, hyperboles, metaphors, and metonymies. Coercive potential versus weapons of mass destruction, assets versus weapons, launching offensives versus mass-casualty attacks, and many others, are among the units investigated.

Different contexts in which these units are used are examined by means of KWIC-concordances from two large corpora: the BNC and the English TenTen corpus, as well as via the online linguistic watch engine GlossaNet: glossa.fltr.ucl.ac.be. TenTen has been found particularly productive, as it is a new generation of Web corpora, created by Web crawling and processed with de-duplication tools: <https://www.sketchengine.co.uk/tenten-corpora/>. The latest version of the English TenTen was created in 2013 and contains 23 billion tokens. Different nouns relating to the discourse of crisis are examined with respect to the light verbs they combine with to form verbo-nominal collocations.

Keywords: language of crisis; euphemisms; understatements; hyperboles; metaphors and metonymies; corpus study

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What Motivates the Ham Sandwich to Sit at Table 20: A pragmatic account of metonymies

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Metonymies are very common in everyday talk, where we refer to objects for their users, places for institutions, customers for the food they order, and so on. As a matter of fact, they do not seem to pose any problems for hearers to understand and interpret them, as most of them tend to pass unnoticed. However, metonymies present several challenges for both cognitive and inferential accounts. In this sense, questions, such as what motivates the use of metonymies in communication, when does the speaker use one expression to refer to another with which it is associated, and what constrains that association, become relevant.

This paper first discusses three different accounts of metonymy: (1) a metonymy-as-a-transfer account that treats metonymy as involving a meaning transfer between properties associated with the lexical meaning of an expression, (2) a conceptual account that considers metonymy as an association process between contiguous items within the same cognitive domain, and (3) and a pragmatic account that explains metonymy as the outcome of inferential processes contextually determined and constrained by the hearer's expectation of relevance. After analyzing the advantages and shortcomings of each of these approaches, I conclude that the pragmatic approach to metonymy offers the most favorable framework to account for metonymy motivation and interpretation, as it is not only able to deal with the most conventional cases of metonymies but also with the most context-dependent and, hence, novel metonymic interpretations.

Keywords: pragmatic account; metonymy-as-a-transfer account; conceptual account; conventional metonymies; novel metonymic interpretation

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Workshop Creative Visual/Pictorial & Multimodal Metaphors in Advertising & Cartoons

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Over the past twenty years, attention to visual (e.g., Forceville 1996, El Refaie 2003) and multimodal metaphor (e.g., Forceville & Urios-Aparisi) has resulted in a growing number of scholarly publications. This work not only feeds into metaphor theory, but can also provide fresh perspectives on the quickly developing discipline of multimodality (e.g., Kress & Van Leeuwen 1996, Jewitt 2009, Machin 2014).

Nonetheless, the whole field of visual & multimodal metaphor is still in its infancy. Among issues to be addressed are the following: (1) CMT's downplaying of what Black (1979) calls "creative metaphor," and a concomitant neglect of the impact of *style* on metaphor interpretation; (2) The virtual absence of theory pertaining to other visual & multimodal tropes besides metaphor (such as oxymoron, symbolism, irony, allegory).

After my introductory analysis of some examples, the participants in the workshop are given the opportunity to analyse their own advertising & cartoon examples (which can be brought or searched for online on the spot – bring your laptop!). These will be discussed centrally in the last part of the workshop.

The Role of Defaultness in Sarcasm Interpretation: Evidence from eye-tracking during reading

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Sarcasm typically conveys the opposite of what is said. For example, if a lecturer expresses mistaken ideas, a student may sarcastically say, "He is the most informed teacher I know!", thereby implying the opposite. The key to understanding such a comment involves computing the gap between a desired state of affairs (an informed teacher) and the reality that frustrates it (an uninformed teacher) (Giora, 1995). Current theories debate whether our ability to compute this difference, and thus understand the comment, is principally determined by properties of the context in which the comment appears (e.g., Gibbs, 1994; Utsumi, 2000), or instead, whether linguistic properties of the sarcastic comment itself are key (e.g., meaning salience, see Filik, Leuthold, Wallington, & Page, 2014; Giora, 2003, or literalness, e.g., Grice, 1975).

The aim of the current research was to test the view that negation generates nonliteral interpretations by default (e.g., Giora, Givoni, & Fein, 2015). To that end, we explored the online processing of affirmative and negative sarcastic utterances in English (e.g. 'He is the best lawyer/He is not the best lawyer'), compared to non-sarcastic control sentences, to investigate whether negative utterances receive a sarcastic interpretation by default. That is, the experiment had a 2 (literal vs. sarcastic) x 2 (affirmative vs. negative) repeated-measures design, allowing us to test whether there were differences in the processing of negative and affirmative sarcastic utterances, compared to literal controls.

Forty participants were recruited from the University of Nottingham community. Each participant read 24 experimental texts interleaved with 28 distractor stories, whilst their eye movements were monitored. A number of measures of reading time (first-pass, regression path, second-pass, and total reading times) were computed. Two (literal vs. sarcastic) x two (affirmative vs. negative) repeated-measures ANOVAs showed that affirmative statements ('He is the best lawyer') presented in contexts which biased a sarcastic interpretation of the utterance were more difficult to process than negative sarcastic statements ('He is not the best lawyer'). Affirmative sarcastic utterances took longer to process than the same statement intended literally, whereas negative sarcastic utterances did not (but see Giora, et al., 2015). Our findings suggest that there is something about negation that leads to negative utterances receiving a sarcastic interpretation by default.

Keywords: sarcasm; defaultness; negation; eye-tracking

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Dickens's Personification and Style: With a special focus on the first-person narrative perspectives

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Regarding Dickens's narrative style in his novels, one notices that his method of expressing varieties of characters and their surroundings is unique and colourful, in that his language includes a large number of rhetorical expressions rich in humour and vividness. In other words, as to his linguistic characteristics it is noteworthy that Dickens focuses on employing rhetorical devices such as similes, metaphors and metonymies, all of which are of great value to him in elaborately delineating the physical appearances and/or distinctive features of various people or substances in his narratives. Thus, in the process of reading Dickens's prose, it would be fundamental for us to shed light on the visionary power of the author's narrative style and discover that his precise and careful definition by metaphor of certain qualities of things leads the readers to visualise the scene in their mind's eye. Above all, the effect of Dickens's rhetorical tropes is not merely an embellishment of description but a symbolisation

of an inhuman and life-lacking society—i.e. his metaphorical descriptions reflect his realistic vision of the first half of the nineteenth-century England, the early Victorian Era during the Industrial Revolution. In other words, he attempts to insinuate to the readers his own world-view of an industrial society by the use of rhetoric.

This paper, therefore, aims to discuss Dickens's frequent and effective use of metaphor and metonymy, as observed in two texts: *David Copperfield* and *Great Expectations*, focusing on how a huge number of descriptions of things as humans are created chiefly from the first-person narratives. That is, this usage provides a crucial key for investigating how both heroes (i.e. David and Pip) frequently tend to personify dismal appearances of their surroundings largely in negative contexts, so that lifeless objects or natural phenomena such as houses, plants and mists may appear more vigorous and powerful in the narrator's eyes.

As its main focus, this paper further examines Dickens's device of attributing human emotions and powers to inanimate objects or to non-human living creatures through a conceptual-metaphor presentation, so as to highlight the analogical correlations between the two referents –the target and the vehicle. In bringing to light how we communicate and process the meanings of Dickens's metaphorical/metonymical expressions, the paper gives a further analysis of the lexical forms, the social and cultural contexts, and frequency data by using linguistic corpora including the author's two texts as regards descriptions of animated artefacts and natural phenomena.

Keywords: metaphor; metonymy; personification; Dickens; cognitive linguistics; stylistics

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On Little Men in the Boat, Sowing Wild Oats, and Uncooked Wieners: Euphemistic and dysphemistic metaphors of sex in *Californication*

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Sexuality is considered by the majority of scholars to be one of the most vital taboo areas (cf. Allen & Burridge, 2006; Jay, 2009). Taboo areas manifest what Halliday (1978, 165) calls over-lexicalisation: an abundance of linguistic units denoting the same concept. These units vary in terms of style, register, connotations, and circumstances of usage, which is referred to

as cross-varietal synonymy, while the linguistic units themselves may be distinguished as euphemisms, dysphemisms, and orthophemisms (all collectively designated as *X-phemisms*) (Allen & Burrige, 2006). Metaphors, being one of the most fruitful linguistic devices and one of the most common figures of speech in everyday life, comprise the bulk of these X-phemisms.

This paper analyses conceptual metaphors connected with sexuality and seeks to determine their source domains (cf. Lakoff & Johnson, 2003), trying to establish whether these source domains are specific for sexuality only or refer to common concepts prevailing in the metaphors related to other areas of human life. The secondary aim of the paper is to compare and contrast metaphors in the Source Text with their equivalents in the Target Text, in order to pinpoint cultural differences and contribute to the discussion on the translatability of metaphors.

The corpus consists of the sex-related lexis extracted from the dialogue list of the first three seasons of the TV series *Californication* and its translation into Polish for HBO Poland. The collected material was coded and labeled in three stages. Firstly, it was grouped into orthophemisms, dysphemisms and euphemisms. The linguistic units labeled as dysphemisms and euphemisms were subsequently distinguished as metaphors. The final step involved deconstructing the conceptual metaphors in search of their source domains and labeling them as lexicalized metaphors, semi-lexicalized metaphors, and creative metaphors (cf. Crespo-Fernandez, 2011). The preliminary analysis of the collected material has produced the following source domains:

- SEX IS A JOURNEY
- SEX IS A BATTLE
- SEX IS WORK
- SEX IS A GAME
- SEX IS COOKING AND EATING
- SEX IS GARDENING

The first four of them are very common relations, used for example to describe life.

Keywords: dysphemisms; euphemisms; sexuality; metaphors

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Domesticated Animals and Farm Life as Source Domains for Metaphors in Polish Political Journalism

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The potential of metaphor to convey satire is frequently aptly employed in the media. This paper focuses on the source domain of DOMESTICATED ANIMALS as employed in conceptual mappings with reference to POLITICIANS. As such it complements the project described in Gieroń-Czepczor (2016), which focuses on the pragmatic and axiological dimensions of conventionalised and novel zoosemic metaphors (Kiełtyka & Kleparski, 2005) attested in Polish public discourse. Metaphorical mappings which involve domesticated animals serve a range of goals including entertainment, (implicit or explicit) criticism, and even abuse. Ludic aspects of animal behaviour coupled with the reality of life farm starkly contrast with the official images of politicians and the realities of political institutions. Facetious portrayals of politicians (PEOPLE/POLITICIANS ARE ANIMALS) successfully undermine their intelligence, integrity, and capacity to govern. Deeply entrenched cultural connotations that surround common animals are ingeniously exploited in entire passages structured around the POLITICAL-REALM-IS-ANIMAL-FARM/WORLD metaphor and its entailments (Lakoff & Johnson, 1980). While the source domain may provide comic imagery, the axiological load (Krzyszowski, 1997) of zoosemic mappings is mostly negative. The entrenched symbolism of the majority of domestic animals accounts for the application of their names as unambiguously derogatory terms.

The empirical material for this study (currently more than 150 zoosemic metaphors) includes citations with lexical representations of the domain of DOMESTICATED ANIMALS collected from printed versions of weekly magazines (*Newsweek*, *Polityka*) and daily reports by top Polish news media within the last four years.

Keywords: conceptual metaphor; zoosemic metaphors; discourse analysis; culture-specific conceptualisations

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Metaphors and Imagination in Literature: The case of science fiction novel series of the XXI century

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Since 1980, when *Metaphors We Live By*, the groundbreaking work of Lakoff and Johnson, first came out, metaphors are no longer an exclusively rhetorical affair. Nobody can claim today that metaphors are just a literary device, something that writers and poets use to adorn their texts. Their work introduced some strong perspectives about how metaphors influence the way we see the world. The conceptual view of metaphor is taken for granted today, and has had an impact on many research fields and in all the communicative domains.

In our paper, we will analyze literature from this perspective, to show how it represents a field in which we can observe the use and evolution of metaphors and imagination. We argue, in particular, that these major conceptual metaphorical schemas act as a gymnasium where individuals and communities can train to cope with the historical changes that cause fear and anxiety.

To test this hypothesis we will examine, as a case study, the success of four science fiction novel series which came out in the United States between 2008 and 2014: *The Hunger Games*, *Divergent*, *The Silo Saga* and *Maze Runner*. They immediately became world-wide best sellers, especially among teenagers, and later served as reference models for the new art of transmedia storytelling.

By analysing these novels, we will show that, despite the current proliferation of a great variety of media, literature still succeeds in being an extraordinary laboratory for producing and testing new forms, one which anticipates or simulates the future. The above-mentioned series, in addition to being similar in terms of narrative structure and processes of transmedialization (spin-offs, films, comics, videogames, fandoms), also have a certain homogeneity in the topics covered and in the way the dystopian future is imagined by teenagers. Not only we do encounter the serialization of forms, but also of the imagination and metaphors and therefore of collective fears that lie behind these stories.

