

Book of Abstracts Metaphor Festival 2018

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Metaphor in motion: Interpreting metaphorical depictions in sports celebrations

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Athletes often celebrate their in-the-moment accomplishments by dancing, hugging one another, shaking hands in various ways, or performing various individual or group actions. My claim is that quite a few of the celebrations athletes perform (e.g., after scoring goals or touchdown, or making great plays on the field) convey metaphorical meaning and, as such, are excellent examples of metaphorical depictions (in contrast with verbal or metaphorical descriptions). Most metaphorical sports celebration depictions refer to success in other sports or competitive events in which an athlete enacts some parts of an overall SOURCE-PATH-GOAL image schema as commentary on their just completed on the field performances. Other sports celebrations, such as when athletes dance, are not metaphorical precisely because they do not allude to events in different sports or competitive domains. I will present an analysis of a large corpus of sport celebrations, and then the results of a series of surveys and experiments to show that observers often infer metaphorical meanings with some, but not all, of the sport celebrations they witness on TV and in real-life. This work has several implications for theories of both metaphorical descriptions and depictions and for how metaphor is always tied to human performance.

Print advertising is like a bullet: You'd rather miss it

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How do viewers decide that a picture is a metaphor? How do they know that iconicity is not the only message? How do they distinguish the comparé from the comparant, the target from the source? I will explore the metaphoric invitation by discussing the way visual metaphor may help to uncover the cognitive processes that play a role in metaphorical thinking. In this respect, the structuralistic or semiotic analysis of metaphor may be of added value: detecting patterns in meaningful relations helps to understand the processes. I will limit myself to one genre and to one visual image in order to restrict the number of possibilities. Therefore, I will focus on advertising and on two-dimensional print metaphor. This restriction comes with benefits: it helps to reconstruct the probable intention of the sender, because the persuasive intent guides the interpretation. The restriction also implies that I have to consider the possibility of shallow processing. Print advertisements are usually avoided, viewers prefer to look elsewhere, and the messages are usually processed superficially. Is that theoretically possible? Is it possible to have metaphorical hunches without knowing exactly what the comparison is about? And if good-enough interpretations are feasible, what does this entail for 'normal' metaphor processing?

[Bio] Margot van Mulken is professor of international business communication at Radboud University Nijmegen. Her research focuses on the effects of style and culture in the field of persuasive communication. In particular, she is interested in the effect of visual metaphors in advertisements, in the effect of puns on understanding, appreciation and memory, the effects of irony, and the effects of language intensity. In addition, she studies the effects of different styles of communication on successful and less successful intercultural encounters.

Do metaphorical sharks bite?

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In psycholinguistic models, it is claimed that nominal metaphors, such as lawyers are sharks, are processed by assigning semantic properties from the vehicle (i.e., shark) to the topic (i.e., lawyer) (Glucksberg, 2008; Gentner & Bowdle, 2008). For instance, the properties relevant for understanding lawyers are sharks would be associates such as vicious, killer, etc. Gibbs and colleagues describe a different mechanism based on embodied-simulation (Gibbs & Matlock, 2008; Wilson & Gibbs, 2007). Accordingly, processing depends on simulating the bodily-actions related to the vehicle; as occurs, for instance, by simulating a literal shark aggressively swimming toward prey. It is argued such an embodied-simulation constrains which semantic properties of the vehicle are relevant for metaphor comprehension. In the current study, we test this model.

Participants listened to sentences ending in a familiar or unfamiliar nominal metaphor (i.e., everyone in the court-room saw how those lawyers are sharks). After each sentence, participants made a lexical-decision to words or non-words. The words were either related or unrelated to the vehicle. Words related to the vehicle were bodily-actions (i.e., bite) and disembodied semantic associates (i.e., killer). Control words were unrelated to the vehicle, and consisted of bodily-actions (i.e., enter) and disembodied words (i.e., jeans). Lexical-decision times were recorded, to determine if bodily-action or disembodied associates were responded to faster than controls, and hence, were lexically activated.

For familiar metaphors, disembodied associates were lexically activated more rapidly than bodily-action associates, which is in agreement with established psycholinguistic models. The opposite is true for novel metaphors; bodily-action associates were lexically activated more rapidly than disembodied associates, in support of Gibbs' hypothesis.

We find experimental support for Gibbs' embodied-simulation hypothesis but only for unfamiliar metaphors, a finding consistent with a recent hybrid model of metaphor processing (Jamrozik et al., 2016).

Broadly reflexive hyperbole

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This talk updates an ongoing project concerning certain ways that statements of form "X is Y" (and variants) can be interpreted. It summarizes but goes beyond Author (in press). I had previously claimed that such statements can be interpreted in two particular hyperbolic ways: as conveying a notably high degree of likeness between X and Y (acting differently from standard metaphorical interpretation), or saying that part X of Y plays a notably important role within Y (going beyond part/whole metonymy).

I now show that these types of hyperbole are just two special cases of a wide-ranging phenomenon of "broadly reflexive hyperbole". This rests uniformly on a special property of some relationships, namely "broad reflexivity". Likeness is unusual in being strictly reflexive "any entity is like itself to a maximum degree (so X=Y can hyperbolically convey high likeness)" but some other relationships are reflexive in a broader, more relaxed way, where a maximum degree is not required" merely a very high degree" and "any" is loosened to "most, under normal conditions". Broadened reflexivity is enough to warrant exploitation in "X is Y" statements, which are then classed as exhibiting broadly reflexive hyperbole. For example, "John is Batman" can be a broadly-reflexively hyperbolic way of saying that John strongly identifies with Batman, because normally people identify with themselves perfectly. The talk will cover additional types of case addressed inadequately, if at all, in Author (in press), such as "I am England, and England is me" [Noel Coward], which requires further examination of epitomization relationships, combinations of relationships, and X,Y-order effects.

A variety of apparently disparate ways of interpreting "X is Y" are unified, where furthermore the unification in terms of a wide-ranging type of hyperbole that deserves extensive examination in its own right.

The role of (deliberate) metaphor in communicating knowledge in academic lectures from different disciplines

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Within the cognitive framework of metaphor (Lakoff & Johnson 1980), metaphor is seen as a phenomenon of language and thought. Doing justice to metaphor scholars' increasing interest in communicative functions of metaphor, Steen's (2008) recent three-dimensional model of metaphor adds a communicative dimension of metaphor. In this dimension, Steen distinguishes deliberate from non-deliberate metaphors. He proposes that 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" (2010: 58). Accordingly, we might expect deliberate metaphors to be particularly valuable for communicating abstract knowledge in higher education, as they explicitly provide students with an alien perspective from which to review the subject matter. My empirical study examines if deliberate metaphor is indeed a valuable tool of knowledge communication in academic lectures.

For this investigation, I video-recorded 23 US-American college lectures, transcribed them, and identified linguistic metaphors by using MIPVU (Steen et al. 2010). For the identification of deliberate metaphor, I used an extended version of Krennmayr's (2011: 154-155) list of features that possibly indicate deliberate metaphor use and combined it with a bottom-up analysis of the linguistic metaphors in their context. My qualitative analyses of forms and functions of deliberate metaphors in my corpus of more than 250,000 words demonstrate the value of deliberate metaphor in communicating academic knowledge. Based on examples of deliberate metaphors in different college lectures, my presentation will illustrate some of the various forms (e.g., compound nouns, extensions, similes, with domain signalers) in which deliberate metaphors occur as well as their major functions (i.e., explanatory and affective) in academic lectures.

How are abstract concepts represented in visual metaphors? Towards a metonymy-based account

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Metaphors typically align concepts that vary in their degree of concreteness, where the target is usually more abstract than the source. However, within the visual mode, metaphorical concepts must be ultimately depicted, even when the target of the metaphor is rather abstract, such as in advertisements for intangible products. For example, a network security software (abstract target) may be advertised through a visual metaphor where an internet cable (concrete target) is represented in the shape of barbed wire (source). However, it remains unclear how the abstract target relates to the visually depicted one - in this case network security software and internet cable.

We claim that metonymy holds the key to explain such relations. We hereby present a content analysis based on a corpus of 30 visual metaphors, formalised into A-is-B statements at two levels: a concrete level (expression) and a more abstract level (conceptualization, cf. Steen 2008). Two independent coders annotated the relation between concrete and abstract metaphor terms in the two levels (e.g. between internet cable and network security software), using a taxonomy of metonymy types (Panther, Radden 1999).

With substantial interrater agreement scores we hereby demonstrate that different types of metonymy can indeed explain how abstract concepts emerge from concrete representations in visual metaphors. Moreover, we identify an additional operation used to represent abstract concepts visually, which is based on highly conventionalized symbols. We argue our view of symbols as hyper-conventionalized metonymies. We conclude by discussing the theoretical implications of this study for embodied theories of metaphor and of cognition, in view of our main claim: metonymy plays a central role in explaining how abstract concepts emerge from concrete representations, in metaphorical images.

Understanding the mental operations during filmic metaphor processing: A think-aloud experiment

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The purpose of this study is to investigate the mental operations that viewers employ while processing cinematographic metaphors.

The study is organized in two phases. First, we offer a theoretical model that predicts the cognitive processes that occur while people interpret filmic metaphors, based on an existing model of visual metaphor processing (Steen 2018). Second, we evaluate the model empirically, in a think-aloud experiment (cf. Sorm, Steen 2013). Twenty-five Spanish participants were presented with a TV-commercial and asked to verbalize their thoughts. The commercial was previously segmented and analyzed using FILMIP, Filmic Metaphor Identification Procedure (Bort-Mir, in prep) by two independent annotators, and marked for metaphoricity. The collected data is then evaluated in a formal content analysis, where two independent coders classify the protocols using the steps outlined in the theoretical model.

The general results of this first stage show that: 1) the interpretative process is not linear; 2) genre-related knowledge plays a crucial role in processing filmic metaphor: in this investigation focused on advertising we observed that most participants start talking about the commercial message, and then reconstruct how the message is conveyed through metaphors, in a "reverse engineering" fashion. An additional empirical phase of this study is currently ongoing, in which we collect new data with English native speakers, and compare the two populations in a cross-cultural fashion. Preliminary results will also be presented.

With this study we theoretically formalize and empirically test the processes that viewers undertake while interpreting filmic metaphors, thus advancing the current theory and methods on filmic metaphor processing from cognitive, semiotic, and cross-cultural perspectives.

Language contact - a blessing or a curse? Folk models of language in Serbian public discourse

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The conduit metaphor exposed how a naive, pre-theoretical model of communication relying on the figurative objectification of linguistic process can influence attitudes and, potentially, be a source of misunderstandings among interlocutors (Reddy 1979). In a similar vein, this paper inquires into folk models of language contact and change circulating in Serbian public discourse and their political ramifications.

The corpus consists of seventy manually collected newspaper articles published in the Serbian daily newspaper Politika, and the corresponding comments sections. The majority of articles were published during a language campaign "Let's safeguard the Serbian language (2015)" and are authored by influential linguists and opinion-makers. The identification of figurative language was done following an adapted MIP procedure (Pragglejaz 2007). A preliminary analysis of a hundred stretches of discourse reveals that language changes are regularly conceptualized in a negative light by both symbolic elites and the readership. The most common conceptualizations are those of physical violence, decay, invasion, and colonization, thus supporting the folk models of purity, homogeneity and, often, the national essence of language (Watts 2011): "unbearable violence against the language culture; the public press rapes our Serbian language; a pure colonization by foreign language and script".

