RaAM 9 Conference: Metaphor in Mind and Society

Researching and Applying Metaphor

Lancaster University, UK, 4-7 July 2012

Book of Abstracts

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Plenary Speakers

Masako K. Hiraga *(hiraga@rikkyo.ac.jp), Rikkyo University*

The sound of silence: The interplay of metaphor and iconicity in *haiku* texts

In literary texts, the interplay between metaphor and iconicity tends to manifest itself in such a way that a metaphorical reading of the text reveals the iconic interpretation of the structure of the text. The present study extends the analysis, from single texts to interrelated texts, in order to examine whether the similar metaphorical reading leads to the similar iconic interpretation across the texts.

As an illustrative case of such inquiry, this talk uses the following *haiku* texts by Bashō Matsuo. The choice of the texts was based on the three factors: (i) that they both display similar semantic elements, which constitute a global metaphor of THE SOUND OF SILENCE; (ii) that the well-documented revisions of the texts are available; and (iii) that they are said to be the most famous and the most beloved *haiku* among Japanese readers.

(1) *furuike ya / kawazu tobikomu / mizu no oto*
'time-worn pond - ah! / a frog jumps in / water's sound'
(2)*shizukasa ya / iwa ni shimiiru / semi no koe*
'stillness - ah! / seeps into rocks / cicada's voice'

After giving a brief explanation of the texts, the detailed analysis presents: (i) how the global metaphor of SILENCE IS SOUND connects the two texts, and (ii) how this metaphor navigates iconic interpretations in the revising process, grammatical and phonological structures across the texts. In my analysis, I hope to illustrate that metaphor and iconicity could be treated as an entwined process across multiple texts, and that this type of approach could provide a new interpretation and explication of the interrelated *haiku* in question.

Albert Katz *(katz@uwo.ca), The University of Western Ontario*

Obligatory, optional and social functions of metaphor

Over 35 years ago, Andrew Ortony wrote a paper entitled "Why metaphors are necessary and not just nice". Much has happened in the decades since that paper was published: Lakoff and Johnson published the initial manifesto on conceptual metaphor, Ray Gibbs took the cognitive wager to experimentally understand the cognitive basis of non-literal language usage, on-line methodology has become the norm for many and others such as Sam Glucksberg, Rachel Giora, Deidre Gentner have provided explanations for the arousal and mapping of metaphoric expressions.

In my talk, accepting Gibbs' cognitive wager, I will provide a heuristic overview of the multifaceted approaches to the experimental study of metaphor, pointing out lacuna in the experimental literature and possible avenues for future research. A special emphasis will be placed on questioning (1) whether certain constructs, such as conceptual metaphor, are psychologically primary, (2) what are the social roles played by metaphor and (3) the type of cognitive science model one would need to explain extant data.

Andreas Musolff *(A.Musolff@uea.ac.uk), University of East Anglia*

What have Cognitive Metaphor Studies done for CDA (and vice versa)?

The application of cognitively oriented metaphor analysis to the critical study of public discourse has generated a wealth of publications over the past decades. This paper attempts to take stock of some of these developments and reflect on their contribution to methodological and theoretical advances in metaphor research. In particular, it queries the relationship of theoretical claims and empirical findings with regard to variation in metaphor use and its significance for semantic change. As an illustrative example I will present data on the repeated metaphorisation of the concept PARASITE, which challenge some established assumptions about the development of metaphors in conceptual and discourse history. In conclusion, an alternative model of an integrated cognitive/discourse-historical approach to the study of metaphor will be proposed.

Pre-Conference Workshops

Methods of researching metaphor and gesture

Irene Mittelberg *(mittelberg@humtec.rwth-aachen.de), RWTH Aachen University and* **Cornelia Müller** *(cmueller@europa-uni.de), European University Viadrina, Frankfurt/Oder.*

This workshop focuses on linguistic and semiotic analyses of metaphor and metonymy in spontaneous coverbal gestures. While, when listening to talks on metaphoric gestures and seeing examples, it may seem quite obvious that hand configurations and movements may depict certain aspects of the source domain of a metaphor, such insights tend to create challenges for the analyst in the process of identifying, describing, and reconstructing the meaning of gestures employed in naturalistic discourse.