This analysis sheds light on creative metaphors, which cannot be understood by referring only to natural reasons. In our opinion, what instead needs to be taken into account is what happens in the imaginary world, which is what literature is the mirror of. Literature, indeed, simulates the potential conflicts of the present and the future, and tries to invent metaphors to solve them.

This can be a fruitful and promising way to explain metaphors 'we live by' in our previews of the world of the future, probably the most creative and socially relevant conceptual schemas.

Keywords: metaphor; imagination; literature; transmediality; storytelling

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Haven't We Been Cognitive Already? Traditions of Metaphor Theory in Literary Studies

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Beginning with Conceptual Metaphor Theory the cognitive turn has undoubtedly brought metaphor (back) into the focus of scholars from different disciplines and changed the field of metaphor research. However, positions that advocate that “metaphor is a matter of thought” as the central revolutionary claim of the cognitive turn seem to neglect that the notion of cognition is crucial even in the earliest treaties on metaphor and is deeply rooted in different influential theoretical lines of literary studies up until the present day.

A handy division of metaphor theories into a cognitive vs. a non-cognitive camp, therefore, seems to be problematic since it tends to obscure existing similarities at a theoretical level. My PhD project “Transfigurations of Metaphor” aims to offer an alternative perspective by outlining continuities and changes in the notion of metaphor from Aristotle to contemporary cognitive theories. Changes seem to be due to general epistemological dispositions of the context in which a certain theory of metaphor emerges, while elements of continuity seem to reside in structural descriptions like the notion of transport and functional attributions like the idea of cognitive surplus that metaphor can bring about.

Based on three examples from my thesis material, this paper will show why one may claim that metaphor theory in literary studies ‘has always been cognitive’, and the extent to which it is nonetheless different from contemporary approaches. We begin with the classic, Aristotle, who states that metaphor is a means of (philosophical) insight. Nietzsche, instead, reframing the limits of possible insight, closely connects metaphor to sensual perception, touching on current questions of embodiment. Finally, Hans Blumenberg treats metaphors as powerful conceptual structures underlying and constituting our worldview.

Given these examples, I will then claim that the notion of metaphor has always been employed for marking a crucial function of cognitive transport or transgression. The key difference between these older positions and contemporary cognitive theories, therefore, is not so much the connection between metaphor and cognition but rather the differing notions of cognition, the theoretical frame used to describe cognition, and finally the methodological equipment for researching cognitive phenomena and processes. In short: the theoretical similarities are complicated by methodological issues.

Keywords: cognitive turn; literary studies; phenomenology; epistemology; metaphorology

When What We Do Becomes What We Say: Joint epistemic action as the starting point for metaphoricity

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How can it be determined if a group co-creates and negotiates a common metaphorical concept or if they stick each to their own individual concept?

Providing toy bricks as a shared mode besides language and gesture has been elaborated in a number of studies (Heracleous & Jacobs, 2008; Jacobs & Heracleous, 2006; Jacobs, Oliver, & Heracleous, 2013). However the effect of co-creation task and the following reflections about the buildings is not accounted for.

Metaphor and metaphoricity in conversations as opposed to written or planned language has been studied in depth, as well, but not with the focus on negotiation and co-creation of metaphoricity (Cameron & Deignan, 2006; Cameron, 2007; Cameron et al., 2009; Jensen & Cuffari, 2014).

What is suggested by the present study is that for a concept to be co-created by a group, shared modes are not enough. What analysts must be aware of is how concepts travel between modes and participants. For a negotiation and co-creation to take place, using joint epistemic action (Bjørndahl, Fusaroli, Østergaard, & Tylén, 2014; Clark & Chalmers, 1998; Kirsh & Maglio, 1994) integrated with metaphoricity in language and gesture establishes the attractors necessary for a temporarily stable and shared concept (Johnson, 2013).

This paper presents six cases, three of which succeed in co-creating stable metaphorical concepts and three do not. The dominating principle is that concepts appearing in more than one mode are more likely to travel between modes and participants, as compared to concepts occurring only in one mode and with one participant.

The implications of these findings are a new perspective on analyzing metaphoricity in conversation and a more nuanced approach to analyzing the effect of shared modes. What groups do in gesture and epistemic action influences how they conceptualize, and thus what they do becomes what they say, if what they do is distributed over modes and participants.

Keywords: metaphoricity; joint epistemic action; co-creation; metaphors for knowledge; negotiation of metaphor

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Wanderings in the Footsteps of the Suitor: Metaphor and symbol in the Noh Play *Kayoi Komachi*

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Kayoi Komachi ('The Nightly Courting of Komachi') is a Japanese Noh drama with both religious and moral themes that stretch over bitterness and rejected love, remission of sins, and death. As the unmistakable protagonist of the drama – although not in the main role – we find the poet Ono no Komachi. The historical person Ono no Komachi is assumed to have lived some time during the 9th century. Her poems appear for the first time in the poetic anthology known as the *Kokin Wakashū* ('Anthology of Japanese Poetry, Ancient and Modern, 905–14'), but reappear later in other works. The legendary motif of Komachi also appears, not simply and solely in this Noh play, but in several others.

As a legendary figure, Komachi is renowned, not only for her brilliant poetry, but also for her unrivalled beauty – as well as for her tough way of handling the suitors who asked for her hand. The Noh play *Kayoi Komachi*, which clearly is based on the legends of Komachi – although with her suitor in the principal role – was written by Kanze Kiyotsugu (1333–84), and later revised by his son, the Noh play artist, as well as Noh playwright Zeami Motokiyo (1363–1443).

Noh drama is a kind of dramatic art with elements of recitation, dance and music. Its way of playing is characterized by a stylized pattern of movements, in which every gesture has a symbolic meaning. Stylistically, the Noh dramas are characterized by their classical poetical language, with a rhythm organized in five-seven-five moræ.

The aim of this paper is to survey, through an analysis and interpretation of metaphors and symbols in *Kayoi Komachi*, how the drama develops the literary motif of Komachi. The point of departure is that both metaphors and symbols in the drama are closely related to its themes, and that the poetic devices such as allusion, wordplay and networks or paradigms of words, similar to Michael Riffaterre's descriptive system, support and develop the metaphoric and symbolic language of the text. Besides the textual metaphors and symbols we shall also take a look at the drama's performative symbols.

Keywords: *Kayoi Komachi*; the Nightly Courting of Komachi; Noh drama; Ono no Komachi; classical Japanese poetry; legend; Kanze Kiyotsugu; Zeami Motokiyo; metaphor; symbol

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**Sovereignty Metaphors in Southern Baptist Rhetoric:
An analysis of conceptual metaphors in Westboro Baptist and Pleasant Valley Baptist
Church sermons**

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The Cognitive Theory of Metaphor states that metaphors are not simple linguistic ornamentation but are complex systems of understanding one thing in terms of another, which heavily impacts the way in which we engage with the world and others (Lakoff, 1980). Nowhere is this more evident than in religious rhetoric, which attempts to provide several systems of metaphor in order to understand one of the most abstract concepts: God.

This paper analyzes six sermons from two Southern Baptist churches, outlining a system of conceptual metaphors related to the sovereignty of God and warfare. I then present the historical origins of this metaphorical system and argue that the nature of religious practice sustains the vitality of the Sovereignty metaphor and prevents it from becoming conventionalized. Due to the nature of religious belief, the metaphors used in the sermons are interpreted as patently literal in what they attempt to describe, which suggests some surprising insight into the nature of conceptual metaphor.

The Sovereignty metaphor is then contrasted and compared with other well-documented systems of metaphor which exist in Christian rhetoric and the issue of how these metaphorical systems influence inter-religious aggression is addressed.

Keywords: religion; cognitive linguistics; metaphor; historical metaphor; rhetoric

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Attractive Apps: Explaining download success with visual metaphors and other cues

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Consumers face an embarrassment of riches when browsing or searching for mobile device applications. Services such as Apple's App Store and Google Play host extensive catalogs of apps that serve a wide variety of functions. Deciding which apps to download to one's device requires decision making on the part of the consumer. Accordingly, app developers work to maximize the appeal of their products through exciting and intuitive presentations in the app stores. Users also hold power through their ability to rate and review apps. Previous research by the authors has illustrated that the presence of visual metaphors was positively linked to the number of app downloads for transportation apps in the Google Play store. Positive ratings and reviews from users were also predictive of app download success.

The present investigation builds on those previous findings by means of a content analysis of the free and paid apps available from the Google Play categories of finance and medical apps. Apps in these domains present potential benefits for users, but may also

warrant substantial judgment in their selection. App icons were coded for the presence of visual metaphors, following the classification of Forceville (1996): visual similes, hybrid metaphors, contextual metaphors, and verbo-pictorial metaphors. Furthermore, we also looked at visual anthropomorphism as an additional type of visual metaphor (e.g., Delbaere et al., 2011). Additionally, drawing from the MAIN (modality-agency-interactivity-navigability) model of online credibility heuristics (Sundar, 2008), we also coded for the presence of old media heuristics, realism, authority cues, bandwagon cues (ratings and reviews), the ability to preview screenshots or videos, bells-and-whistles cues, and recency cues. Furthermore, we will investigate the explanatory power of immediately available heuristics (those presented in the app store listings) versus those that require more effort to access (those presented on individual application pages), to predict the number of app downloads.

Coding is currently underway, with samples of $n = 1,079$ medical apps and $n = 1,080$ financial apps. The analyses are expected to be completed in June 2016. The results will provide empirical evidence for the question of whether or not visual metaphors are effective as persuasive cues in these new media environments.

Keywords: mobile apps; visual metaphor; visual design; MAIN model; online credibility; heuristics; online reviews; app stores

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Metaphor and Cognitive Salience: A cognitive functional approach to figurative language

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Most broadly, the meaning of a linguistic expression consists of both conceptual content and a particular way of construing that content. When we encode conceptual content linguistically, we necessarily impose upon it a certain construal such as specificity, focusing, perspectives, or salience (Langacker, 2008). Taking this general principle as the starting point, this paper examines conventional patterns of construal of poetic metaphors in English. The vast majority of cognitive studies (e.g., Lakoff & Turner, 1989) have focused on conceptual contents of metaphors: mappings between the source and target domains. However, a different linguistic form reflects a different pattern of construal, and a different construal leads to a different communicative function. In this respect, the investigation of the conventional construal of a metaphor can play an important role in cognitive functional studies of figurative language.

This paper seeks to reveal grammatical patterns of metaphors, which manifest a conventional construal of cognitive salience, using insights from studies on information structure (Lambrecht, 1996) and Cognitive Grammar Theory (Langacker, 1987, 2008). The 200 poetic metaphorical expressions are selected from the 6,500 metaphors across various

registers found in *Metaphors Dictionary* (Sommer & Weiss, 1996). Each of the examples is analyzed and described from two distinct viewpoints: a topic-focus distribution analysis from the functional viewpoint and a trajector-landmark alignment analysis from the cognitive viewpoint. On the one hand, the functional analysis shows that the focus of a clause tends to be an element of the source domain, while the topic is likely to be an element of the target domain. On the other hand, the cognitive analysis indicates that the landmark (i.e., the secondary salient element in a relationship) is likely to correspond to the source domain, and the trajector (i.e., the primary salient element) to the target domain. These tendencies can be interpreted as suggesting the following general principle: a metaphorical vehicle in the source domain is encoded linguistically as a less accessible and less salient entity.

Previous studies of conceptual metaphor have defined a metaphor as a mapping across conceptual domains and underestimated the role of the linguistic forms of metaphorical expressions. Construal acts as an intermediary between grammatical patterns and conceptual structure. This paper will show that there can be generalizations of grammatical structure of metaphorical expressions, which reflect our conventional construal imposed on the source and target domains of metaphor.

Keywords: construal; cognitive salience; grammar and figurative language; information structure

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Metaphor in Broadcast Journalism

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This paper seeks to investigate and explore the ways metaphors are used to talk and think about current events in American and British broadcast news media. More specifically, it is concerned with how media messages are shaped via metaphor, what conventional linguistic and conceptual metaphors are dominant, and whether the use of these dominant metaphors may have any bearing on language users' reasoning and behaviour. Following Steen, this third dimension is added to the two-dimensional model of metaphor offered by Conceptual Metaphor Theory. Metaphor thus becomes a matter of not just thought and language, but primarily of communication. The power of metaphor lies in its deliberate use, which consists in drawing the addressee's attention to the source domain. This can be achieved by using either indirect or direct metaphors. The latter may include cases of the deliberate use of extended metaphors, e.g., the use of 'direct' and non-metaphorical language where an

underlying conceptual metaphor is activated through the introduction of an 'alien' frame, such as, for instance, terrorism as a means of explaining the nature of Ebola virus disease (Oct. 2014 CNN interview excerpt with Alexander Garza, Assoc. Dean of Public Health, St. Louis University).