Laying bare the metaphors standing at the core of folk theorizing about language processes, as well as working out the implications these carry for language users, is one step towards a better understanding of language-related ideology in present-day Serbian discourse.

A word to the wise: Idiom transparency intuitions in native speakers and L2 learners of Dutch

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Idiomatic expressions are sequences of words that convey a figurative meaning (Cacciari & Glucksberg, 1991), i.e. kick the bucket. An important dimension along which idioms can vary is transparency, generally defined as the degree of correspondence between the literal and the figurative meaning of idioms. Keysar and Bly (1995) suggested that transparency intuitions are not necessarily rooted in idiomatic expressions, but emerge because language users develop explanations for the meanings they learn to associate with specific idioms. These findings for native speakers were confirmed for L2 learners by Malt and Eiter (2004). However, researchers in cognitive linguistics (Geeraerts, 1995; Gibbs et al., 1997) maintain that transparency intuitions are influenced by inherent properties of idioms, like conceptual metaphors and encyclopedic knowledge (Skoufaki, 2008). To clarify this issue, we investigated the relation between transparency intuitions and idiom knowledge in a comparative study involving native speakers and L2 learners of Dutch.

We collected transparency ratings (Likert scales) and objective data on knowledge (multiple choice test) for 110 Dutch idioms from 25 native speakers and 25 German L2 learners of Dutch. We investigated rating reliability using a novel approach based on Generalizability Theory, the differences between native and learner ratings and the relations between transparency and knowledge. Findings Reliable transparency ratings were obtained for both native speakers and L2 learners. L2 learners judged the idioms to be more transparent than the native speakers did, which contrasts with Keysar and Bly's hypothesis. Moreover, a stronger relation between transparency and idiom knowledge was observed in L2 learners than in native speakers.

Our results suggest that L2 learners rely more on intrinsic properties of idioms when accessing the meaning of L2 idioms than native speakers do, which aligns with other findings by Abel (2003), Cie?licka (2006), and Skoufaki (2008).

Metaphors in literary reading: Differences between deliberate and non-deliberate metaphors revealed with eye-tracking

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The introduction of Deliberate Metaphor Theory (DMT; Steen, 2008, 2017) provoked an intense debate among metaphor researchers about the distinction between deliberate and non-deliberate metaphor (e.g., Deignan, 2011; Muller, 2011; Gibbs & Chen, 2017; Steen, 2017). One of the key issues in this debate is concerned with the way in which deliberate versus non-deliberate metaphors are processed. In this study, we use eye-tracking as an indicator of mental processing and investigate whether gaze duration for deliberate versus non-deliberate (versus non-metaphorical) metaphors differs in literary reading.

Two short literary stories (5,000 words in total) were selected from a database for which eye-tracking data from 72 Dutch participants (59 females, Mage=23.31 years) were available (Mak & Willems, submitted). The Deliberate Metaphor Identification Procedure (DMIP; Reijniere et al., 2017) was used to identify all potentially deliberate and non-deliberate metaphors in these stories. Subsequently, a linear mixed effects model was created with gaze duration as the dependent measure and metaphor type (deliberate/non-deliberate/non-metaphor) as predictor. Lexical frequency, relative position in the sentence, and reading experience were included as control variables. Intercepts for participants were included as random effects.

Results show that words that were identified as potentially deliberate metaphors elicited longer gaze duration ($M = 306.1\text{ms}$) than words that were identified as non-deliberate metaphors ($M = 250.8\text{ms}$) and non-metaphorical words ($M = 251.8\text{ms}$). Furthermore, we found an interaction effect of reading experience. More experienced readers read deliberate metaphors significantly faster than less experienced readers, compared to non-metaphorical words. For non-deliberate metaphors, no effect of reading experience on gaze duration was found.

Our findings suggest that deliberate metaphors are processed differently from non-deliberate metaphors, and as such provide eye-tracking-based empirical support for Deliberate Metaphor Theory.

Of frozen hearts and open doors: Translating metaphors in the songs of Disney's Frozen

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Despite the omnipresence of music and songs in our globalized world, song translation remains an under-researched field in Translation Studies. Studies that do investigate song translation mostly focus on singability (e.g., Low, 2003, 2005; Stopar, 2016) or fidelity to the Source Text (e.g., Franzon, 2005, 2008). Though metaphor is often mentioned in such studies, the combination of song translation and metaphor translation has not received any systematic attention. Moreover, many studies in song translation (and Translation Studies in general) continue to treat metaphor as a predominantly linguistic device with a decorative function.

I will use the Dutch dubbed and subtitled versions of Disney's *Frozen* (2013) to demonstrate that the metaphors involve a highly complex interaction between verbal messages, music and images. I will argue that the existing Dutch dubbed and subtitled versions employ translation solutions that are in line with traditional models such as Newmark (1988) and Schäffner (2004) but result in disruptions of the semiotic coherence of the movie. In addition, metaphors are often "solved" locally, resulting in changes to or deletions of the systematic patterns of multimodal metaphor that provide thematic structure to the movie.

Combining the three-dimensional model of metaphor (Steen, 2008), the pentathlon principle for song translation (Low, 2005), and two dominant models of metaphor translation (Newmark, 1988; Schäffner, 2004), I will demonstrate how the metaphors in the songs are relatively unproblematic to translate in terms of their linguistic and conceptual properties, but become genuine translation problems due to (1) their role in creating narrative coherence, and (2) the interplay between lyrics, music and visuals. As a result, a more nuanced approach to the translation of multimodal metaphor in songs is needed that puts discourse properties, communicative functions and multimodality centre stage.

Metaphors of cyberinfrastructure in news discourse

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Metaphors help people make sense of new, complex topics (Lakoff & Johnson, 1980/2003), and are often used when conceptualizing abstract technologies like the Internet (Matlock et al., 2014). Most studies on metaphors investigated these technologies after their introduction to the general public (Matlock et al., 2014). How metaphors can give meaning to emerging technologies (not yet known by a general audience), has received less attention. Besides, research shows that metaphors can change over time, when people become more familiar with the technology (Matlock et al., 2014). However, it is not yet known what happens to the metaphors if an existing technology is expanded by a newer technology. We take on the question of how metaphors are used to conceptualize such emerging and complex technological expansions, by focusing on cyberinfrastructure (next-generation Internet; Foster et al., 2001), a network of supercomputers to conduct data-intensive science (Kee et al., 2011).

We manually analysed a corpus of news texts on cyberinfrastructure for metaphor with MIPVU (Steen et al., 2010). Subsequently, metaphors were manually clustered into twenty-one conceptual domains. Results demonstrate that 3,892 out of 14,654 words were used metaphorically (26.6%). Also a pattern of abstraction emerged. Abstraction consists of two dimensions: concreteness and precision (Iliev & Axelrod, 2017). Most metaphors of cyberinfrastructure are concrete (referring to physical source domains) but unprecise (by providing little information). Besides, cyberinfrastructure is conceptualized with already existing metaphors of other technologies, like the Internet. These metaphors are applied in two different ways: (1) portraying cyberinfrastructure as "business as usual", by using metaphors about familiar and known concepts, (2) portraying cyberinfrastructure as "disruptive", by using metaphors about unknown and frightening concepts. Both ways of framing might hinder the understanding and adoption of cyberinfrastructure. Communicators should strive to introduce more constructive metaphors that will foster a better shared understanding of cyberinfrastructure.

Evaluation and traditionality of gender stereotypes: University students' perceptions of metaphors for women and men

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Gender stereotyping remains a pervasive issue in society and thus language. Gender stereotyping is at play when a person is ascribed or denied certain features on the basis of their biological sex (cf. Council of Europe 2018). Research on gender stereotypes has found that categories like evaluation, sexuality and traditionality are crucial for gender stereotype identification and differentiation (cf. Vonk/Ashmore 2003, Glick/Wilkerson/Cuffe 2015).

My research investigates the evaluation and traditionality perception of gender metaphors in English and Spanish. In an online questionnaire, 23 university students in London and Madrid rated 20 expressions for women (e.g. Eng. bitch, Spa. princesa) and men (e.g. Eng. player, Spa. cabrón) that were produced by themselves in single brainstorming sessions in a prior study. Every expression was rated on 15 different scales, e.g. good vs. bad person and traditional vs. non-traditional female/male stereotype.

My data reveals a correlation between evaluation and traditionality. The results show that the most positively and traditionally rated expressions for women include conceptualizations as young, submissive and good-looking (Eng. babe, Spa. niña), while the most positively and traditionally rated conceptualizations of the man were mainly those as a friend (Eng. mate, Spa. colega). Rated as most negative and least traditional are conceptualizations of women and men as promiscuous (Eng. slag, Spa. guarra and Eng. player, Spa. cabrón). However, in both English and Spanish the promiscuous woman is rated as less traditional than the promiscuous man, while the promiscuous man is rated as more negative than the promiscuous woman.

Detecting the perception of such metaphorical conceptualizations can be a crucial way in understanding the many ways in which gender stereotyping manifests itself in language and thought. Traditional gender stereotypes are seen as positive, while non-traditional gender stereotypes are seen as negative.

Metaphor and alienation in the Pauline epistles

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Many metaphors in the Pauline epistles (Collins 2008) exhibit strong tensions between source and target domain (SD/TD), e.g. (1): (1) In a great house there are not only vessels of gold and silver but also of wood and clay, some for honorable use, some for dishonorable. Therefore, if anyone cleanses himself from this, he will be a vessel for honorable use. (2 Tim. 2:20f.)

Its SD introduces different classes of household vessels. Their substance and content are interdependent, e.g., for drinking wine, silver cups are preferred over wooden ones. However, in the TD of this metaphor (MINDS ARE CONTAINERS FOR IDEAS), the vessel's content matters more than its substance, and the vessel can choose its content. The message is clear: The human mind is no inert vessel, it is responsible for the thoughts it entertains, and will be judged by their quality.

Such metaphors couple strongly incompatible domains, whose dissimilarity is more important than their similarity. This alienates the TD, changing its conceptualisation fundamentally (RicÅ“ur 1975). Alienating metaphors are deliberate (Steen 2009). Domain incompatibility is not predicted by Conceptual Metaphor Theory (Lakoff 1993). Blending (Fauconnier/Turner 2002) anticipates tensions between domains routinely, but how could it distinguish the alienation effect, especially, the importance of domain incompatibility, from minor unobtrusive domain mismatches in non-alienating metaphors?

We identify alienation techniques in Paul's metaphors, discussing them in different theories and integrating Lakoff/Turner's (1989) account of "poetic metaphor". We show that such metaphors can be motivated in that alienations can convey clear messages.

Examining factors that influence the interpretation of ambiguous phrases as literal or sarcastic

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We investigated a number of factors influencing whether an ambiguous statement should receive a literal or sarcastic interpretation, including properties of the message (e.g., punctuation, negation) and the perceiver (e.g., age, personality).

Experiment 1

Method

164 native English-speakers (aged 18-84) rated 36 ambiguous utterances (presented in context) in relation to how sarcastic they thought the character was being. Utterances were positive (e.g., "Yeah, so much"□) or negative (e.g., "No, not at all"□), and accompanied by a full stop, wink, or ellipsis (...). Participants also completed a self-report sarcasm survey and indirect aggression questionnaire.

Findings

Utterances were rated most sarcastic when accompanied by a wink, less sarcastic with an ellipsis, and least sarcastic with a full stop. Sarcasm rating scores positively correlated with self-reported levels of sarcasm use and tendency to use indirect aggression, and negatively correlated with participant age.

Experiment 2

We wished to further investigate the hypothesis that ambiguous utterances in which negation is used to mitigate a highly positive concept (e.g., He's not the best lawyer) are interpreted sarcastically by default.