The session will begin with a brief review of the multimodal approach to metaphor and metonymy we are taking here. We will then provide an introduction to Methods of Gesture Analysis (MGA), moving from formal features to semantic processes. Participants will do hands-on analyses of additional examples representing different discourse genres. Video sequences to work on will be provided, *but anyone who wishes to bring in sequences of his or her own data is welcome to do so (please contact the workshop leaders in advance: cmueller@europa-uni.de, mittelberg@humtec.rwth-aachen.de)*. The workshop concludes with a summary of the analytic steps and perspectives applied in reconstructing the meaning of metaphorically and metonymically motivated gestures. The goal is to get a sense of what aspects of such dynamic instances of multimodal communication we are able to account for and what aspects pose difficulties in view of theoretical interests, empirical methods, and other forms of multimodality.

Corpus linguistics methods in metaphor analysis

Anatol Stefanowitsch *(anatol.stefanowitsch@fu-berlin.de), Free University Berlin, Germany*

For technical and methodological reasons, the orthographic word plays a central role in corpus linguistics: Corpora are accessed and data are retrieved and sorted via word forms. As a consequence, corpus-based studies frequently take the word as a focal point around which analyses are built. At first glance, this does not make corpus linguistics an ideal research tool for the investigation of metaphor, as metaphorical mappings cannot be uniquely identified by particular words or formal properties.

The goal of this workshop is to show how analyses of metaphorical language can be constructed on corpus-linguistic data despite this fundamental problem.

The session will begin with a brief overview of traditional analyses of linguistic and conceptual metaphors, which are typically built on constructed examples and/or manually collected citations. Two ways of analysing metaphor based on concordances of individual lexical items will then be introduced and participants will be given a chance to try these methods hands-on.

After a discussion of the advantages and disadvantages of these methods, I will provide a summary and point to some more complex implementations of the basic methods in the research literature.

Soundings: Exhibition and Performance

Soundings: thought over time

Susan Ryland (*mail@susanryland.co.uk*), *University for the Creative Arts and* **Helen Thomas** (*h.thomas2@lancaster.ac.uk*), *Lancaster University,* **Michael Beiert** (*M.Beiert1@liverpool.ac.uk*) *University of Liverpool*

"Soundings: thought over time" uses geological devices to examine two parallel, but related areas of research into figurative thought in art and music. Core samples will be taken from sodden stacks of Encyclopædia Britannica and the research papers of artist Susan Ryland and musician Helen Thomas. These core samples will be laid out in open casks, and marked at key intervals (Figures 1, 2 and 3 below). Over time, as the paper dries, increasing amounts of partially blurred and faded textual information will be revealed to the viewer, in a process akin to a self-opening book.

This collaborative work will create a dialogue between materials, sound and thought to explore how metaphor and metonymy generate new meaning. The geological sampling of encyclopædias alludes to the accumulation and sedimentation of language and knowledge over time and provides a means for reviewing and reflection upon the research process.

Around the gallery walls will be a sequential print-work by Susan Ryland that builds on her earlier work referencing core-sample ideas of sedimentation, accumulation, resonance, articulation, segmentation, notation and continuity.

A musical work *S/core* for oboe (Helen Thomas), live electronics and tape (Michael Beiert) will be created in response to the core-samples. The piece, to be premièred as part of the RaAM9 conference, will use directed, aleatoric and intuitive performance techniques alongside musical sampling in homage to avant-garde music of the 1960s. Susan

Ryland and Helen Thomas will present a paper at the Researching and Applying Metaphor international conference (RaAM9) *Metaphor in Mind and Society*, University of Lancaster, 4 to 7 July 2012 on the initial insights gained from their collaboration and submit an article for publication on completion of the project. Each RaAM9 conference delegate will receive a catalogued and labelled *S/core* fragment, as a symbolic and literal dispersal of the performed piece. The project will be adapted and developed further in response to each tour venue.