This investigation adopts a methodology which derives from CMT, and more recently, with slight modifications, MIP(VU) and Steen's five-step method for the identification of linguistic and conceptual metaphor, respectively. In MIP(VU), pursuant to Dancygier and Sweetser, my suggestion is to think about asymmetries in intersubjective and cognitive accessibility rather than concrete-to-abstract asymmetries, in determining and comparing contextual and basic senses. In line with Sullivan, I recognize the importance of taking into account the grammatical category of potentially metaphor-related words and particularly the relations between them, as these may constrain which words can be related to metaphor. In the five-step procedure, I follow Steen in his application of the method, adjusted to include a distinction between deliberate and non-deliberate metaphor.

This paper may have some implications for communication in the media and, in more general terms, metaphor identification and analysis. The analysis of a number of media discourse excerpts reveals a general tendency to sensationalise or even distort the content communicated on news channels, such as CNN in this case. This may cause unnecessary fear or even panic among the public. Metaphor is a powerful tool for shaping views and opinions. When overused or misused, it may have dire consequences, with the public being misinformed rather than well-informed.

Keywords: metaphor; indirect / direct / deliberate metaphor; metaphor identification; conceptual frame; conceptual domain; broadcast journalism; media

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Metaphor in Academic Lectures

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Metaphor has been considered an essential communicative device in a range of different kinds of discourse. Research on variation in metaphor use across registers is scarce, however, with recent notable exceptions by Steen et al., 2010, Dorst, 2011, Krennmayr, 2011, Kaal, 2012, and Hermann, 2013. Their research looks at metaphor use across a range of registers in the VU Amsterdam Metaphor Corpus, which contains fiction texts, news texts, academic texts, and conversations. Metaphor exhibited different patterns of distribution across word classes and registers.

In this paper we report on a study of university lectures collected by Beger (2011). University lectures are about academic topics but, since they are delivered orally, the patterns of metaphor use may resemble conversations rather than those in the written registers. Using the same coding protocol as Steen et al., we test whether the distribution of metaphor across word classes can be situated somewhere between the conversation register and the academic register. Secondly, we create a register profile on the basis of Biber (1988, 1989).

Keywords: metaphor; registers; lectures

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The Interplay of Sensorimotor and Cultural Experiences in Biblical Metaphors of Sin

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The concept of sin is one of the key issues in the Christian religion since its existence in humans was the reason for Christ's coming into the world to save humankind. However, the concept of sin itself is highly abstract and difficult to define. As noted by biblical scholars, sin is in the Bible frequently portrayed via metaphors based on Hebrew (Old Testament) or Greek (New Testament) vocabulary. The most common metaphors for sin include: BURDEN, DEBT, LEPROSY, SLAVERY, LION, STAIN, SLAVEMASTER, KING, and MILITARY CONSCRIPTOR (Anderson, 2010).

Lakoff & Johnson state that "the conceptual systems of cultures and religions are metaphorical in nature" (2003: 40). In conceptual metaphor theory it is claimed that metaphorical mappings are rooted in people's bodily (i.e. sensorimotor) experiences, which give rise to the so-called preconceptual image schemas. These schemas are mapped onto the more abstract conceptual domains in the metaphorical process (Johnson, 1987: 126). However, cultural experiences may also sometimes play a role in creating metaphorical mappings, often providing us with scripts or scenarios of particular events, which in turn may structure the metaphorical conceptualization of abstract reality (Lakoff, 1987).

The aim of the current presentation will be to analyze the metaphors of sin used in the Bible from the perspective of cognitive semantics. It will be shown that the list of the common

metaphors of sin presented above is actually incomplete. In the Bible sin is conceptualized by means of various metaphors, which can be based on either sensorimotor or both bodily and cultural experience. Among the most common schemas underlying the conceptualization of sin there are, for instance, CONTAINER (*live in sin*), SOURCE-PATH-GOAL (*lead Israel into sin*), UP-DOWN (*fall into sin*), or FORCE (*be overcome by sin*). In combination with cultural experiences these schemas give rise to compound metaphors for sin (Evans & Green, 2006, p. 304-310), such as TRESPASS, FALLING ON THE ROAD, BREAKING THE LAW, GETTING LOST, BECOMING THE DEVIL'S CAPTIVE, SLEEPING, and a number of others to be included in the presentation and supported with examples from the Bible.

Keywords: conceptual metaphor; sin; Bible; sensorimotor experience; cultural experience

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Expressions Which Describe Excess and Conceptual Metaphor

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Espinal and Mateu (E&M) (2010) claim that the 'excessive' interpretation of "Head Off" Expressions (HOEs) and resultatives in (1) is derived from metaphor (2):

- (1) a. John laughed his head off.
b. We yelled ourselves hoarse.
- (2) (AN EXTREME) INTENSITY IS (AN EXCESSIVE) CHANGE OF LOCATION/STATE (E&M (2010: 1406-7))

Although I basically concur with their argumentation, two problems should be pointed out. First, while E&M focus on the intensifying construal of HOEs, they may receive literal interpretation depending on the context:

- (3) The android {worked/danced/laughed} its head off, and it fell to the ground.

No pragmatic inference is required here, since this is interpreted literally. Second, metaphor (2) is too specific. While metaphors should be human-universal (Lakoff and Johnson (1980)), E&M test its applicability only to HOEs and resultatives. Hence, metaphor (2) lacks versatility.

Given these matters, I alternatively propose a more general metaphor:

- (4) INTENSITY IS IMPROBABILITY

Here, the abstract concept of intensiveness in the target domain is conceptualized as improbability in the source domain. This can be applied to excessive expressions in other languages:

(5) German
Er schrie sich die Lunge aus dem Hals
He screamed REFL-DAT the lung out-of the neck
'He screamed his head off.' (E&M (2010:1404))

Although E&M also offer the intensifying expressions of Catalan, Greek, Italian, Polish, Russian, and Spanish, they do not mention the applicability of metaphor (2) to these examples. Instead, metaphor (4) shows why 'excessive' interpretation is conceptualized as "inalienable detachment."

Other than examples which E&M offer, hyperbole is observed in Dutch, Chinese, and Japanese:

(6) a. Dutch
Ze zong haar longen uit haar lijf.
she sang her lungs out-of her body
'She was singing her lungs out.'
(Cappelle (2014:263))

b. Chinese
Tā xià pò lē dǎn
he surprise break ASP liver
'He was surprised as if his guts were smashed.'
(<http://cjjc.weblio.jp/sentence/content/%E5%90%93>)

c. Japanese
Taro-wa sono shirase-ni koshi-o nukashi-ta
Taro-TOP that news-DAT waist-ACC pull-PAST
'Taro was surprised at the news as if his waist were pulled out.'

Without metaphor (4), these could not safely be interpreted hyperbolically, since postverbal elements do not have literal meaning. Therefore, it can be concluded that metaphor (4) is valid cross-linguistically. There are other hyperbolic expressions to which metaphor (4) can be applied. They will be discussed in the presentation.

People often depend on pragmatic inference when interpreting non-literal expressions. This study thus showed that sentence interpretation is deeply related to our cognitive activity.

Keywords: conceptual metaphor; excessive interpretation; hyperbole; "head off" expressions; resultatives

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Using Clean Language to Model Embodied Mental Metaphors

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In the 1980s a counselling psychologist, David Grove, devised a therapeutic method for working with the metaphors used by his clients who suffered from severe traumatic memories (Grove & Panzer, 1987). Grove's method not only worked with the client's language but also with their mental metaphors and the embodiment of those metaphors (Casasanto & Gijssels, 2015).

Since metaphors are pervasive in everyday speech and thought (Lakoff & Johnson, 1980) Grove created a precise set of questions that minimally introduced his own verbal and nonverbal metaphors into the conversation. He called the questioning process Clean Language.

In the 1990s Penny Tompkins and I systematised Grove's work so that, in addition to psychotherapy, it could be applied in business, education, health and research (Lawley & Tompkins, 2000).

Our generalised version of Grove's approach, Symbolic Modelling, applies Clean Language and Cognitive Linguistics to modelling mental constructs. The clean practitioner takes a biological phenomenological stance i.e. a third-person modelling of a first-person reality *from the latter's perspective* (Maturana & Varela, 1992). This can go beyond the identification of metaphors to discovering *how* they work together to form a coherent model that shapes meaning, decisions and action (Tosey, Lawley & Mees, 2014)

Over 60 theses, academic papers and professional articles have been published which make use of a clean approach. Recently Clean Language has been systematically used in qualitative research interviews. By adhering to a strict protocol the interviewer is prevented from introducing any content or leading questions into the conversation, ensuring that the descriptions obtained are sourced exclusively from the interviewee's personal vocabulary and experience. A spin-off from this research has been the development of a detailed method for assessing the 'cleanness' of *any* interview and therefore the authenticity of the data collected.

Drawing on my 5,000+ hours of face-to-face implementation, this presentation will review the development of clean approaches to modelling embodied mental metaphors.

Metaphor as a Tool of Legitimization in Taiwanese Political Discourse

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The aim of this research is to explore a crucial use of metaphor related to legitimization strategies in Taiwanese society. It is widely agreed that metaphors have evaluative and persuasive characteristics that work by means of evoking unconscious emotional associations. This study examines how people employ some metaphorical strategies of language to legitimize their intended goals, and exploit the rhetorical functions and power of metaphors in current public speeches, focusing on two contentious issues, specifically 'the Sunflower Student Movement' and 'the Anti High-school Curriculum Movement'. The data collected for the analysis consists of public speeches and slogans concerning two issues, as available from

Yahoo's and Google's news in Taiwan, for the period of 19 March 2014 to 11 April 2014 (for the former issue) and of 1 May 2015 to 15 August 2015 (for the latter issue). In identifying metaphorically used words in discourse, we need an explicit "metaphor identification procedure" (MIP) to be employed in the analysis of the linguistic forms or conceptual structures of metaphor in usage for the description of conventionalized metaphor in grammar, or for the description of all lexical metaphor in usage. The Pragglejaz (2007) procedure was therefore employed to help find metaphorically used words in natural discourse.

The analysis first demonstrates how social actors employ specific metaphorical devices (e.g., 'black box' 黑箱/ hēi xiāng) to serve the purpose of a legitimizing argument against opponents who violate the rules of democracy and people's shared normative expectations. Next, I argue that the function of a legitimized action also allow political actors to persuade the audience and mobilize the highest number of the electorate in an attempt to maintain or obtain political power. Finally, an account is provided for the use of the legitimization technique to create the polarizing concepts of positive 'us' (good/hero/victim) and negative 'them' (evil/villain/aggressor) in an attempt to discredit one's adversaries. In other words, legitimization strategies allow politicians to present themselves in a positive light, to disgrace their opponents, to justify their own behavior and to assert particular political issues. It is my hope that by analyzing authentic linguistic data this study serves to improve our comprehension of the process of metaphor use in interactions among politicians, and of how metaphorical expressions are exploited in creating actions.

Keywords: legitimation; metaphor; metaphorical device; democracy; Pragglejaz

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Metaphor in Raymond Queneau's *Exercises in Style*

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According to cognitive linguistic theory, the same objective situation may be conceptualised in different ways, which are then reflected in different linguistic forms, depending on the choice of perceivers/speakers. Variations in interpretation and construction of the same scene may be enriching: they enable sharing experiences, mutual teaching and learning, language development and artistic creation. The latter seems to be ideally exemplified by Raymond Queneau in his book *Exercises in Style* (1947), which comprises ninety-nine retellings of the same source story ("Notation"). In the form of short stories, the remakes involve changes of style, play with convention or employ alternate conceptualisations. In fact, the book may be seen as a manifesto of the possibilities of construal. It is all about language, its potential, getting rid of obstacles but simultaneously imposing constraints. Queneau foregrounded the

form and backgrounded the content, which genuinely shows that form is meaningful: meaning exists in and through the form (Langacker, 1987).

In this presentation, we will examine some cases of the variant construals of the story that employ metaphorical constructions or rely on other tropes. Metaphorical constructions can profile certain features of a concept – they highlight chosen aspects and hide others (Lakoff & Johnson, 1980). This mechanism can be likened to the Langackerian (1987, 2008) division into figure and ground: a metaphor may act like a spotlight and enforce focusing of attention on a chosen element of a situation, stressing it as a figure, while other elements are left in the dark. There are different metaphors referring to the same concept, each of which highlights its various aspects. In other words, a target concept may be understood via different source concepts (Kövecses, 2002, p. 107). I would like to present how a story can be altered thanks to the use of metaphor, metonymy, and other tropes. The present investigation will primarily focus on similarities and differences between analysed pairs of texts.