Method

162 native English-speakers (aged 18-74) rated 28 negative phrases (e.g., This isn't the most hygienic restaurant), regarding whether they conveyed a sarcastic or literal message, before again completing a self-report sarcasm survey and indirect aggression questionnaire.

Findings

Overall, participants rated materials as sarcastic, supporting the predictions of the Defaultness Hypothesis. Interestingly, results across both experiments showed a negative correlation between participant age and self-reported use of sarcasm, which would concur with the finding (in Experiment 1) that the tendency to interpret ambiguous materials sarcastically was negatively correlated with age.

Overall, results would indicate that a broad range of factors (both text-based and perceiver-based) can influence the sense of sarcasm that is experienced when reading ambiguous stimuli, offering support for constraint-satisfaction approaches.

Resistance to scientific metaphor

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This presentation adopts Deliberate Metaphor Theory (DMT) as a theoretical framework in order to explore how and why scientific metaphor gets revitalized and resisted. Once scientific metaphors become established concepts in the scientific community, they are no longer used as metaphor. Under certain conditions, however, such scientific metaphors may be deliberately revitalized and resisted as metaphors. Taking the canonical computer metaphor of the brain/mind as its case, the presentation analyzes such instances of scientific revitalization and resistance to metaphor.

DMT is compatible with a discourse analytical approach in which metaphor use is assumed to be driven and constrained by genre. Thus, a number of instances of resistance to the computer metaphor of the brain/mind will be analyzed for deliberateness and linked to particular genre variables such as, for instance, communicative function, discourse domain, participants, goals, content, and text type. The central finding of the presentation is that resistance to the computer metaphor of the brain/mind in specialist discourse is linked to its function as an explanatory hypothesis about the mind. Accordingly, scientific revitalization and resistance to the computer metaphor of the brain in specialist discourse may typically take the form of argumentation against the explanatory power of the metaphor. Such argumentation in turn relies on starting points that can be related to genre variables such as text content, participants, and their goals. The presentation concludes that deliberate resistance to the computer metaphor of the mind/brain clearly illuminates how higher-level discourse properties interact with properties of metaphor and argumentation. It is suggested that future research into scientific resistance to metaphor may fruitfully serve to further develop DMT as a research program.

Metaphor comprehension of Chinese-speaking people with and without aphasia

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People with aphasia (PWAs) have acquired speech impairment and communication disorders. Instead of a disease, aphasia is diverse symptoms of brain damage and it affects the production or understanding of speech and the ability to read or write. This study aims to make a thorough inquiry on how Chinese-speaking PWAs comprehend different types of metaphors, for instance, deliberate metaphors and non-deliberate metaphors.

Hypotheses of the study include: 1. whether aphasic people have a poorer ability in understanding metaphors, as they are characterized with intermittent deficiency, slow processing and limited working memory; 2. whether deliberate metaphors are more difficult for their processing, because deliberate ones involve attentional on-line comparison from source domain to target domain, which might be more "cognition-consumed"; and from Hypothesis 2, can we have a further hypothesis and conclusion on whether it would be helpful to elicit more deliberate metaphors in health care context in order to improve their interaction with medical staff and caregivers.

Aphasic group and control group will be given pairs of short texts, which are matched versions of stories with different types of metaphors. Yes/no questions after each narrative will be used to assess comprehension. This study can reveal some differences in metaphor comprehension between Chinese-speaking people with and without aphasia.

In-flight magazines in teaching EFL: In-sights into metaphors

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Besides being rhetorical devices, metaphors help us shaping reality and are pervasive in daily-life language, conveying the cultural specificity of that language. Yet, when learning English as a Foreign Language (EFL), while student discourse is grammatically appropriate, it usually sounds overliteral (Danesi 1993). Indeed, learners mostly struggle to grasp figurative expressions, being not aware of the conceptual metaphors (Lakoff & Johnson 1980) that motivate them. However, they are not given due attention in syllabuses.

Metaphors are ubiquitous in any kind of text and in-flight magazines are no exception. This hybrid genre, which combines tourism with advertising discourse, aims at entertaining, informing and selling to the reader experiences that are conceptualized metaphorically (Small, Harris & Wilson 2008). In so doing, metaphors turn a distant and unknown destination into something familiar and captivating (Dann 1996).

As authentic material, in-flight magazines could be exploited in EFL syllabuses to raise awareness of metaphors by means of contrastive analysis and tourism/advertising discourse analysis. The scope of my paper is therefore to test these hypotheses. A sample of Italian EFL students will be given explicit instructions on how to notice, analyse and arrange metaphorical expressions according to common topics. They will work on a corpus of highly meaphorical texts gathered from the Alitalia's *Ulisse* (edited in Italian and formal Global English) and the Easy Jet's *Traveller* (edited in highly informal English with culture-bond terms). Eventually, learners will answer a qualitative questionnaire to test if their metaphor knowledge increased.

Concisely, if students are familiar with metaphorical motivation of meanings, they learn English vocabulary more efficiently (Boers & Lindstromberg 2009). Using in-flight magazines may thus provide classroom activities to improve (meta)linguistic and cognitive competences and facilitate cultural-bond vocabulary learning. English metaphors are a lens and students need to wear them to see reality like a native-speaker.

Conceptualization of happiness, sadness and love in "The museum of innocence" by Orhan Pamuk

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Emotions as an important aspect of being human has been under investigation in cognitive linguistic studies. This study analyses the metaphorical mappings of the emotions with the focus on happiness, sadness and love in Turkish novel "Innocent Museum" by Orhan Pamuk. In this study, I examine how these emotions are conceptualized based on the Conceptual Metaphor Theory by Lakoff & Johnson and what kind of bodily experiences are being used as source domains in expressing the three emotions in Turkish.

Through this analysis, I argue that there are culture specific metaphors as it is in HAPPINESS IS PURE SUBSTANCE for happiness, SADNESS IS BURNING IN PAIN for sadness, LOVE IS SUFFERING for love. At this point conceptual metonymies are also discussed since physiological effects of these emotions are reflected in emotion expressions.

To identify the metaphors used in the novel, I first read the entire text and determined the emotion-related lexical units including collocations before and after the lexical unit that might have a potential metaphorical mapping. In the third stage those potential words were examined on the basis of linguistic and cognitive criteria (Charteris-Black, 2004) resulting from a shift in domain use. While making the analysis, I looked for the relevance between the literal meaning of the potential word and the one in the given context. If the meaning of a word in the given context is different from the literal meaning but if it has a relevance with it, I marked it as metaphorical.

Through this analysis, I will also argue what body parts are utilized and where the center in the body is for expressing certain emotion in Turkish. Being a collectivist culture, Turkish will yield interesting data for the metaphor studies.

Wolfing down the Twilight series: Metaphors for reading in online reviews

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Recent work in stylistics has used online data as a source of insights into experiential aspects of reading, applying the same stylistic frameworks to the reviews as those applied to the texts themselves (e.g. Harrison 2017; Nuttall 2017). In this paper, we analyse the range of metaphors used by readers to describe polarised experiences of Stephenie Meyer's popular fiction novel *Twilight* (2005), and the embodied experiences which contribute to both its popularity and rejection among readers.

Drawing on Cognitive Metaphor Theory (Lakoff and Johnson 1980), previous researchers have identified three main metaphors as reflecting readers' varying engagement with texts: *READING IS TRANSPORTATION*, *READING IS CONTROL* and *READING IS INVESTMENT* (Gerrig 1993; Stockwell 2009). Here, we test and develop these observations by examining a sample of reader reviews collected from the online forum, Goodreads. A sample of the highest (5 star) and lowest (1 star) reviews of *Twilight* are submitted to qualitative analysis using Nvivo software, and metaphors for reading are grouped and analysed using concepts from Cognitive Grammar (Langacker 2008).

Findings of this study include the identification of further recurring conceptual metaphors for reading including *READING IS EATING*, and the range of embodied experiences suggested by their varying linguistic manifestations within and across reader reviews. Cognitive grammatical analysis of the linguistic choices made by readers as metaphorical construals in terms of specificity, prominence and dynamicity, demonstrates a detailed and systematic means of discussing their different framings of the reader, writer and characters, and the different emotional and ethical reading experiences they represent.

We argue that, when contextualised in relation to a particular work of fiction and a particular online discourse context, the metaphors produced by readers can offer new insights into reading experiences such as immersion and distancing.

Solving the paradox of metaphor all over again

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If metaphors involve a cross-domain mapping (Lakoff/Johnson 2007), then most metaphors are not processed as metaphors during comprehension. This is the paradox of metaphor. In order to dissolve this paradox, Gerard Steen (2008, 2011, 2017) distinguishes three different levels of analysis with respect to metaphor: metaphor in thought, metaphor in language, and metaphor in communication. The present paper examines this solution from a philosophical perspective. First, we shall raise the question whether these three levels are mutually independent of each other. By focusing on the level of communication, we are going to argue that this is not evidently the case. Under the assumption that Steen's solution does, however, require the three levels of analysis to be independent of each other, this would seem to put pressure on his solution to the paradox. In a second step, we will hence propose an alternative solution to the paradox of metaphor. Our own proposal makes use of three variables that need to be taken into account when answering the question whether some sentence will be processed as metaphor, these being: expectations of relevance, linguistic competence, and conceptual competence. Theorists of metaphor score naturally high on all these three counts, unlike the average language user. In our view, keeping track of these three variables is all that is needed in order to explain variation across language users as regards the processing of sentences as metaphor.

The dao of development: The four revolutionary powers of the Chinese communist party's path metaphor

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My paper presents an original analytical framework that melds epistemology, theory, and methodology through analysis of metaphor's role in the PRC's communist and market revolutions, both of which I trace to the Party's creation, inculcation and on-going revision of one metaphor: the *dao* 道, or rather *daolu* 道路 – the Path Metaphor, a variant of the Event Structure Metaphor.

This metaphor's revolutionary power derives from Path Metaphor's four revolutionary powers: the power to Connect, the power to Create, the power to Constitute, and the power to Control. Each power references distinct yet complementary literatures.

- The Power to Connect elicits the Path Metaphor's neurological grounding, through reference to Lakoff's conceptual metaphor theory as informed by Gibb's embodiment work, image schema theory, and scientific experiments.
- The Power to Create underscores the Path Metaphor's ability to create meaning, drawing upon Fauconnier and Turner's conceptual integration theory.
- The Power to Constitute highlights the Path Metaphor material existence in lexical prompts, affirmed by Ning Yu's analysis of the Event Structure Metaphor saturating discourse in contemporary Mandarin Chinese.
- The Power to Control emphasizes metaphor's ability to constrain thoughts through institutions enforcing inculcation of one particular schema; Pierre Bourdieu's work on language and symbolic power reframes metaphor as a weapon in a broader battle of orthodoxy vs. heterodoxy.

The case of metaphor's role in China's communist and market revolutions enables productive interdisciplinary theoretical dialogue while the theoretical approaches elicit and explain multiple dimensions of power that have enabled modern China's revolutionary transformations.

The role of literal word meanings in the processing of non-transparent idioms

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A debated issue in figurative language research is the exact role literal word meanings play during idiom processing (Peterson et al., 2001; Rommers et al., 2013; Sprenger et al., 2006; Swinney & Cutler, 1979; Titone & Libben, 2014). Previous research produced ambiguous results. Some studies showed literal word meaning activation during idiom processing (Hillert & Swinney, 2001; Sprenger et al., 2006), while others did not (Peterson et al., 2001; Raposo et al., 2009). Behavioural and electrophysiological data of Dutch native speakers for non-transparent idiom processing in Rommers et al. (2013) revealed that figurative meanings were so strongly activated that literal word meanings had been suppressed. Our study addressed this issue in the production domain.