Themed Panels

The dynamic approach to metaphor and metonymy: Language, gesture, action

Lynne Cameron (*l.j.cameron@open.ac.uk*) *Open University*; **Cornelia Müller** (*cmh.mueller@t-online.de*) *European University Viadrina, Frankfurt/Oder*; **Ewa Biernacka** (*e.a.Biernacka@open.ac.uk*) *Open University*; **Alan Cienki** (*a.cienki@vu.nl*) *Vrije Universiteit Amsterdam*; **Silva Ladewig** (*mail@silvaladewig.de*) *European University Viadrina*; **Alex Laffer** (*a.laffer@open.ac.uk*) *Open University*; **Stephen Pihlaja** (*s.s.pihlaja@open.ac.uk*) *Open University*; **Hermann Kappelhof** (*sekretariat-kappelhoff@fu-berlin.de*) *Freie Universität Berlin*

This panel brings together Author 1's Discourse Dynamics approach and Author 2's dynamic view of metaphor production in a synthesis called "The dynamic approach to metaphor and metonymy", and that includes theoretical framework, methodological principles and techniques. Our separate approaches share a concern with metaphor as use in the dynamics of dialogue, text, film and video. While Author 1 has focused on verbal metaphor, Author 2's work has investigated gestural and visual metaphor and their relation to the verbal. In this panel we bring together a range of empirical studies in order to elaborate a shared agenda for the Dynamic Approach.

Presentations of various analysed data types demonstrate the potential of the approach and begin the development of shared theoretical and methodological frameworks that begin from, and take account of, real world complexities rather than simplifying them away. Metaphor and metonymy phenomena are understood in terms of processes and change; they are investigated in dialogue and interaction in terms of shifting, trajectories, and systematic patterns.

What is a dynamic approach to metaphor and metonymy?

We outline the assumptions and commitments of a dynamic approach:

- attention to flux and change;

- the interconnectedness of emotions, the experiential and the socio-cognitive;
- here-and-now embodied activity as starting point;
- connecting here-and-now activity with larger scales of cultural/social activity.

We trace implications for investigating metaphor and metonymy, and illustrate with an analysis of the interplay of visual and verbal metaphor in a TV news report. The analysis reveals different kinds of verbal/visual metaphor trajectories and their potential effects as viewed experience.

How bodily experiences are conceptualized and communicated: The interactive orchestration of a multimodal metaphor in ballet training.

We investigate the emergence and (interactive) elaboration of metaphoric meaning in ballet training. Using the example of the SILK THREAD metaphor, we trace how the metaphor emerges based on a bodily sensation, how it is embodied by the teacher and her students through interactive elaboration, and how the bodily experience becomes objectified. By tracing the different stages in the "language-ing of movement" (Sheets-Johnstone 1999), the case study demonstrates that, in the process of communication, bodily experiences must be described as dynamic forms of conceptualizations and as dynamic presentification of embodied experiences.

Revoicing the voice of God: The discourse dynamics of parable exegesis in Evangelical Christian talk on YouTube

Biblical parables are unique metaphorical stories which present foundational Christian beliefs, said to be the authoritative word of God. Use of Biblical metaphorical language presents a unique affordance for Christians as the metaphors index not only the passages from which the metaphors are derived, but also the authoritative voice of the text. In a case study of Biblical metaphor use in online interaction between Evangelical Christians on YouTube, I show how the dynamic use of Biblical metaphorical language revoices individual user exegesis and interpretation in the authoritative voice of the text.

Discourse dynamics of metonymy in talk

This paper presents a discourse dynamic approach to metonymy analysis in talk. I analyse metonymy in language used by a focus group talking about the risk of terrorism and, using corpus linguistic tools, track findings from the focus group discussion in two large databases - the Oxford English Corpus and Nexis UK. I show two case studies of metonymies found in my data, demonstrate the complexity and peculiarity of processes in language that involve metonymy, and discuss the role of metonymy in discourse activity.

Schematization of multimodal metaphor in talk

The dynamic activation of metaphoricity (Müller 2008) in talk can involve reiterations of metaphoric expressions as variants which may be more or less extensive in form. Analyzing monologues and dialogues in English, I explore the more schematic variants of gestural metaphoric expressions which sometimes precede or follow more detailed verbal mention or gestural depiction. Such schematized metaphoric gestures suggest the perseveration of motor imagery (Hostetter & Alibali 2008) of source domain concepts over stretches of discourse – with or without accompanying verbal activation of the source domain.

 'I wish I was a British pound coin': Metaphoric and non-metaphoric interaction in *The Other Hand* .

Textual analysis of extracts from the novel The Other Hand will be presented in order to show how a discourse dynamic approach to metaphor may be applied to a literary text. I will highlight the advantages of the approach in accounting for the influence of linguistically marked potential metaphors on non-metaphoric items. The role of this metaphorical affordance in readers' literary interpretation will be discussed, focussing on metaphors used to convey the immigrant experience.