Keywords: metaphor; metonymy; construal; trope; variation

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Metaphorisation of Terminology in Scientific Prose: Exploring the (MTCS) corpus of research articles in microelectronics, telecommunication and computer science

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Metaphors have long been considered a decorative element in literary works and, as such, have been studied extensively. With the shift to the cognitive approach to language studies, they began to be treated as ‘a powerful cognitive mechanism that triggers both lexical and textual creativity’ (Faber & Linares, 2004, 585) and an important phenomenon in the linguistic representation of specialised knowledge. Initially, however, terminology was subject to normalisation in order to facilitate precise exchange of scientific ideas. Yet, standardisation of terms with single meaning-concept relationships and a stable form-content correspondence have been considered ‘an extremely idealised vision of specialised communication’ (Faber Benitez, 2009, 112). Moreover, intensional term definitions, synchronic studies of specialised language, as well as clear-cut concept and category boundaries, have been criticised. As a result, metaphors, among other previously rejected linguistic phenomena, started to be acknowledged and appreciated in specialised communication.

Language in scientific prose is characterised by more dynamic changes, compared with general language. Therefore, term designation for new concepts might be a challenging task,

as an ideal term should be both iconic and meaningful. For reasons of language economy, precision and clarity, metaphorical extensions provide an effective means of expressing new ideas through familiar images. They allow for mental visualisations and juxtapositions of existing notions to enhance the comprehension of new ideas in the mind of the message recipient.

The purpose of this study is to determine the metaphoric patterns of selected scientific terms used in the fields of microelectronics, telecommunication and computer science, by exploring a comparable specialised corpus of 401 research articles in Polish and English which were published between 2007 and 2014. The body of texts that serve referential and informational purposes amounts to about 1,600,000 words: 184 articles of about 640,000 words in Polish and 217 articles of about 960,000 words in English. The corpus analysis seeks to determine whether the selected terms follow regular metaphoric patterns and whether phraseological units and term variants are equally metaphorical in English and Polish, e.g. the Polish equivalent *hurtownia danych* ('data wholesaler') for the English term *Data Warehouse* is more metaphorical and emphasises two aspects of storage of big amounts of data. In addition, the investigation attempts to determine whether there are differences between the pragmatic meanings of metaphorical terms and the standardised or dictionary definitions.

Keywords: metaphors; translation; terminology; research article; scientific prose

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What's in the Stomach is Used to Carry What's on the Head: An ethnographic exploration of food metaphors in Efik proverbs

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Food and foodways are essential components of the Efik bio-cultural system, as the Efik people of Southern Cross River State, South-eastern Nigeria, are famous for their rich dietary history and cuisine tradition. Food and foodways are, therefore, quintessential aspects of the Efik cultural history and social structure, which are intergenerational. This article explores the use of food symbolisms embedded in rich metaphor in Efik proverbs as a perceptual framework or conceptual grid to highlight fundamental cultural values and mores as well as reinforce and instill acceptable social behaviour. The study is rooted in Lakoff and Johnson's (1980) conceptual metaphor theory (CMT), which involves a cross-domain mapping of meaning within the utterance, where a new meaning is processed behind the transfer through some ontological correspondence. Data for the study were sourced through ethnographic fieldwork from 50 culturally-sensitive members of the Efik community who were randomly sampled in Esuk Mba, Akpabuyo Local government area. I elicited 70 food-related proverbs from the general category of Efik proverbs and interviewed respondents on meaning, comprehension, and the metaphorical coding of these proverbs. In this context, the Efik view the world through the lens of food, exploring the role of food and eating correlates as means of addressing their society's psychodynamic challenges – which, paradoxically, are not about food.

Keywords: food; eating correlates; proverbs; Efik; culture; metaphor; CMT

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Metaphors We Feel By: Interoceptive sensations as natural disasters

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Interoceptive sensations are signals originating from the inside of the body and related to the activities of the viscera. Unlike the other types of sensations, known as the classical pentology (visual, auditory, tactile, olfactory, and gustatory), interoceptive sensations lack their own vocabulary and demonstrate complete dependence upon metaphor when processed by the mind and conveyed in speech. Some groups of metaphors are widely recognized and have been studied with a certain degree of thoroughness, especially when dealt with in the context of pain language studies. Chief among them are weapon metaphors (drilling, piercing, cutting, etc. sensations) and zoological metaphors (gnawing, biting, stinging, etc. sensations).

However, interoceptive sensations form a much wider category than pain and employ a much wider range of metaphorical means when reflected upon and represented in speech. In contemporary English, a distinct group of metaphors is represented by words denoting natural disasters, such as floods, earthquakes, tsunamis, volcanic eruptions, forest fires and other such events. Unlike weapon and animal metaphors, whose main (if not only) function is to convey the qualitative characteristics of a sensation, disaster metaphors enable the speaker to create a much more panoramic view, providing him / her with a tool that helps to qualify the sensation, measure it, trace its dynamics and assess possible consequences for bodily well-being.

The current presentation pursues a number of goals: to provide a comprehensive description of the disaster domain applicable to the sphere of interoceptive sensations; to reveal the functions of individual metaphors; to explore the possibility of metaphor extension and metaphor mixing; and, finally, to describe the mechanisms of disaster metaphor conventionalization in contemporary English.

Keywords: interoceptive sensations; metaphor; natural disasters domain

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Platypus, Macaca, Goldilocks and Other Perhaps-Inevitable Moments

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Contemporary narratives abound in instances of striking experimentation, which tests the limits of conventional language use. One of the most intriguing trends of recent years is a noticeable growth of collocations with the noun *moment*. Corpora provide us with a plethora of examples ranging from quite conventional *paralyzing* or *thrilling* moments to highly creative and exotic *deer-in-the-headlights* or *to-washington* moments. Some collocations like *heart-thumped moment* or *hesitant moment* seem to break all grammatical norms unless we look deeper into the structure of the sentence and reconstruct well-hidden predicativity. Others may perplex us with references to real or fictional personalities (*brezhnevian* or

pinnochio moment), places (*srebrenica* or *athena* moment), typical scenarios (*I-am-the-boss* or *pay-the-bills* moment).

Only a small proportion of the latter are transparent and easy to interpret, while the vast majority are impenetrable and require a certain mental effort on the part of the informed reader or listener. Among them are *platypus moment*, which denotes an experience of finding something bizarre but still extant, *macaca moment*, which commemorates a politically-incorrect communicative blunder made by a certain American politician, *goldilocks moment*, which describes the joy of finding something that is just right for you, and scores of other non-less exotic-sounding and somewhat enigmatic language uses (*gutenberg*, *zorro*, *clintonian*, *rooseveltian*, *barbarella*, *mercutio* and other moments).

The presentation aims to reveal the main types of moment that we may experience as seen by the Anglophone culture and represented by the English language, to analyze the cognitive and language mechanisms that underlie different types of the collocation under study, and to assess its potential for further development.

Keywords: collocation; cognitive mechanisms; language creativity; conventionalization

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Identifying Metaphors in Japanese: An inquiry into applying MIP and MIPVU

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Metaphor identification has been attracting more and more attention in the last ten years (Fass, 1991; Mason, 2004; Berber, 2006; Pragglejaz Group, 2007; Steen et al, 2010). There have been several attempts to adapt MIP and MIPVU to other languages: Dutch (Pasma, 2012), French (Reijnierse, 2010), German (Thalhammer, 2010), Russian (Badryzlova, et al, 2013a, 2013b) and Lithuanian (Urbonaitė, 2015). This paper presents a research project for adapting MIP to Japanese and shows some challenges and possible solutions in adapting MIP to a non-Indo-European language.

As an agglutinative language, Japanese has case markers (such as *-ga* for NOMINATIVE, *-o* for ACCUSATIVE), topic markers (*-wa*), and so on.

- (1) Ken-wa Eri-no hi-no-yoona ikari-ni abura-o sosoi-da.
Ken-TOP Eri-GEN fire-GEN-like anger-DAT gasoline-ACC pour-PAST
"Ken poured gasoline onto Eri's fire-like anger."

We selected 100 paragraphs from different genres, using *BCCWJ* (the Balanced Corpus of Contemporary Written Japanese) and put tags on each word. Here are five main items from

MIP and MIPVU about which we had to make decisions in conducting Japanese metaphor identification:

- (a) **Polywords:** Treated as a word, as they are just like compound words and have a very fixed meaning.
- (b) **Phrasal verbs:** We identify *Rengo.seiku* (Collocational Phrases, Miyaji, 1977) as this class. A decision was made to check at both word and phrasal level whether the item is metaphorical.
- (c) **Idioms:** We identify *Kanyoo.ku* (Idioms, Miyaji, 1977) as this class. As they rarely have literal meaning at the phrasal level, they are treated at the word level, so that we can detect metaphorical content.
- (d) **Conversions:** Japanese almost exclusively adds an affix to change syntactic categories. Therefore, no rule is needed for this class.
- (e) **Metaphor markers:** The study of markers has recently been attracting attention (metaphorical markers, Goatly 1997; Tuning devices, Cameron & Deignan 2003; Mflag, Steen et al. 2010). Japanese has a wide array of phrases that flag metaphorical content (cf. Nakamura, 1977) and we decided to identify items such as *yoona* ('like' or 'as') as metaphorical markers.

In addition to these decisions, we chose not to tag grammatical markers (1), *Ken*, *Eri*, *anger* are marked as 'literal', *fire* as 'metaphorical' (direct/simile), *yoona* as 'metaphorical marker', *gasoline* and *pour* as 'metaphorical'.

This paper extends the scope of MIP and MIPVU and we believe that it will contribute to further cross-linguistic studies of metaphor.

Keywords: metaphor; MIP; MIPVU; Japanese

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What a difference a metaphor makes?: Exploring the impact of the choice of metaphor used

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'Gewoon aan de slag' specialises in facilitating change in organisations *from within*. In their change facilitation they often actively elicit & develop metaphors (using 'clean language'). Their approach to facilitating organisational change is called 'Change 3.0' and is explained in detail in their book 'Veranderen 3.0', which describes seven essential principles to working this way.

In this session Maaïke Nooitgedagt and Wendy Nieuwland work together with their UK colleagues Penny Tompkins and James Lawley (keynote speaker on day 1).

We will be exploring a central topic (e.g. valorisation of metaphor research, using metaphors, collaboration) from the perspective of different kinds of metaphors that can be used to approach this central topic. You will be part of developing these metaphors to a next level as a group, and explore what impact the choice of metaphor has on how you will approach this topic.

Expect to actively explore, challenge and co-create, not to sit down and be informed.

Mute Points Taken For Granite: Eggcorns, malapropisms, and metaphoric interactivity

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In a 2003 language blog post, Mark Liberman suggested the term “eggcorn” (< *acorn*) to identify linguistic cases where misinterpreted or misunderstood words result in an idiosyncratic “reshaping” of a phrase that diverges from the original words. Traditionally, such cases have been categorized as malapropisms, erroneous utterances due to misheard words. However, as Donald Davidson has noted, the word replacements within a malapropism do not necessarily have to make sense: someone may mishear the phrase “pinnacle of success” as “pinochle of success.” While a malapropism such as that may disrupt the internal meaning of a word or phrase, as it resorts to nonsensical word replacements, an eggcorn often retains some sense of the original phrase: a “mute point” (misanalysed from “moot point”) can still be understood as being a point that is no longer significant or relevant—not because it has become “moot,” but rather because it has been silenced, “muted.”

The eggcorn, therefore, is characterized not only as a misunderstood utterance, but also as a re-formed utterance that relies on newly created pathways of meaning. Within these new pathways, the most common result is the creation of an ad hoc metaphor—one that did not exist in the original phrase: the phrase “taken for granted” becomes re-formed as “taken for granite” (metaphorically written in stone), and the statement that someone’s “interest was piqued” transforms into an image of how their “interest was peaked” (reaching a metaphoric high point).

This paper will examine the role that metaphoric interactivity plays in the formation of eggcorns, as such instances represent the effort to create metaphoric meaning as a suitable alternative to the already-existing literal sense of a word or phrase. While efforts to re-classify cases previously identified simply as malapropisms have been undertaken, with sites like *The Eggcorn Database* collecting common or recognizable examples, there is still a common trend to treat eggcorns as errors of ignorance. Instead, I would argue that the eggcorn does not fall into the category of error as conveniently as some may assume, and that they perhaps even share more similarity with puns than with more traditionally nonsensical malapropisms. While the element of wordplay found in puns may not be as conscious in eggcorns, there is an intentional effort to make metaphoric meaning where originally there was none.