In a priming experiment, Dutch native speakers named a word that was part of an expression (correct), a word semantically related to the target (sem rel), or a semantically unrelated word (sem unrel). These words were embedded in an idiomatic and a literal biasing context. We conducted two versions of the naming experiment manipulating presentation time of the target word. Delayed presentation was expected to favour target word prediction.

We found a processing advantage for the correct target word in both the idiomatic and the literal context as compared to the sem unrel words. In the first version of the experiment, literal word meanings were found to be suppressed in the idiomatic context, and surprisingly also in the literal context. However, delayed presentation of the target word suppressed this effect in the literal context but not in the idiomatic context.

Our study shows that literal word meanings are not activated in non-transparent idiom processing. This can be taken as evidence in favour of separate representations of non-transparent idioms in the mental lexicon of native speakers.

Rereading William Butler Yeats's poetry through Conceptual Metaphor Theory

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Conceptual Metaphor Theory revolutionizes the way scholars understand the traditional concept of metaphor and argues that metaphor is not only a linguistic phenomenon but also a cognitive process based on the experiences of humankind in defining different domains. Providing an infinite variety of meanings in language and thought, metaphor is an inherent element especially in William Butler Yeats's poetry. After elaborating on the historical background of the Conceptual Metaphor Theory in terms of George Lakoff and Mark Johnson's works, this paper then sets out to map the kinds of target and source domains in Yeats's selected poetry by enlisting an inventory of the Yeatsian vocabulary which helps us to reinterpret the sensual and intellectual impact of Yeats's poetry under the light of Conceptual Metaphor Theory. Finally the paper aims at providing a critical approach on the importance of conceptual metaphor competency in Yeats's poetry in understanding the general ideology of the era, the Irish countryside, religion and politics. It is observed that "the great beast" and "the gyre" are the most definitive of Yeats's metaphors. Yeats, as an important Irish poet who has evolved from romanticism to modernism, is fascinatingly prolific and diverse in his use of metaphors. CMT contributes to the pleasures and interpretive process of decoding deliberate ambiguity and aesthetics in Yeats's poetry.

Metaphor models in tourism and education discourse

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This paper presents evidence from research into the problem of building and enhancing of the positive image of a region or a territory by means of linguistics. We aim to demonstrate how using a professionally compiled brochure text we can attract the reader's attention to a described destination (e.g. region, city... and even an educational institution...) and influence his or her desire to visit it. In this paper we have described specific features of the language of tourism as a discursive method that influences the construction of a positive region's image; we have also examined the discourse of tourism and the discourse of education in their interaction and described the corresponding genres, such as tourist and education brochures (the brochure of educational institutions), from the perspective of their linguistic, rhetoric and metaphoric elements. In this paper, we provide a comprehensive analysis of major steps of text creation in the discourse of tourism and the discourse of education, as well as identify the factors that affect persuasiveness of the text message. For this purpose, we have employed contemporary methods for linguistic metaphor identification (such as metaphor identification procedure, MIPVU, a five-step method for metaphor identification by G.Steen (2007), conceptual metaphors modelling, hermeneutic text analysis and interpretation. In conclusion, we share the results of our survey where we analysed potential tourists' and students' reaction to brochure texts with different metaphor density. We also demonstrate how our findings can be used at different stages of writing brochures for cities/regions as well as for educational institutions. We also discuss the perspectives of applying our findings for the creation of Internet brochures as well as mobile apps for tourists/potential students with GPS and augmented reality technologies.

The analysis of visual metaphors in place marketing research

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The metaphor is a pervasive category of language, mind, and communication. The application of Conceptual Metaphor Theory to various aspects of human life is omnipresent. Within the special interest given to multimodal communication, visual metaphors represent fertile field for their use in marketing, especially in advertising (Forceville, 1996). The research on visual metaphors in advertising from linguistic perspective focuses on three main aspects: structural, conceptual, and pragmatic. In the current research we try to shift the focus from the analysis of metaphors in "products" (i.e. the pictures) to the analysis of conditions visual metaphors emerge within task-based learning in place marketing.

The research in place marketing includes the description of eight nominal places according to certain attributes of these places (migration, child-bearing, and settling factors). Students are asked to imagine such places, giving brief description, and drawing corresponding pictures. Then we analyze the obtained pictures for the presence of visual metaphors. The analysis takes place in several stages. The first stage involves the component analysis of the pictures, where we identify parts which might have metaphorical image. Next, we compare the visual representation of the place with students' verbal description and confirm the metaphorical nature of the selected image. Finally, we count the frequency of metaphorically used images across eight types of place, thus identifying which of them require the use of visual metaphors more and why.

The results of the research suggest that some places require more extensive use of visual metaphors. These are those types of places, which students struggle to imagine and describe at first, and spend more time brainstorming for an appropriate depiction. So we argue that visual metaphors occur in the description when students are lost in words to visualize a place.

Toward a Theory of Religious Metaphor: Amending Conceptual Metaphor Theory

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Some of the earliest comprehensive accounts of religious metaphor come from theological traditions (Augustine 388-90; Keach 1681-82). These accounts, like many contemporary accounts of religious metaphor using Conceptual Metaphor Theory (CMT), operate either on positive assumptions about the existence of God as a real entity within the embodied world (DesCamp and Sweetser 2005; McFague 1982) or on implicit, negative assumptions about God's existence in some uncriticized, objective reality (Richardson 2013; Shokr 2006; Kövecses 2015). In this paper, I argue that CMT is inadequate for modeling religious metaphor and should be modified to account for the unique domain of religious experience by creating a new, ontological domain representing an end-point in abstract thought.

The first major problem for CMT, linguistics research on religious metaphor uncritically uses GOD as the primary domain in religious language; while in contrast, scholars as early as Augustine recognized that God denoted an unknowable, abstract domain of knowledge. Secondly, CMT researchers often inadvertently introduce methodological biases by failing to address their existential and ontological assumptions about religious objects. I argue that the actual primary domain of religious metaphor is a singular, disembodied domain with no inherent ontology (?). This ? represents a logical end-point in abstract thought, and can be used to explain religious metaphor's peculiar, para-literal constructions. Its efficacy is also demonstrated by its use in explaining unquantifiable concepts such as eternity and infinity in secular rhetoric.

This simple substitution solves the problem of objectively representing religious metaphor and experience, opening up new, rewarding avenues of CMT research. The allowance for a disembodied domain, something beyond human experience or comprehension, is a simple but effective amendment to CMT, which allows for a new perspective on figurative thought. The introduction of a logical, disembodied domain is more capable of modeling religious metaphor accurately than contemporary methodologies.

Embodied construal of control coded by English verbal particles

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In their seminal work Lakoff and Johnson (1987) have put forward the concept of orientational metaphors which result from the spatial orientation of human body and polar oppositions that it entails, such as being up versus being down, being located inside the landmark versus being located outside it, etc. The metaphors: HAVING CONTROL OR FORCE IS UP and BEING SUBJECT TO CONTROL OR FORCE IS DOWN are grounded in the human experience of orientation along the vertical axis.

The paper investigates an embodied construal of Control in English, conceptualised by means of English verbal particles. The analysis is carried out within the framework of Cognitive Linguistics (Langacker 1987, 1991) and it uses the Principled Polysemy Model developed by Tyler and Evans (2003) for describing metaphorical sense extensions. The study is usage-based, as it relies on authentic language data derived from British National Corpus.

The findings of the research reveal that the construal of Control may be conceptualised by four English particles:

- 1) on, e.g. The ad plays on our emotions, showing a doctor holding a newborn baby;
- 2) under, e.g. Fr Jin was released in 1973, but kept under strict surveillance;
- 3) over, e.g. It is undemocratic to rule over people without seeking their votes;
- 4) down, e.g. A hundred thousand soldiers..will keep down ten millions of ploughmen and artisans.

The analysis has demonstrated noticeable contrasts in profiling the elements of a construed scene, e.g. when Control is conceptualised by the particle on, it is viewed from the landmark's perspective and perceived as a burden, but when it is represented by the particle over, close proximity between the trajector and landmark is foregrounded. Particles under study profile different aspects of Control due to differences in their image-schematic content, which imposes distinct schematic construals on a conceived scene.

How STUDENT in English influences STUDENT in Serbian: An analysis of conceptual metaphor translation strategies

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The purpose of this paper is to unveil metaphorical conceptualizations of student in English in higher education discourse and to show when and how conceptual metaphors are transferred from English into Serbian in the analysis of translations of the target concept. The theoretical framework relies on the works of Toury (1985), Newmark (1988), Dobrzynska (1995), Samaniego-Fernandez (2002), Schaffner (2004) and Silaški (2012) who proposed various classifications of metaphor translation strategies.

The 100.000-word specialized parallel corpora we analyzed consists of texts on higher education and their official translations published by the European Commission. To assemble the corpus we followed the instructions outlined by McEnery et al. (2006). To extract the concordance containing the target concept student we used AntConc software. For metaphorical analysis of the concordance we used MIPVU procedure (Steen et al. 2010). This analysis resulted in some methodological implications for MIPVU when applied to Serbian.

Results show that student in English is metaphorically conceptualized as a moving object, traveler, destination, client, contestant, owner etc. Based on the classifications of translation strategies and the analysis of translations, we identified seven metaphor translation strategies. They show that metaphors from English can be translated by a metaphor into Serbian with the same source domain, different metaphorical expression or different source domain. Other strategies include literal explanatory expressions, paraphrase, deletion and a calque. Moreover, we identified metaphorical translations in Serbian of non-metaphorical expressions in English.

This type of analysis contributes to better understanding of the concept student and can further lead to identification of educational ideologies in the European Higher Education Area. Description of metaphor translation strategies facilitates the translation of concepts in higher education field. Finally, the findings show that metaphorical conceptualizations are transferred from English into Serbian and that Serbian conceptual system might be influenced by English.

Metaphorical alignment in native and non-native speaker conversations

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When we communicate, we repeat metaphors, expand on them or hand them back and forth, thereby creating discourse coherence and shared understanding (Cameron & Maslen, 2010; Carter, 2004). In educational contexts, shared understanding between teachers and students is essential. Creating common ground and shared knowledge may be particularly difficult in conversations in which English is used as a lingua franca, as metaphorical language has been shown to be a stumbling block for non-native speakers (Littlemore, 2001, 2003; Littlemore, Chen, Barnden, & Koester, 2011). This talk uncovers metaphorical alignment (or the lack thereof) in office hours' consultations between native speakers as well as between speakers using English as a lingua franca. Metaphors of UNDERSTANDING IS SEEING are used as a case study.

In order to examine if understanding is seeing metaphors provide common ground, the semantic annotation tool Wmatrix (Rayson 2008) is applied to the European Corpus of Academic Talk (MacArthur et al., 2014) and the office hours' data of the Michigan Corpus of Academic Spoken English (Simpson et al. 2002). Sight lexis is retrieved and metaphorically used sight terms are identified (Steen et al. 2010). A 'keyness' analysis determines if a semantic field in one corpus (e.g. lecturers) is over- or underused in respect to a comparison corpus (e.g. students).

A first analysis of the key semantic fields shows an imbalance in the use of lexis related to the domain of sight, suggesting that students and lecturers as well as native and non-native speakers are not always 'on the same page.' In conversations between (near) native and non-native speakers metaphorical alignment is rare. While research has shown that native speakers repeat each other's metaphors and toss them back and forth (Littlemore et al. 2012), preliminary analysis suggests that this may not always be the case.