Keywords: metaphor; deliberate metaphor; eggcorns; malapropisms; error

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**Yossarian.co:
AI for Creativity**

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Artificial Intelligence (AI) has in recent years moved out of the lab and into a number of commercial contexts, supporting human decision making and analysis in medicine, manufacturing, safety, development, and customer service. Current state of the art systems have proven successful in besting humans in a number of domains from speed and recall of information on trivia games like Jeopardy (IBM Watson) and even in wildly complex strategy games like go (Google Deepmind Alpha Go), both unthinkable feats for computers just a few years prior. These exponential leaps in computational power and development of AI invite us to think about what's next, from new applications, to the disruption of human work and traditional industries. Many suggest that of impacted fields, creativity is an area that will avoid this coming disruption. We believe however that there is no reason to consider creativity outside of AI reach and understanding, and that there is a huge opportunity to use emerging AI technologies to support and augment creativity. Yossarian.co is a creative tool based on metaphor that allows for users to explore lateral associations between content. The tool is used by creatives and strategists at ad agencies, pr firms, marketing firms, etc. to brainstorm and think differently about topics. Our human ability to generate metaphors is limited to our own understanding of the world, and in this way Yossarian can augment our creativity by suggesting to us metaphors and associations that we may have not previously considered. The system exists as a contrast to traditional online tools that are used for discovery, like Google search which look to return singular "right" answers to a query. These literal returns reinforce existing ideas and in a way collapse creative possibilities for the users. Yossarian aims to become a true AI for creativity, expanding human understanding and insight around lateral associations, and offering meaningful creative discovery and support.

Conceptual Metaphors in Dance Performance

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All communication is multimodal: we use language, gesture, posture and other non-verbal modes often at the same time. The fact that metaphors may be realized in gestures as well as in speech adds support to the assumption that the creation of metaphors is based on a general cognitive principle rather than being a property of language only (cf. Müller/Cienki 2009; Lakoff & Johnson 1980, 1999; Johnson 1987; Forceville 2006).

The paper sets out to examine the metaphoricality of the dance focusing on several dance metaphors: dance as communication, dance as catharsis, dance as a way of expressing yourself (creative process), dance as a cultural symbol. The principles of the Conceptual Metaphor Theory (Lakoff and Johnson 2003) and later studies in metaphor (Lakoff 1987; Gibbs 2008; Kövecses 2010, Steen et al. 2010) will be used to analyze the body movements and the spaces they create at the physical and metaphorical level.

A special value of the dance is its integrative act which brings physical, emotional, intellectual and spiritual states together. Unlike the painter who uses paints and canvas to express his emotions, or musician who plays musical instrument(s) to communicate his inner state, the dancer becomes the creator and its instrument. "Dance is the only art of which we ourselves are the stuff of which it is made" [Ted Shawn](#) (1891-1972).

The study will approach the issue of "...what is it that man does when he dances, not only as artist but as man. He expresses that which cannot be put into words; he gives voice to the ineffable, intangible meaning and condition of being alive; he puts himself in touch with forces beyond the purely personal and mundane; he swims in a river of movement that refreshes his spirit" (Whitehouse, 1969) and attempt to analyze the metaphors that accompany this metamorphosis, framed within the Multimodal Metaphor theory as presented in Forceville/Urios-Aparisi (2009)

Although the question asked by W. B. Yeats "How can we know the dancer from the dance?" may seem rhetorical, the study will attempt to discuss it, drawing on the latest research in communication and the use of metaphors in dance.

Keywords: dance, metaphor, body, emotions, meaning, multimodality

Feeling Blue in Serbian: A culture's treatise on depression

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Ever since Lakoff and Johnson shook the world of linguistics' view of deep set concepts and the way we think, work in the field of metaphor has been evolving and growing to encompass more than just the starting points they provided. The present research seeks to contribute to the body of work on metaphor in discourse, leaning away from CMT in the hopes of discovering the effects metaphorical representations have on a society's reading of the phenomenon that is depression. More precisely, a vice versa approach also applies – the goal is to analyse the impact of culture on discourse and the subsequent conditioning it creates in sufferers from depression.

The research is being conducted in Serbian, while comparing the results to the findings of works examining English language data (Semino, 2008; McMullen & Conway, 2002; Kövecses, 2000). In order to observe the overarching examples of metaphoric expressions, both sufferers' and non-sufferers' discourses are studied through inductive analysis of data. The data is derived from *SrpKor* (the Corpus of Contemporary Serbian), online forums aimed at depression patients, as well as from official psychiatry publications and depression scales and tools used by experts. The latter are used as a scientific starting point against which culturally-distinctive metaphors are compared and evaluated.

The initial findings show that the majority of metaphors used by the sufferers only serve to deepen the stigma of depression in the society in question, by perpetuating the prejudices instilled in the discourse. Without wishing to generalize, we hitherto conclude that they also show a very probable difference in attitude between cultures, as evident in the sufferers' perceptions of personal guilt, as seen in Semino (2008) and the available Serbian data. Invariably, there will be similarities between the two cultures, but those will be based on deep-rooted conventional metaphors.

Keywords: metaphor in discourse; depression; cultural conditioning; comparative and inductive approach

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“The Heartache is So [Big] that Your Head Aches” – Cognitive-linguistic Insights into ‘Headachy’ and ‘Heartachy’ Metaphoric Conceptualisations: An English-Polish contrastive perspective

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The English translation of an authentic emotion-loaded utterance originally spoken in Polish (and which heads the title of this abstract) aspires to be illustrative of the main point of this study, which is the fuzzy (and, for this reason, debatable) physical-mental binarism of certain pain experiences. Thus, the thesis of the apparently binary nature of specific pains can be called into question on linguistic grounds, since metaphorical language describing hurt frequently seems not to confirm a philosophical and medical distinction between physical and non-physical pain, and this type of “language reminds us instead that pain is always inseparable from the cultural contexts – including especially the linguistic contexts – within which we come to understand it” (Sawhney & Coutinho, 2001, p. 21).

In line with the previous assertion, I attempt to discuss the metaphoricity of two hyponyms of English pain, namely ‘headache’ and ‘heartache’, and their ostensible Polish equivalents, ‘ból głowy’ and ‘ból serca’, respectively, bearing in mind Biro’s words that “[c]ontemporary philosophers speak of metaphor as an interaction between sentences, ideas, and categories” (2010, p. 62). If so, then metaphor not only hinges on (the relation between) source domains (SDs) and target domains (TDs), but also emerges from their interaction with a broadly understood context, something that may give rise to metaphoric rejuvenation.

In terms of methodology, the present study draws mainly upon Conceptual Metaphor Theory (CMT) as formulated by Lakoff and Johnson (1980, 2003), which means that in the analysis of my examples specifically localised pains serve as SDs of certain metaphors where TDs refer to persons, entities, or situations endowed with certain characteristics. To lend more validity to these claims, I also resort, though perhaps somewhat anecdotally, to a few examples at the intersection of English, Polish, and Russian. The discussion is predominantly

based on my own cognitive study of selected pain metaphors in English and Polish, and therefore relies on extensive English and Polish corpora – both medical, literary, mixed, and popular-scientific.

Keywords: conceptual metaphor; headache; heartache; culture; contrastive analysis

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Identification of Gendered Emotion Metaphors in Chinese and English Beer and Cosmetics Commercials

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This paper examines emotion metaphors in a corpus of 62 Chinese and English beer and cosmetics commercials. We believe that emotion metaphors are gendered in most cases. Masculinity is dominant in beer commercials, while femininity is dominant in cosmetics commercials. Therefore, this article investigates the gendered nature of emotion metaphors in the corpus, and seeks to determine the particular metaphors provided for men and women to express their emotions. In addition, the analysis reveals cultural variations in the mappings and entailments of gendered emotion metaphors in these commercials. We argue that the variations are not only a matter of divergent advertising strategies but also different manifestations of gendered emotions in different cultures.

Keywords: gender; emotion metaphors; commercials; cultural variations

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Conceptual Metaphor in ELT: A key to language proficiency?

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Conceptual metaphor connects two semantic areas at the level of thought – we think of one thing in terms of another and cognitively transfer characteristics of a more concrete source (e.g. PLANT) to a more abstract target domain (e.g. SOCIAL ORGANISATIONS) (Goatly, 2007). This results in linguistic metaphors like “He works for the local branch of our office”.

The ubiquity of metaphor in language and thought has successfully been proven. Native speakers are unaware of their frequent figurative language use, which fulfils various functions – ideational, manipulative and heuristic (Littlemore & Low, 2006). Learners of foreign languages might benefit from an increased awareness of metaphor and its functions (ibid.). Several EFL experiments have shown that the organisation of vocabulary according to metaphorical concepts facilitates vocabulary retention (Boers, 2000). More recent research targeting language learning at university level confirmed a positive influence of metaphorical

competence on language proficiency as well. The teaching of underlying conceptual mappings helps students recognise linkages between already acquired source domain vocabulary and the target domain to be acquired. As a consequence, learners' language grows more productive and fluent while their motivation to use the language increases (Juchem-Grundmann, 2009).

Despite these findings, common classroom material does not contain either systematic metaphor teaching or awareness-raising for conceptual metaphors underlying linguistic phenomena. The current study seeks to transfer the investigation of the effect of explicit conceptual metaphor teaching on language proficiency and vocabulary retention to the school context, where evidence for the values of conceptual metaphor teaching is still lacking.

The study will be conducted as a quasi-experimental field study in a pre/post-test control group design including two experimental groups and one control group. It will take place in an authentic secondary school context (grade 12). Politics has been chosen as a relevant and challenging field from the school curriculum (Ministerium, 2000). The text used for the intervention is taken from a common school textbook and exhibits a high metaphorical density. The experimental groups are made aware of the conceptual metaphors in this text – one group with, one without visualisations of the conceptualisations. The control group is not taught conceptual metaphor explicitly, but deep-level processing of the material is nevertheless guaranteed. Written and oral language production are tested, recorded and rated before and after the intervention through gap-filling, open writing and speaking assignments. This paper discusses the design of the study, the materials used for the intervention and the results of the pilot study.

Keywords: conceptual metaphor; proficiency; vocabulary retention; classroom; ELT

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Action Verbs and Metaphor Processes: Data from the IMAGACT ontology of actions

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This research aims to analyze how metaphoric processes work within a specific part of the lexicon, i.e. action verbs. The class of general action verbs is constituted by predicates denoting cognitively different physical actions (Moneglia, 1998), as illustrated in the Italian verb "buttare" (to throw):

- 1) Marco si butta con il paracadute (Marco parachutes [out of the plane] [lit. “throws himself with the parachute”])
- 2) Marco butta la carta nel cestino (Marco throws the paper in the basket)

The range of actions to which a predicate can refer constitutes its “primary variation”. Conversely, the “marked variation” corresponds to extensions of its primary meaning by means of metaphorical and/or phraseological processes. In the action verb domain, metaphorical processes operate on the basis of the action schemas identified by the primary variation of a predicate; in other words, general action verbs convey various concrete images which are exploited by different metaphorical uses (Moneglia, 1999). For instance, each of the following metaphors respectively employs only one of the specific action types sketched in the aforementioned examples:

- 1b) Marco si butta nello studio (Marco “throws himself” into study)
- 2b) Marco butta la sua giovinezza (Marco throws away his youth)

Another objective of this research is to explain the semantics of these expressions within the framework of cognitive metaphor. Strictly speaking, general action verbs deal with the mechanisms by which we conceptualize and linguistically codify the action domain, starting from which we produce figurative and metaphorical extensions (Lakoff, 1993). Most of these processes happen in connection with the high-level conceptualization provided by a general cognitive metaphor.

Our research focuses on the categorization of metaphorical uses of high-frequency general action verbs within the IMAGACT project framework (www.imagact.it; Moneglia, 2014; Panunzi et al., 2014). The IMAGACT multilingual ontology identifies the action categories referred to by general verbs by means of prototypical scenes (1010 scenes in total). The annotation regarded 15 high-frequency verbs (Vernillo, 2015), 170 related scenes, and almost 1000 occurrences extracted from a corpus of spoken Italian (about 1,600,000 tokens).

The marked variation of such predicates was categorized with respect to the type of marked use (metaphors, metonymies, idioms) (Goossens, 1995; Brown, 2014). Each metaphor was then related to the scenes in the primary variation and, when possible, to one cognitive metaphor in Lakoff’s tagset (Lakoff, Espenson & Schwartz 1991). The data shows that marked uses correspond to 37% of the total occurrences of action verbs, 40% of which are based on metaphors which have been mapped to Lakoff’s tagset.

Keywords: action verb metaphors; primary and marked variation; action ontology; cognitive metaphors

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The Discovery of a Functional Genus: When metaphors fulfill an argumentative inferential function

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Metaphor is a practice of communication and a phenomenon of thought which leads to the discovery of an abstract common trait between concepts belonging to two different ontological domains. One domain works as the target of the metaphor and the other domain works as the source of the metaphor. Both domains are frame-structured and include – but are not restricted to – equivalent relationships between corresponding elements. The target domain and the source domain share a generic mental space that includes an abstract common trait, which is discovered – or inferred – from the merging of the target and source domains in a discourse.

But, what is the role of this metaphorical mechanism in the design of argumentative discourses? Do metaphors persuade as independent forces operating in the discourse alongside arguments? Do metaphors cooperate with the persuasive force of arguments, making them more appealing by providing them with a presentational form, a guise, that enhances their persuasiveness? Or do metaphors enable the recognition and the effective inferential processing of the argumentation?