Multimodal conceptualization in children music: Viewing from "Music Together"

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Previous studies on metaphor and music yielded fruitful results in the past decades, few of them have investigated the interactive relationship between multimodal metaphor, metonymy, music, and body in compositions of children music. This study aims to fill the gap and examine how (1) concrete image, such as snowflake, bell, rabbit, etc. (2) sound phrase, such as splishing and splashing (3) daily social greetings, such as hello and good bye are conceptualized and represented multimodally in the musical mode and physical mode (body movement). We provide a cognitive-based multimodal analyses to examine the songs, lyrics, and body movement instructions in "Music Together" (Kenneth K. Guilmartin & Lili M. Levinowitz), a popular music and movement approach to early childhood music development for children (infants, toddlers, preschoolers, and kindergarteners) and their parents, teachers, and caregivers, which emphasizes family participation in spontaneous musical activity within the daily life context and encourages the interaction between children and caregivers through musical activities. By analyzing the musical scores and instructions in "Music Together" collection, our findings show that concrete image, sound phrase, and daily social greetings in the lyrics are conceptualized musically through various prominent musical instruments and musical features (such as increasing/decreasing dynamics, high/low keys, increasing/decreasing figures, dark/bright timbres, and wide/narrow tonal range) and transformed physically through body movement (i.e., the parents and children wiggle and wave their hands side-to-side in the accented pattern of the chant, "snow-flakes, soft snow-flakes gently falling, ma-gi-c'ly ma-king ev'rything white" or the children can make the snow fall over your head and body). Examining the musical activities in "Music Together", which enables children and adults to imagine, play, and interact with music through singing, dancing, and body movement, our analysis suggests such musical approach demonstrates the complex multimodal conceptualization of metonymic imagination, metaphorical reasoning, and interactive embodied experience.

Metaphor and category mistakes

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Ofra Magidor has presented a number of arguments that purport to show that category mistakes are meaningful. Most recently, in 2017, she presented two arguments (among others) that she claims produce this conclusion. She bases her conclusions, for each of these arguments, on assumptions that posit an intimate relationship between category mistakes and metaphorical utterances. One argument is based on the non-cognitivist approach to metaphor instigated by Donald Davidson. The second argument is based on the cognitivist approach to metaphor and it comes in three flavours based on the work of: Grice, Josef Stern, and Recanati. In this paper, with respect to Magidor's claims, I will ask the following questions: Does the non-cognitivist approach to metaphor demonstrate that category mistakes are meaningful? Does the cognitivist approach to metaphor demonstrate that category mistakes are meaningful? What does the relationship between metaphor and category mistakes teach us about metaphor? What does the relationship between metaphor and category mistakes teach us about category mistakes? To the first two questions, I answer no. A key assumption in both arguments is that a single sentence can be both metaphorical and constitute a category mistake at one and the same time. I dispute this. I draw on attitudinal positions, phenomenological realities, literal and connotative meaning relations, and the success and failure conditions related to metaphorical use and categorical use to argue my case. In relation to the third and fourth questions, one thing we can learn from the aforementioned considerations is that metaphorical utterances must exclude category mistakes as category mistakes must exclude metaphorical utterances, even if they share a sentential base and, perhaps, just because they share the same sentential structure. Recommendations for experimental research that may ground the theoretical claims based on recent experimental research on metaphor are also included.

From JOURNEY to CONFLICT: Reframing the Catalan political situation after October 1st

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Different from the participatory consultation of 9 November 2014, the Spanish Government treated the referendum held in Catalonia on 1 October 2017 as a case of disobedience (Cetrà et al. 2018) and this resulted in the use of security forces to prevent people from voting. On 28 October 2017, following the symbolic vote of the Catalan parliament that established an independent Republic, Prime Minister Mariano Rajoy fired Catalan President Carles Puigdemont and his cabinet, and called for early elections to be held on 21 December 2017. The decision had no precedent in Spain's recent history and so the context in which the election occurred was not the same as in 2015. Back then, the JOURNEY metaphor became the dominant way for referring to Catalonia's independence process in political ads and was used for portraying the country's political status as a reality in movement (Authors 2018, in press). Our hypothesis is that this changed in 2017 and that, considering the path described by Catalan parties in 2015 election did not take to the planned final stage, political actors needed to generate a different strategy for reframing the situation. We believe that, at least within pro-independence parties, the CONFLICT metaphor replaced the one of the JOURNEY when conceptualizing the new political scenario. In order to verify this, we analyse the 2017 political ads using a Critical Metaphor Analysis approach, which lets us set discourse positions and delve into speaker intentions. First, we identify metaphorical expressions and, then, we develop the conceptual mappings for the most frequent ones and explain them according to the context in which they are used. Materials have been collected and are being analysed at present and results will be presented during the Metaphor Festival. CONFLICT metaphor has replaced JOURNEY as the dominant narrative for framing Catalonia's political situation

Royal clusters and deliberate metaphor: A comparative study of metaphor in Danish and Norwegian New Year's Eve speeches

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This paper presents a comparative analysis of metaphor in the New Year's Eve speeches (NYEs) of the Danish queen and the Norwegian king. NYEs constitute an annual tradition in both countries, broadcast early in the evening of December 31 of each year, where these monarchs summarize the highlights of the past year and look ahead to hopes and aspirations for the year to come. Our primary data consists of two sets of five speeches per monarch, every other year from the past decade (2009, 2011, 2013, 2015, 2017), roughly 4500 words per set. The monarchs are therefore discussing many of the same events, in speeches that have identical purposes.

We apply a modified version of the Deliberate Metaphor Identification Procedure (Reijnierse et al. 2017) to all texts - modified by virtue of being applied to Scandinavian languages with the newly-developed Scandinavian version of the Metaphor Identification Procedure Vrije Universiteit (see Authors (forthcoming)). We complement this analysis by visualizing metaphorical density in each speech in separate time series analyses (see Cameron and Stelma 2004; Littlemore et al. 2014; Author1 (submitted)), to identify all metaphorical clusters in each speech (that is, groupings with a frequency of >20% metaphor over a 20-word span).

Despite similarities in country and language background, topic, and genre, we reject the null hypothesis that there will be no significant differences (in terms of quantity and function) in the role metaphor plays in these monarchs' speeches.

Our analytical approach involving deliberate metaphors and metaphor clustering in the context of Scandinavian NYEs facilitates determination of the function metaphor plays, as well as how similar messages may be conveyed, both with and without use of metaphors.

Metaphors of pain in social campaign advertising against gold mining

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Advertising for social campaigns often uses powerful images to convey emotionally loaded messages. Happiness, anger, fear, love are some of the most frequently used emotions in social ads to trigger a desired impact of the message on the viewer. Furthermore, advertising for social causes often uses descriptions of people's pain experiences to communicate about the negative impact of the topic of the campaign on the community or the nation affected by it. If NATION IS A BODY, then attacks on the human body and deteriorations of the body are metaphorically mapped onto attacks on the nation. Drawing on the conceptual theory of metaphor and on the notion of embodiment, I aim to analyze the conceptual metaphors used to describe pain (PAIN IS AN EXTERNAL ATTACK, PAIN IS PHYSICAL DAMAGE, PAIN IS A FORCE) and their expressions in the ads for a social campaign against gold mining using cyanide in Romania by a Canadian company. The "Save Rosia Montana" campaign used a couple of video ads in which two well-known Romanian actors delivered short emotional narratives about gold mining at Rosia Montana, a small town in the West of the country. In the videos, attempts to mine the gold are seen as violent attacks on the integrity of Romania, and as a result of the violence, pain is experienced. The ads build on pain as a metaphorically embodied experience. This paper also aims to explore the way in which metaphors can be used in advertising to explain abstract ideas, such as sensations and emotions, and to powerfully convey feelings in order to persuade the audience. Furthermore, it seeks to show how pain metaphors are used in the analyzed films in order to intensify emotions (e.g. anger against the "attacker"), both on the screen and, possibly, beyond it.

Touching thoughts: Creatively materializing immaterial concepts

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Two directions frequently taken in metaphor research are that of analyzing materials for the potential metaphoric use of their elements and that of analyzing people's comprehension or interpretation of given metaphorical expressions used as stimuli. By contrast, the practice proposed here concerns the artistic process of creative metaphor development by means of physical movement, contact, and touch in combination with the spatial properties of a material artifact. Expanding upon Material Engagement Theory (Malafouris 2004; Renfrew 2004) where activity with materiality constructs "powerful associative links among material things, bodies, and brains" (Malafouris 2013: 65), the practice poses the question: if concepts are bodily-based and learned through experience, does allowing immaterial concepts (thought, life, and time) to become three-dimensional materials generate insight about those concepts through actual physical exploration in ways that seeing alone cannot? As part of a theoretical exploration of the dynamics of metaphorization and realization via a physical approach, this practice uses simple materials like ropes to stand in for the linearity of the PATHWAY image schema (Lakoff 1980) that underpins some ontological metaphors. 20 participants in a trial study interacted with the material and wrote new metaphors that directly came from the activity. This method sought to explicitly activate potential source domain qualities (linearity, knots, length, flexibility, tautness, an object with two ends) which could then be applied to different target domains (life, a relationship, thinking). By engaging with both the natural and atypical affordances of the material, not only conventional, but also novel and vague or surreal metaphors could be written about the concepts. The texture of the object resulted in new text. This method could be applied in contexts such as therapeutic settings, in the teaching of cognitive linguistic concepts of embodied meaning, and in the production of aesthetic and conceptual works.

A flood of metaphors, a deluge of... what?: Metaphors in terms of water related concepts in the "a NP1 of NP2" pattern

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Concepts regarding water are an abundant source of metaphors. This study focuses on the metaphorical embodiment of water related natural phenomena such as "wave", "flood", or "flow" in the "a NP1 of NP2" pattern as shown in "a wave of fear", "a flood of letters", or "a flow of immigration". The study investigates metaphorical usages of the water related concepts in the pattern in detail, analyzing data from the Corpus of Contemporary American English, to reveal how those concepts individually activate their metaphorical representations.

Firstly, I analyze citations of "a wave of", "a flood of", and "a flow of" patterns to identify the actual states of their metaphorical uses. I classify their meanings into three broad semantic groups: (a)ARISING/INCREASING, (b)TREND/RUSH/SUCCESSION, and (c)NUMEROUS/MASSIVE. The result shows that each pattern has its peculiar feature in developing metaphorical meanings in accordance with the properties of each water related concept. Going a step further, I then address the usages of metaphorical "a tsunami of", "a deluge of", and "a torrent of" to compare the features with those in "a wave of", "a flood of", and "a flow of" patterns. It is shown that the patterns in terms of "tsunami", "deluge", and "torrent" activate sense (a) less frequently and activate sense (c) more frequently than in the patterns in terms of "wave", "flood", and "flow".

From the findings, it is pointed out that [1]respective concepts of water related phenomena have different semantic focus in their metaphorical uses and [2]metaphors in terms of "strong" phenomena tend to be more schematic and less subjective than those in terms of "mild" phenomena. To conclude, I claim the importance of usage-based investigation of metaphors to cultivate understanding of our metaphorical mind. Detailed examinations of metaphors will help us further reveal the mechanism of our cognition/communication.