Although a generic answer to these questions, an answer that does not take into account the specificities of each discourse (or types of discourses), cannot be provided, I claim that metaphors can fulfill an inferential function in argumentative discourses when they enable the recognition and effective inferential processing of an argument scheme of the analogical type. In particular, a metaphor fulfills an argumentative inferential function when the abstract common trait discovered corresponds to a functional genus that serves as the major premise of an argument from analogy. The fact that both the target domain and the

source domain belong to the functional genus discovered enables us to infer the relevant abstract trait and transfer it to the target domain, which is the focus of the argumentative discourse.

Keywords: metaphor; argumentation; inference; functional genus

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DMIP: A Method for Identifying Potentially Deliberate Metaphor in Language Use

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In 2008, the Dutch Minister of Finance Wouter Bos spent EUR 17 billion to rescue ABN-Amro bank without asking permission from the Dutch House of Representatives first. When asked about this in a talk show, Bos later said: “When the Fire Department is putting out a fire, they also don’t hold a meeting first” (“Pauw & Witteman”, 2012). In this example, Bos uses a metaphor to justify a political decision. Metaphor is considered a central communicative device in other contexts, too, including education, health communication, and advertising (e.g., Semino, 2008). Researchers argue that a difference exists between this use of metaphor as a perspective-changing device, and metaphors that are “just the way to say it” (Cameron, 2003, p. 100) – including the metaphorical use of prepositions (in 2016, on Saturday).

One of the liveliest current debates about metaphor is concerned with this distinction between so-called ‘deliberate’ and ‘non-deliberate’ metaphor. Researchers have engaged in vehement discussions about its theoretical rationale (most notably: Gibbs 2011, 2015a/b; Steen 2011, 2015). Others applied the distinction between deliberate and non-deliberate metaphor in analyses of metaphor in different communicative settings (e.g., Beger 2011; Nacey 2013; Perrez & Reuchamps 2014; Ng & Koller 2013). However, a systematic procedure for the identification of deliberate metaphor in discourse is not yet available.

The purpose of this paper is therefore to introduce the Deliberate Metaphor Identification Procedure (DMIP). DMIP takes a semiotic, rather than a behavioural perspective to deliberate metaphor. It examines the structures and functions of metaphor-related words without making claims about the processing of those metaphors in language users’ minds (hence the “potentially deliberate” in the title of this paper). First, we provide an operational definition of deliberate metaphor, arguing that the distinction between potentially deliberate and non-deliberate metaphor depends on whether source domain concepts function as distinct referents in the meaning of an utterance. Then, we present the procedure and elaborate on the analysis of the linguistic, conceptual, and referential meaning of metaphorical

utterances. The application of the method is illustrated with a series of real-world examples. We will also discuss the reliability of the procedure.

This semiotic approach to deliberate metaphor may constitute important input to an empirically valid model of deliberate metaphor that can be used for experimental research into metaphor processing. Such research can, in turn, provide insight into the role of metaphor as a matter of communication between language users.

Keywords: deliberate metaphor; identification procedure; discourse

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Behind the Kappa-score: Intercoder reliability and the identification of potentially deliberate metaphor in language use

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Over the past decade, the analysis of figurative language in discourse has shifted from intuitive, researcher-based perspectives to more objective, systematic approaches. This development has resulted in the publication of highly explicit and transparent identification procedures consisting of a set of step-by-step instructions for investigating the occurrence of, for example, metaphor (MIP/MIPVU; Pragglejaz Group, 2007; Steen et al., 2010), and irony (VIP; Burgers et al., 2011). With the introduction of such procedures, reliability testing has become an important issue, too. In fact, it is vital to report intercoder reliability scores to show whether the application of a newly introduced procedure leads to sufficient agreement

among analysts as to what counts as an instance of the phenomenon involved (see Artstein & Poesio, 2008).

The goal of this paper is to discuss the issue of intercoder reliability in the establishment of a new, reliable method for the identification of potentially deliberate metaphor (DMIP). DMIP investigates the use of metaphor as a communicative device from a semiotic perspective, looking at the structures and functions of language use. It distinguishes between metaphors for which the source domain functions as a distinct referent in the meaning of an utterance (potentially deliberate metaphor), and metaphors for which this is not the case (non-deliberate metaphors). In developing this procedure, a series of pilots were carried out to test its application to real-world examples. In two reliability tests, we subsequently examined whether the final version of the procedure could be considered a reliable method for the identification of potentially deliberate metaphor. The results of these tests show substantial agreement, with the two annotators agreeing on at least 93.9% of all cases to code.

To illustrate how we arrived at establishing a reliable method, we will first discuss how cases of annotator disagreement were treated during the pilot phase. We will show how minor adjustments to the procedure or the establishment of additional guidelines could resolve frequently recurring cases of disagreement related to, e.g., personification and the use of idiomatic expressions. Then, we will discuss the results of the reliability tests, and show how the relatively low number of cases of disagreement that occur in them can be accounted for. In this way, we investigate what happens ‘behind the kappa-score’, and provide insight into the challenges and rewards of developing and applying a new identification procedure for analyzing potentially deliberate metaphor in discourse.

Keywords: reliability testing; metaphor identification; deliberate metaphor

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Investigating Obesity Metaphors in Personal Narratives

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Rising rates of obesity pose a worldwide health concern. A recent Lancet report suggests that if current trends are sustained, 70% of the UK population will be overweight or obese by 2020, creating unnecessary burdens on the UK economy through increased healthcare costs, loss of productivity, and premature deaths (Wang et al., 2011). For this reason, I am looking at

the discourse dimensions that are behind the transmission of information about obesity, with an aim to understanding how ideas about obesity circulate through society.

One consideration is how metaphors conceptually frame issues. Metaphors play an important part in communication, as they may influence the ways in which people perceive phenomena by highlighting certain aspects of reality while obscuring others (Lakoff & Johnson, 1980, Charteris-Black, 2004). Conceptual metaphors essentially act as framing devices which can underlie attempts to define the causes of obesity – whether behavioural, environmental, or genetic – which can affect what might be regarded as a legitimate public health response to the issue (Barry et al., 2009), as well as people's personal attempts to lose weight.

The linguistic work done on metaphor in healthcare communication has tended to focus on interaction between medical practitioners and patients through conversation analysis (e.g., Skelton, Wearn, & Hobbs, 2002) or on media or policy texts (Wallis & Nerlich, 2005). Instead, this paper draws attention to the perspective of obese people themselves, using a corpus of twenty semi-structured interviews focusing on individuals' personal experiences of being overweight and the metaphors that circumscribe them.

Preliminary analysis using conceptual metaphor theory suggests that obesity is framed metaphorically in a number of ways, including:

- 1) FOOD CONSUMPTION IS AN ADDICTION (with repeated analogies to 'smoking and drinking', 'gambling' and 'drug dependence')
- 2) OBESITY IS A MILITARY OPPONENT (references to 'campaigns, combat, tackling, triggers' and 'targets')
- 3) OBESITY IS A CONTAGIOUS DISEASE (obesity is an 'epidemic')

The metaphorical language used can be particularly insightful when investigating the degree of agency people attribute to themselves when conceptualising the reason they are overweight, e.g. whether they are combatting a formidable opponent or in the path of a disease.

Conceptual metaphor research can enrich our understanding of people's perceptions about their weight and lead to ways in which we can have productive public discussions about it.

Keywords: conceptual metaphor; obesity; personal narrative

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Philosophical Metaphors: Plato's allegory of the cave and Emma Donoghue's room

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One of the most influential metaphors in the history of Western thought is Plato's allegory of the cave. In this allegorical tale, Plato describes humanity as a group of prisoners dwelling in a dark cave. The people have been in this cave since childhood, shackled by the legs and neck; they live in darkness, but some light is allowed them, from a fire that casts its glow behind their backs. Between the fire and the prisoners there is a raised walkway with a low wall, along which people are walking and carrying various objects or puppets, that cast their shadows on the cave wall the prisoners are facing. This is all that the shackled men can see, as they cannot turn their heads around; their only reality consists of shadows cast on a blank wall.

The parable of the cave is a powerful metaphor of the nature of reality and the limits of human knowledge. The imagery of Plato's cave has appeared time and again throughout Western civilization and one of its most recent artistic recastings is Emma Donoghue's 2010 novel, *Room*. The novel, told from the perspective of a five-year-old narrator/protagonist, relates the story of Jack, who is being held captive in a small room along with his mother. The mother was kidnapped and imprisoned by her captor in a secluded, single-room outbuilding; this is where Jack was born and this has been his entire world for the five years of his young life. His life is divided between Ma, Room and Television. As it is all he has ever known, Jack believes that only Room and the things it contains (including himself and Ma) are "real." The rest of the world exists only on television, as pictures projected from an electrical appliance in the wall.

Donoghue's novel creatively explores philosophical issues raised in Plato's allegory. Plato advocated the supremacy of philosophy over art, yet he chose to convey his central ideas – about the nature of reality, the status of truth, and the limits of human knowledge – in artistic terms, in the language of metaphor. For metaphors are not just figures of speech, they are universal cognitive prisms through which we apprehend reality. The ontological and epistemological implications of the Greek philosopher's and the Irish writer's key metaphor – the cave, and its urban variant, the room – are the concern of the present paper.

Keywords: philosophical metaphors; allegory of the cave; room

Cultural Narratives of Social Problems Through Metaphors

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All nations experience certain social challenges when facing high rates of criminality, terrorism, corruption, poverty and when searching for ways to solve these problems. This paper seeks to explore culture-specific conceptualizations of social problems through the

analysis of linguistic metaphors as surface structures that verbalize conceptual metaphors used in European, American and Russian media discourses.

Our research has revealed that the view of social order as well as the social problems that arise and the search for various ways to combat them is shaped by a number of conceptual metaphors, most of which are universal. Despite the unavoidable overlap of metaphorical models of social problems (e.g. POVERTY IS PRESSURE, CORRUPTION IS AN INCURABLE DISEASE, CRIMINALITY IS A BEAST), there is in any given culture a set of specific metaphorical models of conceptualizing found in narratives. By cultural narratives we mean stories that help a community structure and assign meaning to its history and existence. They include creation stories and fables, which inculcate moral values and ethical behavior, in this way helping a community reinforce societal norms, preserve its history and strengthen its identity through shared knowledge and experience. For instance, the difference in conceptualizing corruption has to do with a cultural definition of crime, and corruption implies a relativist concept, relative to the different modes of perception and recognition of the phenomenon by different social actors from different societies.

The current research approach shares the Lakoffian view of metaphors and frames based on the assumption that “we have high-level moral worldviews – modes of reasoning about what's right and wrong – that govern whole areas of reason, both conscious and unconscious, and link up whole networks of frames and metaphors” (Lakoff, 2007). This means that cultural narratives are considered as special cases of such frames. Stretching over time and having emotional content, they identify protagonists and antagonists (heroes, victims, villains). Through their constant repetition in a particular culture, extensive areas of the brain are activated over and over again, leading to brain change. Metaphors employed to refer to social challenges make an abstract concept more tangible. The present study shows how metaphor works in actual discourse, providing an insight into the pragmatic function of metaphor (Charteris-Black, 2004, 2005). In this light, we argue that the various metaphors structuring social phenomena carry a strong axiological weight, providing a particular evaluation of actions undertaken by government, institutions and social organizations to tackle social problems.

Keywords: cultural narrative; criminality; corruption; poverty; income gap; conceptual metaphor; frames; neural theory of language and metaphor; entailments

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Exploring Visual Synaesthesia in Print Advertising

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Although metaphors have typically been studied in their verbal modality of expression, in recent years scholars have approached the analysis of other modalities, as well, especially the visual one (e.g., Forceville, 1996; El Rafaie, 2003; Phillips & McQuarrie, 2004; Šorm & Steen, 2013). However, studies of other figures are still biased toward the verbal modality of expression. In our contribution we focus on synaesthesia, analyzing the interaction between its verbal and visual realization in print advertising.

Synaesthesia connects conceptual domains that refer to different sensory modalities (Ullmann, 1957), as in *sweet voice*, *warm color*, etc. It is therefore particularly interesting to explore its usage in typically multimodal (verbal and visual) environments, such as advertising in still images.

The touch-related concept 'sharp', for instance, can be represented using the image of a typically sharp object, such as pointy studs. If this image is used to visually describe the taste of a drink, suggesting that it has a sharp taste, we are dealing with a visual synaesthesia. In this specific example, the visual synaesthesia is a sort of visual "translation" of a verbal synaesthesia.

Based on the data we have gathered and analyzed, we have identified different types of synaesthesia in print advertisements: 1) Visually-conveyed synaesthesia, 2) Verbally-conveyed synaesthesia, and 3) Visually- and verbally-conveyed synaesthesia. The latter case is particularly interesting, because visual and verbal synaesthesia can interact in many different ways, which we will analyze in detail.

In (verbo-)visual synaesthesia the target domain of the advertisement (i.e. very often the product to be sold), triggers different modality-specific representations of the underlying concept. As also shown by research in sensory marketing (Lindstrom 2005), anchoring the product in our memory through different modality-specific representations of the underlying concept provides the product with a better chance of being remembered, and thus sold.