Disentangling pictorial similes from hybrid pictorial metaphors

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Research trend in metaphor theory distinguished verbal simile from metaphor arguing that the latter make stronger claims (Glucksberg & Keysar, 1990; Roberts & Kreuz, 1994). This study examines the relationship between similes and metaphors in the visual mode. In pictorial similes, both the target and the source concepts are visually depicted and juxtaposed in their entirety. In hybrid metaphors they are experienced as a unified object or a gestalt, even though consisting of two different parts belonging to different domains (Forceville, 1996).

Perceived strength of both pictorial tropes were tested in three conditions. In the first condition, participants were asked to verbalize pictorial similes and pictorial metaphors either in the metaphor form (X is Y) or in the simile form (X is like Y). In the second condition, both the pictorial tropes were tested on their own, and the participants were asked not to verbalize them. In the third condition, involving corrective convention (Chiappe and Kennedy, 2000), participants were presented with either metaphor corrected by similes or similes corrected by metaphors.

The results suggest that hybrid pictorial metaphors are perceived stronger than pictorial similes when they are presented on their own and in corrective convention but not when they are verbalized.

We conclude that hybrid pictorial metaphors have transformational effects (Verbrugge, 1980) as the fusion of two concepts allow the reader to see one thing in terms of another. Juxtaposition in a pictorial simile merely suggests a search for similarity, which is not explicit. Results also showed that verbalized metaphor or simile forms are often used to convey a similar meaning and strength for both pictorial simile and metaphor. However, in corrective scenarios, participants are forced to reassess visual features: in this situation, pictorial metaphors are considered more strongly than pictorial similes even when they are verbalized.

Walking on eggshells: The language of gaslighting, shaping the perceptions of reality through metaphors, adjectives and irony.

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Women's experiences in domestic abuse have been described broadly in sociological and psychological terms (Baker, 1997; Campbell, Rose, Kubb, & Nedd 1998; Cavanagh, 2003), yet there is a theoretical gap regarding the linguistic analysis of the batterer's discourse. The term Gaslighting (Jacobson, 1998; Dorpat, 1996) refers to the manipulator's intention of changing the victim's perception of reality, memory and sanity through subtle behaviours. The objective of this research is to describe gaslighting from the linguistic perspective. Langacker (2008) describes the working of adjectives as figures that need a common context in order to be used, in other words, a direct link to a shared concrete reality. Kovecses (2010) adds that metaphor plays a role in human thought, in the creation of our social, cultural, and psychological reality. The batterer's discourse changes the perception of the victim's self image and immediate reality, having as a consequence the doubting of sanity.

The methodology consisted of the analysis of reported language of battered women in three online forums. This data was later classified into amount of adjectives, adverbs, metaphors and irony through Lancsbox. The results showed that in the manipulative discourse of batterers there is a heavy use of metaphors, irony, adjectives and adverbs to create a reality and self-images that unmatch the concrete reality, as well as an unusual amount of descriptive language and use of the verb to be to conceal metaphors in comparison to the COCA corpus. It can be concluded that the subtlety of gaslighting comes from a specific way to refer to reality, changing common sources domains. If the language of batterers can be identified through a linguistic pattern, it would be easier for victims, judges and lawyers to identify subtleties.

Manipulating sound with the body: Recurrent patterns used by classical orchestra conductors in the expression of musical dynamics

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Many authors indicate the presence of metaphoric-metonymic associations in music. There seems to be a metaphorical transference between the concepts of space and motion, which are extended to music (Zbikowski, 1998). One recurrent example of conceptual metaphors -although not universal- corresponds to PITCH RELATIONSHIPS ARE RELATIONSHIPS IN VERTICAL SPACE (Górska, 2014), but it is also possible to find others like MORE IS BIGGER or SOUND IS AN OBJECT (Boyes Braem & Bräm, 2000). In this study, I analyze expressive gestures done by orchestra conductors, as well as other meaningful body movements such as facial expressions and eye gaze, in order to describe recurrent patterns in the expression of dynamics (e.g forte, piano) in music.

This study focuses on orchestra rehearsals, since they allow more interaction between conductor and musicians and they are less structured than the actual performance. The sample includes more than 5 hours of footage from 7 male orchestra conductors. The videos were analyzed using ELAN with two annotators for reliability. Metonymies and metaphors were identified, meanwhile speech was transcribed and gestures and other body parts were coded.

Recurrent bodily patterns related to dynamics are presented in a continuum that goes from hand gesture to the use of other body parts. As an example, the concept of piano could be expressed through a precision grip, but also by bending down the whole torso. Each pattern incorporates the identification of metonymies and metaphors. The idea of variability in the production of these phenomena is discussed.

The semiotics of conducting is an interesting case study to see the role of the body in interaction, since every bodily signal is communicative. The identification of conceptual metaphors has been helpful to understand how cognition is structured, but it is necessary to incorporate the dimension of expression.

Under attack: AGGRESSION metaphors of the welfare state across the British press, 2008-2015

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If the welfare state is an important element of the British political system, there is no agreement not only concerning its evaluation, but also the referent of the term, notoriously difficult to define (Timmins 2001). Figurative conceptualisations of the welfare state therefore deserve to be examined. This proposed paper analyses a subset of such conceptualisations in the British press at the time of the post-2008 financial crisis. The paper focuses on the metaphors related to the AGGRESSION source domain, which frame (Burgers and Steen 2016) responses to austerity policies.

The MIPVU procedure (Steen et al 2010) was used to identify metaphors of the welfare state in a corpus of around 700 articles from four British dailies. Source domains were established manually. The metaphors were classified using Steen's three-dimensional model of metaphor (2008, 2011), and their framing effects were considered. Analytical categories partly based on the discourse-historical approach to discourse analysis (Reisigl and Wodak 2016) aided this last step.

In the corpus, metaphors of the welfare state related to the AGGRESSION source domain are not a numerous group, and are chiefly present in left-leaning dailies. The welfare state is conceptualised as a participant of a violent process, typically the object of an attack. Most metaphors in this group are indirect, conventional, and deliberate, with their axiology typically working to legitimise resistance to austerity on moral grounds.

The distribution of such metaphors in the corpus is consistent with attitudes to austerity in the UK across the political spectrum. In the discourse analysed, the framing effects of these metaphors appear marginal, however, with little diachronic change. AUSTERITY IS AGGRESSION can be posited as a stable mapping in left-leaning British press, but neither it nor the positive evaluation of the welfare state that it entails transcends political boundaries.

The metaphors for "sentence" in early Chinese grammatical works

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Among the conceptual systems to which Conceptual Metaphor Theory has been applied in the research by cognitivists since the publication of *Metaphor we live by* (1980), communication, language and in particular sentence and its structure (grammar) have been object of much debate (see Reddy 1979, Sweetser 1992, Grady 1998, Mittelberg 2002, Woodard 2014). Several scholars have formulated a number of conceptual metaphors for language, grammar and sentence: the most often occurring are "communication is conduit", "language is building", "language is tree" and "language is fabric". Here it is proposed that the primary metaphors lying beneath these conceptual metaphors, which are best suitable to describe language and sentence, are "constituents are contents" and "organization is physical structure".

For this study, the grammatical terminology of some of early Chinese grammatical texts has been taken into consideration, in particular terms related to sentence and its structure: the goal was to verify whether the abovementioned metaphors have been employed or different ones occur. It turned out that one of the most frequent primary metaphor is "sentence is a vertical path"; moreover, the metaphor "sentence structure is hierarchal social structure" very often occurs as well. In the course of time, as the analysis of the sentence structure has grown more complex, the conceptual metaphors lying beneath the terminology employed has grown more complex as well.

In conclusion, Chinese grammatical analysis has been based on the image-schema of the path in the first phase of its development, in particular a vertical path; later on it has become a bidimensional structure, and finally it has become so complex that modern diagrams, expression of the sentence is tree metaphor, have been applied. In the course of time, as theories grow more complex, the conceptual metaphors lying beneath them (and their terminology) change and grow more complex as well.

Metaphors' rhetorical potential: The effect of deliberate metaphors on the perceived reasonableness of argumentation

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Metaphors have rhetorical potential: they can highlight or hide particular aspects of a message, making it more acceptable. The extent to which metaphors do this has not fully been determined. Although Thibodeau & Boroditsky (2013) claim to have shown that metaphors in natural language substantially influence reasoning, Steen, Reijniere & Burgers (2014) could not replicate Thibodeau & Boroditsky's results. Steen, Reijniere & Burgers (2014, p. 22) nonetheless state "The fact that our results do not correspond with the results of Thibodeau and Boroditsky suggests the need for establishing more precise boundary conditions under which metaphors do or do not impact reasoning". This contribution is aimed at establishing such a condition.

An experiment was conducted in which native English speakers were asked to judge the reasonableness of arguments in which metaphors were used as a premise ("It doesn't make sense that some people feel tired after drinking coffee; adding fuel just intensifies a fire"). Only deliberate metaphors were included in the arguments to prompt respondents to perceive the metaphors as metaphors. Additionally, from the perspective of the pragma-dialectical argumentation theory, half of the arguments in which the metaphor was included were sound and half of these arguments were fallacious (cf. Van Eemeren, Garssen & Meuffels, 2009). This enables exploring whether the rhetorical potential of the metaphors results in highlighting the reasonableness of the sound argumentation and hiding the unreasonableness of fallacious argumentation, or vice versa. A repeated measurement design in combination with a multiple message design was used to generate a generalizable set of deliberate metaphors.

The experimental results show how the use of deliberate metaphor in argumentation influences the reasonableness perception of sound and fallacious arguments; they establish a more precise boundary condition under which metaphors impact the perceived reasonableness of argumentative discourse.

Numbers and colours in metonymy

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How far can visual perception affect the creation of our lexicon? Quantitative and qualitative properties of entities with their numbers and colours appear to act as referential devices, namely as "metonymies". That's why we use the word tricycle to designate a vehicle with three wheels and redskin when we refer to Red Indians. Metonymy is seen as a cognitive strategy consisting in the use of a conceptual source to access a target (Kövecses and Radden 1998). As we can infer from Göke (2013) we can circumscribe linguistic "primary metonymic compounds" to the well-known "exocentric compounds". According to Janda (2011) an affix can act "metonymically" too by providing access to a concept target, which is represented by the derived word.

I will analyse German and Italian complex nouns to identify metonymies across these languages. I will see where, among other properties, numbers and colours characterizing some properties of an entity can indeed "stand for" it in lexicon. Particularly I will examine if there is a correspondence both in conceptualizations and in wordformation-processes.

In some cases we find the same metonymical compounds in both German and Italian. Nonetheless, although both languages exhibit the same ways of conceptualizing (the same conceptual source) for some complex nouns, the same nouns could also exhibit different wordformation-processes, that is, exocentric compounds can compete with endocentric ones, conversions and suffixations.

Even if two languages benefit from the same cognitive tool (eg. visual input) for their nominalizations, it doesn't mean that those languages will behave formally identically as regards the nominalization process, since the typology of one language or even the chance, can have a role too in determining what kind of wordformation-process will better affect the noun, and what stands as metonymy in one language, could constitute a salient property in the other one.

This master thesis analysis...: The interdisciplinary comparison of metaphoric language use

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The author of the scientific text is always faced with the question: how to refer to her/himself in the text. Besides the explicit self-mentions (I and we), the constructions which enable the writer to leave her/himself to the background or even exclude her/himself from the text, are also widely spread. One of the options is to use metaphoric language, so the person (writer) is replaced by an inanimate object (the text), e.g. In this master thesis, I analyse... → This master thesis analysis...

Although generally the author of the master thesis can choose how to refer to her/himself, discipline-specific practices may influence her/his decision. Therefore, the quantitative analysis of the master thesis from four disciplines (including 16 fields of study) enables us to identify the possible differences between the disciplines. Placing the results in the framework of the discourse analysis, I continue Ken Hyland's etc. tradition for researching the author's voice in the academic discourse.

The analysis of 320 master thesis reveals that the metaphoric language use is typical for the master thesis written in Estonian, but it is strongly discipline-specific, being represented almost exclusively in humanities and social sciences and not in natural sciences or medicine. In humanities and social sciences the metaphorical expressions aren't equally spread: there are some fields of study that stand out for overusing or, on the contrary, for underusing them.

Although it is common to explain that the spread of the metaphoric language use is influenced by English, this explanation doesn't cover the disciplinary differences. It leads to the question whether these differences reflect the specific way of thinking, the stylistic considerations or something else. Take-home-message: In humanities and social sciences, the metaphoric language use is a widespread way to exclude the author from the scientific texts.

Countering metaphors expressing starting points in political debates

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This paper studies metaphor in British Public Bill Committee debates by focusing on the way in which metaphors employed to advance starting points are countered in the so-called opening stage of the debate. At this stage, discussion parties try to reach an agreement on how the acceptability of the standpoint(s) advanced should be examined. This involves the establishment of mutually accepted procedural starting points regarding the rules of debate, and material starting points regarding the concessions on the basis of which a standpoint will be defended. Sometimes, legislators frame their starting points in metaphorical terms. These metaphors are conceptual tools that may have presuppositions and entailments that are not in line with the ideas and values of all discussion parties. This suggests that resisting such metaphors by putting forward argumentative countermoves is a crucial and necessary skill for legislators to have a well-informed debate about the acceptability of the proposed legislation.

It is the goal of this paper to show how different types of metaphor are used to express starting points, and how different types of critical responses to these can be instrumental to achieving different outcomes in the opening stage of the discussion. To this end, we make use of the dialectical profile of this stage (Van Eemeren, Houtlosser & Snoeck Henkemans, 2007) for an inventory of all the moves that arguers can advance to express starting points and the rebuttals thereof. Subsequently, we present empirical data from British Public Bill Committee debates to demonstrate how metaphors are employed to express starting points, and how diverging types of critical responses to these metaphors are advanced by legislators to achieve different outcomes at that stage of the debate.

A nation divided: Spatial metaphor scenarios in news reports about the 2016 British EU referendum

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2016 saw the referendum on Britain's membership of the EU, in which the vote was 48 per cent for one option and 52 per cent for the other. In this paper, we will investigate what spatial metaphors were used to construct the causes for this result. We will discuss the limitations of Conceptual Metaphor Theory (Kövecses 2017) when analyzing metaphor in discourse and demonstrate the need for a multi-level analysis of metaphor scenarios (Musolff 2006, Semino et al. 2016).

Using the Metaphor Identification Procedure (MIP; Pragglejaz 2007, Steen et al. 2010, we identified metaphors for the UK electorate and political establishment in a report and an opinion piece published the day after the referendum on each of the three most popular news websites in the UK. We used quantitative analysis to find the frequency, variability and range of spatial metaphors, and to compare them across news genres and news outlets. Using qualitative analysis, we identified how spatial and other metaphors are combined to produce rich metaphor scenarios.

Results show widespread use of spatial metaphors (e.g. "deeply divided opinion") that work in combination with other conceptually related and unrelated metaphors. We found that different divides were conceptualized, most notably, either within the UK electorate or between the UK electorate and the UK political establishment. These were realized through scenarios of division and distance. The scenarios were created through a combination of spatial source domains with source domains in which division is explicit (e.g. war), and those in which division is implicit (e.g. listening and speaking).

Spatial metaphor scenarios construct division and distance between and within electorate and establishment. However, much is lost by trying to extricate isolated metaphors from the text. We illustrate how a multi-layered scenario analysis will give a more holistic interpretation of metaphor in text and discourse.

Visual metonymy, metaphor, and symbols in the multimodal representation of migration

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This analysis investigates the role of visual metonymy, metaphor, and symbols in the multimodal representation of migration and migrants on the Croatian public broadcaster's online portal during the "migrant crisis" in 2015/2016. The material analyzed includes 1,347 images from 403 articles published on the portal hrt.hr from September 15th, 2015 to November 15th, 2015. The material includes articles containing keywords meaning "immigration", "migration", "refugees", "migrants", and "immigrants" (Cro. migracija, migranti, izbjeglice).

Among the 1,347 images analyzed for content in the first round, around 20% are subjectless images, in which migrants are (almost) absent: these photos are the focus of this analysis. In these images, migrant subjects are mostly substituted by various objects. The main research question concerns the role of visual metonymy, metaphor, and symbols in these subjectless images. The methods used are approaches to the visual presentation of social actors (van Leeuwen 2008), and visual metaphor and metonymy (El Refaie 2003; Forceville & Urios-Aparisi 2009; Catalano & Waugh 2013).

The initial results indicate that the role of visual metonymies, metaphors, and symbols seems to be to shift responsibility, thereby hiding or blurring the underlying power relations, replacing the complex human individuality with broad, impersonal generalizations, and facilitating emotional detachment in potential viewers.

Reconsidering metaphor as double metonymy

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There is a theoretical shift of the boundary between metaphor and metonymy in the literature. Among them, this paper elaborates on the ideas of metaphor as double metonymy. Metaphor is composed of metonymy in some way (e.g., Group U 1981). However, the distinction between metaphor and metonymy is still not entirely clear because of the disagreement of semantic domains; metonymic construction occurs in intra-domain while metaphors occurs in inter-domain. Apart from this, this paper attempts to provide further evidence in support of the idea of (some) metaphor as double metonymy through the analysis and exploration of several existing linguistic examples in the literature.

On the basis of the analysis, this paper employs Lexical Concept and Cognitive Models (LCCM) theory (e.g., Evans 2009). The utility of this model is that it helps elucidate the relationship between figurative language expressions, and encyclopaedic knowledge during the course of language understanding. I focus on the meaning construction, in particular, conceptual distance between source and target in the LCCM framework. I model meaning construction in LCCM models, as a result, I find that metonymic meaning construction occurs within a single domain while metaphor is constructed by two metonymic cognitive models. That is, metaphorical source and target is not directly map with each other, instead of that, metonymic operation occurs in each source and target domain first and then the results of each operation match with each other metaphorically.

The paper contributes to the field of figurative language research: first, this study extends, for the first time, LCCM Theory to the domain of metonymy, and further explores how it is both similar to and distinct from metaphor. Second, the paper provides a theoretical architecture revealing the ways in which individual languages, albeit with divergent bodies of encyclopaedic knowledge process different types of figurative language expressions.

In the eye of the beholder

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Metaphors are very common in our everyday speech, appearing "all over the place", yet we do not seem to cognitively process all linguistically identified metaphors as actual metaphors. This is what is called the "paradox of metaphor". A proposed solution to this paradox is adding a third dimension of communication to the two-dimensional (thought and language) model of metaphor, as outlined in Deliberate Metaphor Theory (DMT). The study we present here looks into the cognitive processing of deliberate metaphors through eye-tracking and memory recall, by a robust set-up that can easily be reapplied to other metaphors and languages. Results confirm a cognitive demarcation between non-deliberate and deliberate metaphors, and thereby give insight into how deliberate metaphors are processed. These results provide interesting new possibilities for future studies. Based on these results, suggestions for metaphor theory in general and DMT in particular are provided.

The role of affective perceptions during the comprehension of written satire

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Satire is a subtle form of discourse which employs verbal irony to impart a critical and subversive figurative meaning. While researchers posit that satire comprehension is associated with affective perceptions of humor, sincerity, and positivity (LaMarre et al., 2014; Pfaff & Gibbs, 1997; Simpson, 2003), these claims lack comprehension validation. The purpose of this study is to further investigate the role that affective perceptions and other individual differences (e.g., language background) may have on satire comprehension.

Sixty-one participants were recruited and provided demographic information, completed individual differences tests, and then read five satirical and five non-satirical five-paragraph texts in a random order. For each text, participants provided a summary of the author's intended meaning and also rated each text for humor, sincerity, and positivity using four-point scales. The participant summaries of the author's intended meaning for the satirical texts were coded for the presence or absence of satirical meaning comprehension (yes vs. no).

Results from a generalized linear mixed effects model reported that increased perceptions of humor resulted in a significantly higher likelihood of satire comprehension (OR = 2.97, CI = 1.857 - 4.684, $p < .001$), whereas increased perceptions of sincerity (OR = .531, CI = .354 - .795, $p = .010$) and positivity (OR = .473, CI = .299 - .750, $p = .007$) both significantly reduced this likelihood. Additionally, increased English age of onset (i.e., age when one started learning English) significantly reduced the likelihood of satirical comprehension (OR = .281, CI = .116 - .681, $p = .018$).

These results suggest that satirical comprehension is significantly predicted by affective perceptions and cultural exposure through language, lending empirical justification for theoretical descriptions of satire and also highlighting the importance of considering multiple sources of evidence when measuring satire comprehension.

A cross-cultural study of emotion metaphors: When sadness is processed food!

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This study is an investigation of the use of the emotional concept of sadness and its relation to metaphors in Persian and English, based on cognitive linguistics. By comparing and contrasting these metaphors in contemporary Iranian Persian and American English, the primary objective of this study is to explore the metaphorical role of emotional concepts in general, and the concept of sadness particularly in these two languages and show how emotional metaphors are linked to the use of a particular language, thought, and culture.

This study primarily adopts the revised model of Kövecses (2005), in which he treats metaphor as a cognitive-cultural phenomenon and can successfully handle both the potential universality of some of the metaphors on the one hand, and cross-cultural and variations of other metaphors on the other. The rationale behind this study comes from the idea mentioned by Grady (2007: 205) that comparative metaphor studies contribute to a better understanding of conceptual systems of people living in different societies and cultural environments. To gather the data, a corpus of about five thousand spoken and written expressions about sadness was made. Then, the metaphor identification procedure of The Pragglejaz group (2007) was used to identify the metaphorical expressions out of this corpus.

The results of the study indicate some similarities and differences between sadness metaphors in Persian and English. The similarities are primarily attributed to either a kind of universal motivation for the metaphors deployed in these languages, or those metaphors which penetrated into Persian through translation. The differences found in these two languages, however, reveal much more of a culture specific nature. The current study illustrates that the cause of universality and variation in metaphor includes embodiment, social-cultural experience, and cognitive processes.

Nature as a conceptual metaphor in Jane Eyre and its effect on the narrative

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Metaphor is a fundamental element for literary language in terms of creating a vivid illustration, a colorful description of every aspect that can be observed in life with an ingenious point of view. As an important branch of metaphor, conceptual metaphor dwells on how one conceptual area of language interchanges with another one which is a significant process of understanding the linguistic and literary discourses while examining the relation between the narrative and the characters of the work.

As a Bildungsroman written by Charlotte Brontë, Jane Eyre is not a simple happy-ending love story, but an important literary source which includes so many conceptual metaphors to be deciphered so as to understand the novel in another level of meaning that is hidden behind the surface as well as to reach the roots of the narrative from the eyes of an attentive female observer, Jane Eyre. According to this perspective, one of the most prominent conceptual metaphors in the novel is "The nature is the characters' emotions' which is created with the effect of Romanticism and Transcendentalism movements upon Brontë. The main elements of nature such as fire, water and air, especially the weather conditions narrate the story like a spider web throughout the journey of the protagonist.