To conclude, we believe that the present investigation opens the road to the formulation of research questions that may be of interest not only for metaphor scientists, but also for cognitive scientists and marketing researchers.

Keywords: synaesthesia; visual metaphors; advertising

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Czechs and Poles Who Are "Ting tang tong"

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This paper examines the use of figurative expressions as discursive strategies in the narratives of Vietnamese community members in documentary films in Czechia and Poland. The theoretical framework employed is Critical Discourse Analysis (CDA), and, in particular, the Discourse-Historical Approach (DHA). The focus is on one full-length documentary film in each country (*Banana Children* in Czechia and *Warsawyers* in Poland). The referential and predication strategies are analysed within the discourse topic of identity and this analysis is linked to the context of the legislative arrangements for these immigrant communities in the two host countries. Through the referential strategies thus revealed, social actors (Vietnamese immigrants and Czech and Polish majority members) are constructed and represented as “in-groups” and “out-groups”, respectively (Wodak, 2009, p. 319). The predication strategies thus identified “label these social actors” (Wodak and Reisigl, 2003, p. 386) both positively and negatively, and these polarities are used interchangeably for both in-groups and out-groups.

The system of referential strategies as set forth by Reisigl and Wodak (2001, p. 47–54) is adopted in this paper, with some minor modifications. The figurative expressions identified here can be grouped into several macro-strategies: collectivisation, spatialisation (using toponyms as metonymies and personifications and using anthroponyms), actionalisation through the use of professionyms (such as “stall-owners”), culturalization realized through ethnonyms and linguonyms (for example “ting tang tong”) and somatisation (“banana children”). Through the identification of the referential and predication strategies used by the characters, their self-identification is examined, especially how they express their “attachments” and “belonging” to the host countries, their countries of origin, and the respective nations (Krzyżanowski and Wodak, 2008, p. 113).

The research reveals that the film characters representing the Vietnamese communities sometimes apprehend themselves as having a non-prestigious position. This is evident in the use referential strategies ridiculing the Vietnamese language, or referring to the Vietnamese community members as typically holding a low-status job. Additionally, the country of origin is sometimes referred to more positively than the host country (“motherland”) and so are the members of the immigrant community (“Vietnamese friends”). However, the employment of predication strategies also uncovers positive attitudes towards their host societies (for example, majority members are mentioned to be “good looking” and “friendly to their neighbours”).

Keywords: discursive strategies; referential and predication strategies; linguistic realisations; Vietnamese immigrant communities; ethnonyms; linguonyms; toponyms; somatonyms

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Comparing the Relative Effects of the Metaphor-awareness Raising Approach with the Traditional Approach on the Development of EFL Learners' Knowledge about Different Degrees of Certainty

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The present pilot study compared the effects of the metaphor-awareness raising and traditional approaches on the development of Japanese learners' knowledge about the different degrees of certainty attached to certain, probable, and possible items. The results showed that the metaphor awareness-raising instruction group outperformed the traditional instruction and control groups in writing and comparison judgment tests, and that both the metaphor-awareness raising and traditional instruction groups performed better than the control group in the categorization judgment test. These results suggest that the metaphor awareness-raising approach with 3D image content through computers can promote L2 language learning because it may have made the target structures more salient and also enabled the participants to connect spatial concepts with different degrees of certainty attached to certain, probable, and possible items, thereby facilitating deep processing of form-meaning pairings. Moreover, the corpus-based analysis suggests that Japanese learners of English tended to use subjective expressions, while native speakers preferred to use objective strategies in expressing their ideas.

There are two possible reasons for the effectiveness of the metaphor-awareness raising approach. One is related to input enhancement: the metaphor-awareness raising approach drew the participants' attention to the forms of the target words in the input that they received. The instructional treatment conditions with 3D image content based on the proximal-distal metaphor may have made the target structures more salient. The second reason is the deeper processing that arises when form-meaning pairings through spatial concepts are involved. The proximal-distal metaphor awareness-raising approach enabled the participants to connect spatial concepts with different degrees of certainty attached to certain, probable, and possible items, facilitating deep processing of form-meaning pairings.

Keywords: metaphor-awareness raising; proximal-distal metaphor; cognitive approach

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This paper will take as its case study the metaphorical representations of China in the British economic press in the contemporary era and assess the extent to which this coverage is based upon older stereotypes of China. The power of stereotypical metaphors of China lies in the adept utilization and application of our shared understanding and nationally specific imaginations of China. Metaphors conceptualizing China as a prototypical exemplification of the Western concept of the Other are systematically associated with ideological justifications for national imaginations and memories of China in Western media. With the upsurge of Chinese nationalism boosted by economic growth, especially after the 2008 financial crisis, understanding of China in news discourse has shifted from exclusive “otherness” to a proximity to the cultural logic of Western ideologies. In this case, metaphorical language is able to function as a catalyst for transforming a configuration of a descriptive/narrative news genre into a covertly argumentative one, producing a particular ideological effect about the issue reported on.

This research intends to fill a research gap by exploring how metaphor is applied in economic discourse towards ideological ends in reporting on China’s national images. Does the West still live by the images inherent in stereotypical metaphorical conceptualizations of China? Do the current metaphorical representations of China help forge emerging ideologies and China’s contemporary global status, or reproduce and perpetuate existing ideological contexts? How do metaphors contribute in reconstructing our knowledge of China in economic news texts?

The essential research base will be metaphors relating to representations of China in *The Economist* and the *Financial Times* from the outbreak of the 2008 global financial crisis in August, 2008 to August, 2015. Metaphors representing contemporary images of China will be reinterpreted in the light of collective Western memories related to historical perceptions of China, from Mao to Deng’s reform eras, from the “Great Leap Forward” to the Chinese economic reform of 1978, and to other representative news texts about China’s past. The choice of media is of particular interest, as financial journalism is often viewed as more quantitative and more scientific than other, more general forms of news and therefore the presence of metaphors will inform us not only about the primary research questions but also the place of metaphor in the professionalized discourse on the global economy. This corpus-based research will employ a hybrid of traditional research methods that synthesizes Critical Metaphor Theory, Critical Discourse Analysis and quantitative and qualitative corpus-linguistic approaches.

Keywords: metaphor; journalism; economic journalism; China; stereotype; ideology

Time-moving and Ego-moving Metaphors in Croatian: An experimental study

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There are two dominant spatial metaphorical representations of time: the ego-moving and the time-moving metaphor. It has been shown that people answer ambiguous time questions from ego- and time-moving perspectives equally often, and that it is possible to prime either the ego- or the time-moving perspective by giving participants a task with either imaginary or real manipulation of objects in space (i.e. Boroditsky, 2000). While most participants are susceptible to this manipulation, there are nevertheless some participants who do not change time perspectives. This poses an important question: under what circumstances do we use certain metaphorical representations of time spontaneously, and what determines if we are prone to changing it or not? For example, if the future event is negative, we are more likely to take a time-moving perspective, while if it is positive, the ego-moving perspective is more frequent (Margolies & Crawford, 2008). Furthermore, participants who score higher on a procrastination scale, who are higher on extraversion or who are more future-oriented tend to adopt the ego-moving perspective more often (Duffy & Feist, 2014; Richmond, Wilson & Zinken, 2012). An active or passive role of ego in time representation overlaps with a tendency to avoid or approach, which are motivational forces described through space and movement.

The aim of this study is to examine the frequency of use of time- and ego-moving metaphors in Croatian, and to explore the possibility of priming time perspectives via different spatial tasks. Moreover, the differences between characteristics of the participants who use either of the perspectives spontaneously and those who do not change perspective after manipulation will be analyzed.

Participants are randomly assigned to two experimental and one control group. The participants in the experimental groups are introduced to either the time- or the ego-moving perspective and then they are asked ambiguous time question. Participants in the control group answer ambiguous time questions without being induced to either perspective. Prior to the manipulation, participants filled in locus of control (Rotter, 1966) and behavioral approach/avoidance (BAS/BIS) (Carver & White, 1994) scales.

We hypothesize that participants who spontaneously adopt the time-moving perspective will score differently on the locus of control scale and BIS/BAS questionnaire, as compared to participants who use the ego-moving perspective. We expect more extreme results from participants who did not change perspectives after spatial manipulation.

Keywords: conceptualization of time; ego-moving metaphor; time-moving metaphor; embodied cognition; priming

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Gauging the Amount of Metaphor in Specialist Discourse: Syntactic functions and semantic roles of key names in focus

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The project reported on in this talk underlines the importance of empirical methods of metaphor identification in specialist language. Earlier accounts proposed by conceptual metaphor theorists have usually offered intuitive estimates concerning the amount of metaphor in specialist language. The ubiquity of metaphor in general and specialist language has typically been taken for granted in mainstream cognitive literature (cf. Lakoff & Johnson, 1980; Lakoff, 1993; Chilton & Ilyin, 1993; Chilton & Lakoff, 1995). Moreover, lack of (interest in) empirical methods of metaphor identification has frequently led to biased and distorted depictions of both general and specialist language (cf. Rohrer, 1991, 1995; Lakoff, 2011).

This presentation reports on the methods and results of the research carried out on a corpus of specialist texts in the domain of international relations. The study analyses the use of names of political states as they appear in journalistic texts on world affairs. Rather than focusing on the most common occurrences and largely artificial examples, the aim of this research is to obtain a well-balanced picture which includes all relevant names in all major types of grammar patterns recorded in a given time frame. Targeting the right sources of language data, compiling a comprehensive corpus, establishing fine-tuned search parameters, and retrieving and processing relevant language data must all be determined as rigorously as possible. A well-planned and detailed corpus search followed by a quantitative and qualitative analysis should produce unbiased results.

The analysis proposed here is by no means a novelty in metaphor research. Recently, numerous authors have proposed corpus-based analyses aiming at metaphor identification in either general or specialist language (see, e.g., Milliken, 1999; Steen, 2009a, 2009b; Steen et al., 2010).

This presentation confirms the importance of empirical methods applied to such elusive linguistic phenomena as metaphor in specialist language. It also stresses the significance of a rigorous qualitative analysis steered by maximally objective and linguistically verifiable criteria. As a result, the ubiquity of metaphor, allegedly pervading the specialist discourse of international affairs, will be subjected to scrutiny and ways of gauging the metaphoricity of this discourse will be proposed.

Keywords: metaphor; specialist discourse; syntactic functions; semantic roles; key names; international relations

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Acquisition and Representation of Temporal Concepts and the Temporal Domain

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Conceptual metaphor refers to the understanding of one conceptual domain in terms of another, for example, understanding time in terms of space. Lakoff & Johnson (1980) suggested that there are two main roles for the conceptual domains posited in conceptual metaphors: source domain (the conceptual domain from which we draw metaphorical expressions) and target domain (the conceptual domain that we seek to understand). A mapping is the systematic set of correspondences that exist between constituent elements of the source and the target domain. Many elements of target concepts come from source domains and are not preexisting.

The TIME AS SPACE metaphor is familiar in the field of linguistics. According to Lakoff & Johnson's theory, linguistics expressions which represent temporal meaning come from spatial usage. Applying this to first-language acquisition, children learn a spatial meaning first, then they learn a temporal meaning. However, our studies show that Japanese children learn the words which represent the concept of sequence (temporal order) much faster than they learn the words which represent a spatial meaning. This development can be illustrated as follows:

First sequential expressions in the speech of a three-year-old girl:

Expressions (gloss) Age of first use (months)

<i>jyunban</i> (order)	29
<i>saki-ni</i> (earlier)	30
<i>ato-de</i> (later)	33
<i>mata-kondo</i> (next time)	36
<i>mata-ashita</i> (tomorrow)	37

First sequential expressions in the speech of a two-year-old boy:

Expressions (gloss) Age of first use (months)

<i>jyunban</i> (order)	19
<i>saki-ni</i> (earlier)	—
<i>ato-de</i> (later)	21
<i>mata-kondo</i> (next time)	25
<i>mata-ashita</i> (tomorrow)	—

In Japanese, the words *saki* and *ato* have both spatial and temporal sequential meanings. Even though these children have not acquired the meaning of spatial sequence, they have acquired the temporal sequential meaning. This is because children's communication always focuses on the here-and-now; they do not have any spatial to temporal mapping system during this phase of development (under age 3). They develop a temporal lexicon independently, not in terms of a spatial lexicon. Our study supports the hypothesis that a temporal domain is not always constructed by a spatial domain through a metaphorical mapping. This is not to deny that time is indeed shaped by metaphorical mappings from space. Originally, time and space construct their own domains separately during the acquisition of language, and thereafter a relation between these two domains is gradually constructed.

Keywords: spatio-temporal metaphor; sequence and temporal concepts; language acquisition

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Crazy Creative Co-created Metaphors

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What is more fun than creating metaphors together? One person comes up with a topic and another person makes a comparison to describe the topic with, to construct a certain

message. Co-creating a metaphor can also be done on a broader scale; a campaign can for example give its audience the first part of the metaphor and ask the audience to fill in the rest on social media. Filling in the B-part of the construction, the audience can then come up with anything that comes to mind. This leads to crazy creative co-created metaphors which also show how an audience thinks about a certain topic.

During this workshop, we focus on the co-created metaphors from a recent health campaign and its audience. Participants of the workshop are invited to (try to) interpret different metaphors, using different methods. Can you make sense of these metaphors? And what do they tell you?

Good Metaphors are Where You Find Them

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A good metaphor has many points of overlap with a good joke. Both require, as Aristotle once said of jokes, an *educated insolence* that uses world knowledge to mock the unadventurous and discomfit the complacent. So when George Orwell said that every joke is a tiny revolution against conceptual orthodoxy he may just as well have been talking about metaphor. Indeed, just as many metaphors are witty, the chassis of many a joke is built upon an undercarriage of metaphor. But there are pragmatic similarities also when it comes to the analysis of metaphors and jokes. No text is inherently humorous, and the best that an analyst can say is that a certain text has the potential to be humorous, and perhaps serve as a joke, in a certain context for a certain audience. Likewise, many texts exhibit what we can call *metaphor potential* insofar as they do not objectively rise to the level of deliberate metaphors. The degree to which different speakers in a conversation recognize the metaphor potential of an utterance may thus determine the extent to which metaphors, or indeed jokes, will flourish in that conversational context.

The distinction between deliberate metaphor and mere metaphor *potential* is one that takes on a deeper significance when we seek to automate the discovery of metaphors in texts or, more ambitiously still, to automate the generation of novel metaphors by a machine. Discovery and generation are complementary processes that each draw upon the metaphorical imagination, for to recognize that a text truly has metaphor potential, it is necessary for a machine to first imagine what kind of metaphorical interpretations might arise from it were it ever to be used as a deliberate metaphor. In this presentation I shall describe how a metaphor-making machine, called *MetaphorMagnet*, generates deliberate metaphorical and ironical observations of its own by seeking inspiration from human texts in the form of language fragments with metaphor potential. As the deliberate metaphors produced by a machine need not accord with the intent of the fragments' original creators, one can see educated insolence in the way in which the machine provocatively imposes new or more interesting meanings on the linguistic readymades of human texts. I will show how this insolence extends to the automated creation of short stories, in a process that builds a narrative vehicle upon a joke chassis that in turn rests on an undercarriage of metaphor.

Metaphor as a Resource and a Service for Creative Thinking

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Metaphor is never far away from our thoughts when we seek to be creative with language, though creativity of all sorts, whether linguistic or non-linguistic, can benefit from the transformative effects of metaphorical reasoning. Like metaphor, creativity is a long-cherished and widely-studied aspect of human behaviour that allows us to re-invent the familiar and to imagine the new. Research into metaphor and into creativity more generally thus finds a productive common-ground in Computational creativity (CC), a newly burgeoning area of creativity research that brings together academics and practitioners from diverse disciplines, genres and modalities. CC explores the potential of computers to be autonomously creative, or to collaborate as co-creators with human creators. Understandably then, the automated generation of original linguistic metaphors is a fertile area of research in CC, but these automated metaphors can also be put to other creative uses in other modalities. In this workshop we will explore a general architecture for creative Web services that will act as a force magnifier for CC, both for academic research, and for the effective deployment of real CC applications in industry. Unsurprisingly, the cornerstone of these services is the automated production of metaphors on-demand, for creative linguistic metaphor is often indicative of (and conducive to) deeper creativity at the conceptual level. For researchers, this service-oriented (and metaphor-anchored) architecture supports the pooling of technologies in a robust interoperable framework, in which CC models are conceived, developed and migrated from lab settings to an industrial strength platform. Industry developers, for their part, will be able to exploit novel results of CC research in a robust, low-risk form, without having to re-implement algorithms from a quickly moving field. I will illustrate the architecture in an interactive hands-on fashion with the first of a growing set of creative Web services that provide robust figurative language processing -- to humans and to other machines -- on demand.

The Role of Metaphor and Metonymy in Verbal and Visual Meaning Construction

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It is undeniable in the 21st century that stylistic patterns play a very significant role in human thinking, thus the use of stylistic figures in the media is equally important. The media provide the so-called real world environment, as they reflect the historical, political, social and cultural events that are happening at the moment, thus creating an interaction with their audience in real space and time. The primary aim of the media is to attract attention and be noticed; therefore it is possible to discuss a special news headline style or a special media language. Media language has traditionally been understood and researched as verbal language, although pictures in newspapers have existed for a long time, at least from the second half of the 19th century.

In the second half of the 20th century interdisciplinary research emerged (Sternberg, 2003) alongside the cognitive turn in various research fields. In the 20th century the term "language" was metaphorically expanded, and now it means almost any set of specific expression, for example, the language of music, the language of cinema, the language of colour

or body language, denoting a non-verbal method of expression. In the 1990s the term *multimodal texts* emerged (Goodman, 1996). The interaction between the verbal and the visual was recognised to be important in human cognition and meaning construction.

The present paper takes a cognitive stylistic approach to media research, viewing stylistic figures as a fundamental aspect in both verbal and non-verbal expression of thought. Media language is the most readily available everyday language which is aimed at the widest audience; therefore it forms useful empirical material for research in cognitive stylistics.

Metaphor and metonymy are patterns of thought and meaning construction (Lakoff & Johnson, [1980] 2003; Gibbs, 2003). They function in different forms in media content. A very interesting research material is provided by the front covers of magazines. Numerous stylistically prominent cases are found on the cover of the Latvian magazine "Ir" (Engl. "Is"). This magazine has a noble aim – to maintain integrity, freedom of speech, democracy and promote a better future for the Latvian nation (AS Cits Medijs, 2016). Metaphor and metonymy play a substantial role in the cover design of this magazine. Figurative cases are present in most of the 308 covers of the magazine which have been published to date (the latest issue: March 17, 2016).

Keywords: metaphor; metonymy; media discourse; visual and verbal

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The Color System in Náayeri and Wixárika: Can colors name anything else?

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The Náayeri and Wixárika peoples dwell in the Midwest region of Mexico. Their languages, Cora or Náayeri and Huichol or Wixárika, belong to the Uto-Aztecan language family.

The present research describes the color terminology used by the Náayeri people (Jesús María, Nayarit, Mexico) and by Wixárika speakers (El Colorín, Potrero de la Palmita and Zitacua, Nayarit, Mexico). Most studies about colors focus on the so-called "basic color terms" (Berlin & Kay, 1969, p. 5-7). In our work, more complex mechanisms have been found in corpus data from other research about Náayeri (Jesús Serrano & Parra Gutiérrez, 2014) and the data collection in Wixárika communities, mainly through the Munsell table. As a result, a color system categorization for both languages is presented.

In addition, our research found a use of metaphors and metonymies related to colors in these languages. Native speakers of both languages named colors in different images used as input. The data analysis was made according to the cognitive approach, the Conceptual Metaphor Theory (Lakoff & Johnson, 2003; Lakoff, 1987) and Conceptual Integration networks (Fauconnier & Turner, 2001, 2002). The results show evidence of metaphors and metonymies. For example, the words *xure* and *xetá* are used to name the color red in Wixárika, but by using the prefix *mau-*, the meaning is changed, producing a metaphor, as in the phrase '*uka mau-xetá*' ('the woman is naked') despite '*uka mau-xure*' ('the woman with the body painted red').

Moreover, regarding metonymies, the word *mwaanyí* in Náayeri is used to refer to something similar to the color 'gray' or to something that is colorless, and is also used to refer to mist, a cloudy sky and clear water. It is thus possible to observe the metonymical pattern COLOR FOR OBJECT. Furthermore, many color terms are derived from native names for fruits and plants, such as *naká-mwa* in Náayeri. The word *nakámwa* is used to refer to a green color that is similar to a culinary cactus color called *naká* (nopal pads or prickly pear), where OBJECT FOR COLOR is observed.

Therefore, the results from the research support the idea that the conceptual system organizes abstract concepts based on concrete experiences, in terms of how language reflects the way people capture the world around them, and their way of interacting with it.

Keywords: cognitive linguistics; metaphor; metonymy; Náayeri; Wixárika; color terms

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The Impact of Perceived Complexity on the Appreciation of Explicit and Implicit Visual Metaphors in Advertising

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Advertising relies heavily on the rhetorical figure of visual metaphor to attract consumers' attention. Because a metaphor impedes us from immediately understanding what an advertisement is about, it encourages us to reflect upon the message. Various studies show that visual metaphors are more persuasive than literal images (Toncar & Munch, 2001; Enschoot, Hoeken & Mulken, 2006). Consumers value advertisements with visual metaphors more positively, which causes a more positive attitude towards the advertised products.

This study focuses on visual metaphors and distinguishes between two types: explicit and implicit. The difference between explicit and implicit visual metaphors is proposed by Chang and Yen (2013) and depends on whether or not the advertised product is incorporated into the metaphor. Within an explicit visual metaphor, the advertised product plays a prominent role in the metaphoric illustration. As a result, the comparison that is made by means of the metaphor may be seen at a glance. Within an implicit visual metaphor, the advertised product is not in the metaphoric illustration, but depicted in a less visible place in the ad. This makes the delivered message less obvious and forces consumers to put in more elaboration and cognitive effort in order to understand the metaphoric comparison.

The question remains whether the one type of metaphor is more effective than the other. In this study, the effect of the use of visual metaphors is examined in printed advertisements. In addition, the difference in effectiveness between explicit and implicit visual metaphors is analyzed. Seventy subjects were exposed to an ad with either an explicit or an implicit visual metaphor. The findings show that explicit and implicit metaphors have no significantly different impact on elaboration. Furthermore, metaphoric thinking ability does not appear to be related to the effects of different types of metaphor.

However, the results indicate a significant difference in attitude towards advertisements with explicit versus implicit visual metaphors. In this study, an ad with an explicit metaphor is valued more positively than an ad with an implicit metaphor. This effect contradicts expectations and is entirely mediated by the perceived complexity of the advertisement. The straightforward explicit metaphor leads to a more positive attitude towards the ad than the complex implicit metaphor. This study thus shows a significant relationship between visual metaphors, their perceived complexity and their impact on advertisement appreciation.

Keywords: advertising; visual metaphor; implicitness; perceived complexity; appreciation

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Resistance to Metaphor

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In this workshop, you will participate in a lively debate on the acceptability (and non-acceptability) of the use of metaphors in specific domains (the medical, political, public and academic domain). In the first part of this workshop, the participants will discuss several aspects of the use of metaphors with each other (e.g., is the use of a war-metaphor when discussing cancer appropriate?) and prepare to engage in a debate on the matter with their

team. In the second part, the teams will be challenged to defend opposing views in an argumentative exchange.

This workshop is related to the NWO-funded research program "Resistance to metaphor" carried out at the University of Amsterdam. For more information about this research program, please see [link to Metaphor and argumentation page at the Metaphor Lab website].

Cross-linguistic Influences on the Acquisition of Metaphorical Expressions

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This study aims to explore possible cross-linguistic influences on the acquisition of conventionally used metaphorical expressions by Chinese learners of English at different levels of proficiency. In this study, "metaphorical expressions" refer to the lexical items that are used to deliver meanings that depart from their literal, core meanings, such as the following examples:

- a. He attacked a passenger with a stick. (literal)
- b. He attacked my theory. (metaphorical)

The previous literature on cross-linguistic influences (e.g., Jordens & Kellerman, 1981) and the bilingual lexicon (De Groot, 1992) makes different predictions regarding the transferability of metaphorical meanings for a lexical item, as compared with the literal meaning. In particular, it is not clear whether learners are able to derive and/or acquire the metaphorical meaning in a non-guided way when they already have acquired the literal meaning of the same lexical item.

Three different conditions are examined in the study: (1) metaphorical expressions shared between the L1 and the L2 of learners; (2) metaphorical expressions available in the L1 but not in the L2; and (3) metaphorical expressions available in the L2 but not in the L1. An acceptability judgement task with sentence correction components was used to examine whether the learners accept different types of metaphorical expressions, and how they correct the incorrect use of metaphorical expressions.

Preliminary results show that the acquisition of metaphorical expressions resides in between the acquisition of literal meanings of lexical items and that of idioms that are semantically opaque. The participants are able to discriminate expressions that are available in different languages. They exhibit different types of cross-linguistic influence, and they select different strategies when correcting the given expressions. While participants' general proficiency is an important factor for cross-linguistic influence, it influences the acquisition of metaphorical expressions in an imbalanced way when learners encounter language-specific metaphorical expressions. An asymmetry between the acquisition of literal meaning and the acquisition of metaphorical meaning of a lexical item is also observed, which is shown by the lower acceptability of metaphorical expressions that are available in both the L1 and the L2, in comparison to their literal counterparts.

Keywords: metaphorically motivated polysemy; second language acquisition; cross-linguistic influences; bilingual lexicon

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