The focal point concludes with a wider conceptual metaphor which is "The Nature is Human Life' in relation to the structure of the novel which represents lifelong journey of the protagonist and its narration upon the natural world around her by associating nature to the events that the protagonist gets through.

Metaphor asymmetry in legal terminology in Russian and English languages

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The aim of the research lies at investigating the metaphor asymmetry of legal terminology in Russian and English Language. The identification and analysis of legal metaphorical terms is based on the Conceptual Metaphor Theory and MIPVU (Steen et al., 2010) The legal discourse has been the area of increasing interest over the past few years. Although terminology is the key issue of the language of law, legal terminology in metaphorical aspect has not been sufficiently explored yet. Language is the "primary element and construction material of law" [Ushakov 1991: 35], where the metaphorical fragment can be considered as an integral component of any terminology [Mishankina 2012, Nikitina, 2010]. This phenomenon is explained by the fact that the development of "science is possible only within a specific ethno-cultural community or society [Mishankina, 2013 Deeva: 31]

We applied MIPVU to identify 30 metaphorical terms in Russian where specialized legal dictionaries were used to figure out contextual (special (legal) meanings. The procedure showed that the studied metaphorical terms are not completely symmetrical. [Mishankina, Deeva 2013] Examples:

- full symmetry: floating rate asset - актив с плавающей процентной ставкой. (плавающий -floating, swimming, in Russian)
- partial symmetry: elements of offence - состав преступления (состав-composition of constituent parts, whole, in Russian)
- asymmetry-expunge a record - снять судимость(снять-remove (esp.)worn clothes, take off, in Russian)

MIPVU is a reliable tool to identify metaphorical terms. It is revealed that full symmetry of terms is observed in 11 cases, 6 partially symmetric terms (frame structures differ), 4 asymmetric terms (frame structures and conceptual source areas differ), 9 Russian metaphorical terms correspond to non-metaphorical terms of English. Take-home message: Are metaphors in terminology symmetrical?

Tracking eye movements in deliberate and non-deliberate metaphor processing

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The present study examines eye-movements of readers in order to investigate how deliberateness influences processing of verbal metaphors (Steen, 2008, 2017). We investigate how metaphors of different familiarity are read in deliberately biased and non-deliberately biased contexts and we selected eye-tracking as the most suitable technique. Domain comparison, triggered by deliberately biased context, is predicted to be time consuming as both source and target domains must be activated and this leads to longer reading times. Contrastingly, categorization, elicited by non-deliberately biased context, is a faster mechanism that does not require the activation of source target and therefore elicits shorter reading times with fewer regressions. The results of this study offer tentative support for our predictions and an interaction effect of deliberateness and familiarity was encountered.

Draw me a car: Producing visual metaphors in advertising

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This research examines the production of visual metaphors in advertising. While previous studies have mostly focused on the understanding of advertisements (Forceville, 2007; Koller, 2009; De Carlos, 2012), their creation has been largely neglected to date, which makes the current study innovative.

Participants were asked to generate a metaphor by making an association between a car and an animal (e.g., this car is a gazelle). They then had to evaluate the valence of the metaphor and draw an advertisement that depicted either the car alone (group 1) or the advertised car in contrast to two other cars (group 2). Participants also had to explain their drawing.

Building on findings of Ang and Low (2000), the study considers the issues of novelty, meaningfulness, and positive feelings. In terms of novelty, defined as "the degree to which an ad is unexpected and deviates from the norm," we will focus on the type of visual metaphor drawn (Forceville, 1996). As meaningfulness "concerns whether the elements in an ad are relevant to the message conveyed," we will concentrate on the perceptual properties of the image such as color (Clarke & Honeycutt, 2000) and shape (Van Weelden, Maes, Schilperoord & Swerts, 2012). Finally, the examination of positive feelings will relate to the valence of the association between the chosen animals and cars.

Our analyses are expected to reveal the preferred type of visual metaphor as well as the perceptual property judged to be the most relevant in the creation of the advertisement. We also anticipate a negative valence for the metaphor in group 2, because three cars are compared. In this case, the positivity usually found in advertising could be challenged. We hope that our study will lay the foundation for a new way to analyze and process visual metaphors in advertising.

Parliament on the vibrating table: Powerful symbols within metaphorical interpretations

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The presentation models multimodal analysis of interpreted visual artworks in cognitive linguistic frame. The empirical research captures power symbols (such as Parliament). The analysis includes three parts: the first focuses on the description of the perceivable contents, while the perceivable metaphor and the activated frames might be determined through the process. The description systematically list perceivable concepts according to figures and objects, the characteristic features of forms and surfaces, colours and values, space- and time-, action- and motion-related expressions (Kuuva, 2007). The observations are grouped into three categories according to their modality and proximity: visual, verbal included in artwork, and verbal related to artwork (title). In the second step we describe the cognitive procedures by elucidating the frames through apperceptive concepts and using the basic meanings of the possible symbols (Forceville, 2009; Isaeva & Mishlanova, 2013). In the third step new contexts, the artists' interpretations are involved in the analysis which highlight the cultural specific and the personal cognitive procedures. Lőrinc Borsos, a pair of artists explain their work *Immovable Land*, 2010 and due to this, we recognize that the mock-up of the Parliament stands for the Land in a metonymic way, but we do not know what is really behind the concept of land. By the help of the analysis of the interview the metaphor "shared responsibility is moving/ launching the machine" is determined, what is developed from the ordinary metaphors "ideas are machines" and "ideas are buildings". Parliament linked to the target domain (shared responsibility). The personal metaphor correlates with the ordinary metaphors "causation is motion" and "thinking is moving" (Lakoff, Espenson, Goldberg, 1991). Instead of revealing the meanings of the symbols in artworks, the used method of multimodal analysis intends to show how the very context-dependent conceptual metaphor can be constructed in which the symbol works.

Resistance to violence metaphors for cancer

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Following the cognitive revolution in metaphor research, over the past decades a myriad of studies has pointed out the ubiquity and importance of metaphor in language, thought, and more recently, communication (e.g. Steen 2008). Mapping characteristics of one domain onto another, metaphor has been shown to fulfil different basic and fundamental functions in the ways we reflect on aspects of our lives and the ways in which we express ourselves in communicating with one another. What has been neglected in this context, however, is the fact that sometimes metaphors are also resisted.

The phenomenon of resistance to metaphor raises questions as to how and when this happens, and what the exact motivations for resistance amount to. The present paper provides a characterisation of resistance to violence metaphors for cancer from an argumentation theoretical point of view. Insights from the pragma-dialectical approach to argumentation (Van Eemeren 2010) are used to explain what forms resistance to violence-related metaphors for cancer may take and how this can be explained in relation to different aspects of contested metaphors.

In this paper it first will be discussed how two models of violence-related metaphors may be distinguished for developing a better understanding of their potential to elicit resistance. In a number of case studies it will be shown for both models how two types of arguments that are frequently provided in support of resistance correspond to (different aspects of) so-called argumentation schemes. The exact relation of resistance to these schemes will be explained with reference to the focus of the resistance, which in the examples that will be discussed lies either on the metaphor itself or on real-life (detrimental) effects that may be caused by people using the metaphor in question in relation to cancer.

Metaphors as a reflection of the social reality in the Netherlands as a multicultural country in the online newspaper De Telegraaf

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Language reflects the reality of a society. Metaphors as one of the means in the language will be used in this study to reveal the reality of the Netherlands as a multicultural country upon the arrival of refugees from conflict countries. In general, the Dutch community accepts refugees well. From the historical perspective it is well known that Dutch people are tolerant to refugees such as the Huegenots in the seventeenth century and the people of Antwerp in the sixteenth century. This study focuses on how the realities of Dutch multicultural society's life are reflected through the metaphorical verbal expressions used in various texts of the online newspaper De Telegraaf. This study aims to categorize metaphors that reflect the social reality of the multicultural Netherlands. This research data are articles, searched by using *allochtonen* (immigrants and their descendants) and *vluchteling* (refugee) as the keywords with a span of 1 January - 31 December 2017 (in total 87 articles). The methodology used in this research is qualitative. The theory used is conceptual metaphor theory (pioneered by Lakoff and Johnson) and substitution, comparison, and property attribution theory by observing the vocabulary and the semantic field in the source domain, target domain, and mapping between the two domains. Thus this research is expected to show the social reality in the Netherlands related to the phenomenon of the refugees arrivals from conflict countries in the Netherlands. The preliminary findings of this research show that *islam*, *punt(en)* (point(s)), *kankerzwarte* (swear word to black person) are used in source domain to show negative sentiments about *allochtonen* and *islam*.

Tracking metaphors in medicine: Diachronic perspective on their use in German textbooks

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Conceptual metaphors play a central role in shaping and communicating knowledge in specialised contexts. In the theoretical fields of medicine, they serve different functions: to fill gaps in the vocabulary, to explain new concepts or to structure theories (Fleischman 2008:484). However, conceptual metaphors also guide the medical praxis: they shape the medical thinking in such a way as to influence a whole set of interrelated phenomena (conception of disease, diagnostics, therapeutics and the related psychological attitudes towards these phenomena). This pilot study aims at offering an historical perspective on their use in German textbooks from the XIII, XVIII and XIX centuries.

Using the MIP procedure (Pragglejaz Group 2007) as methodological framework, this study examines selected chapters of the following German textbooks:

- Ortolf von Baierland, *Das Arzneibuch* (XIII century)
- Johann Theodor Eller, *Ausübende Arzneywissenschaft oder praktische Anweisung zu der gründlichen Erkenntniß und Cur aller innerlichen Krankheiten* (XVIII century)
- Christoph Wilhelm Hufeland, *System der praktischen Heilkunde. Ein Handbuch für akademische Vorlesungen und für den praktischen Gebrauch* (XIX century)

The study shows that the most frequent metaphors used in medical communication are deeply rooted into medical thinking despite the epistemological shifts and changings in the historical backgrounds.

The diachronic perspective sheds light on the conventionality of medical metaphors as well as the different ways in which they have contributed in shaping medical thinking, still influencing, as a result, our conceptualisation of phenomena related to medicine.

Mapping metaphors in a lexicon of new testament Greek

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The Bible is a treasure trove of metaphor, of which a systematic overview based on contemporary theories is still lacking. However, dictionaries of the Hebrew and Greek Bible do provide information that could help create such an overview. The Louw-Nida lexicon organizes all senses of all words in the Greek New Testament into semantic domains. This talk demonstrates how this information can be used to build an interactive visualization of cross-domain mappings in this text.

From the polysemous lexical entries mappings were extracted. For example, the lemma *kephale* (a) "head" (b) "superior" gives a mapping from the domain 8B (Body parts) to 87C (High status). All these mappings are made accessible through a circular visualization inspired by the Metaphor Map of English and implemented through Hierarchical Edge Bundling in *d3.js*. One can explore the mappings between domains and drill down to the individual lexical items. This allows one to see which semantic domains are important source domains (like 8, Body) and which are mostly target domains (e.g., 41, Behavior) and to zoom in on the "connectivity" of a particular domain.

The Louw-Nida lexicon contains mostly non-deliberate metaphor and its semantic domains do not always align with the kind of domains in conceptual metaphor theory. Also the extraction method is not yet sensitive enough to distinguish metaphor from other types of mappings. Nevertheless, the visualization demonstrates how much insight in metaphorical mappings can be gained from a lexicographic resource based on semantic domains, while also highlighting what is lacking, both in the resource itself and in our methods to extract the information that we need.

A dictionary based on semantic domains can be a rich source of information about cross-domain mappings in a language or text.