Metaphor, creativity and identity change across modes

Laura Hidalgo-Downing (*laura.hidalgo@uam.es*) *Universidad Autónoma de Madrid*; **Blanca Kraljevic** (*blanca.kraljevic@urjc.es*), *Universidad Rey Juan Carlos*; **Ray Gibbs** (*gibbs@ucsc.edu*) *University of California, Santa Cruz*; **Charles Forceville** (*C.J.Forceville@uva.nl*) *University of Amsterdam*; **Mª Angeles Martínez** (*ma.martinez@filol.ucm.es*) *Universidad Complutense de Madrid*; **Manuela Romano** (*manuela.romano@uam.es*) *Universidad Autónoma de Madrid*; **Dolores Porto** (*mdolores.porto@uah.es*) *Universidad de Alcal de Henares*; **Michael White** (*white@filol.ucm.es*) *Universidad Complutense de Madrid*

This panel brings together six contributions on the relation between metaphor, creativity and identity. Creativity is explored both as a cognitive-psychological phenomenon involving a process of (re)conceptualization which gives shape to new and even crazy ideas, and as a social phenomenon, with specific discourse-pragmatic functions within communicative situations. From the former perspective, the cognitive-psychological dimension of metaphor, metaphorical creativity is viewed as emerging from ordinary linguistic and semiotic uses, which may be manipulated in order to create unexpected and striking uses of language, image and sound. From the latter perspective, metaphorical creativity is seen as a phenomenon which both gives shape to and is shaped by discursive and social identities, with particular aesthetic, cognitive, social and ideological effects.

Crazy Creative Metaphors, Crazy Metaphoric Minds?

My talk considers creativity in metaphoric language use in relation to whether we think a speaker or writer has some cognitive or psychological problem. I report the analysis of one famous TV actor in the United State, Charlie Sheen, who in recent time has given several interviews that are full of twisted bizarre metaphors and other odd instances of figurative language. I suggest some of the roots for this creative style and argue that even "crazy" metaphors have their own logic that reveals fundamental aspects of ordinary metaphoric thought.

Creative mappings in GOOD IS LIGHT &BAD IS DARK in films.

Film depends on the presence of a minimum degree of light most of the time, but the medium of cinema need not resort to cliché-varieties of the LIGHT/DARK source domains. By playing around with shades of light and dark, and with shifts from light to dark or vice versa, the conceptual metaphors may trigger creative mappings that contribute to the narrative's story-line and to the cueing of affective states.

This paper will discuss a few film scenes in which such creative mappings of LIGHT/DARK metaphors are cued (e.g.Faust (F.W. Murnau), Insomnia (Christopher Nolan) and Bram Stoker's Dracula (Francis Coppola).

"Me and Mrs. Jones": Gender identity construction through songs

As unique combinations of words and music, songs and song versions are powerful multimodal instruments, shaped by and, in turn, shaping, the socio-cultural context in which they are produced. This is the case of the song Me and Mrs. Jones, which has fascinated singers for decades, probably due not just to its effective melody, but also to the way in which musical motives and singer's voice blend with the lyrics. This study explores the cognitive processes likely to be prompted in listeners' minds by some of the best-known versions of this song, using a conceptual metaphor and blending approach applied to the study of musical metaphor.

Situated-'Instant' Metaphors: Creativity in the Slogans for the Spanish 15-M Movement

This paper studies the metaphorical expressions that were created as slogans by the Spanish protesters who gathered spontaneously in Madrid's Puerta del Sol Square on May15th2011 to demand economic equality and 'real democracy'. The metaphors analysed are clearly situated and context-induced and thus created under pressure of coherence; that is, triggered by specific salient experiences and mental representations currently active in and shared by the community. The variety and interaction of contextual factors and mechanisms of linguistic creativity directly influence the discourse-pragmatic functions of these metaphors. On the one hand, they are humorous, as they intend to catch people's attention. On the other, they are powerful rhetorical tools, trying to persuade people to join the movement and to influence politicians.

Metonymy as creativity source in a designer's advertising campaigns

This paper examines the cognitive characteristics underpinning the press advertisement campaigns and corporate image of a designer company. The type of object portrayed and the absence of linguistic items give rise to an austere scenario which makes interpretation puzzling. The communicative and conative effects of the advertisements hinge on setting up a semiotic so by means of a metonymy-driven strategy which makes use of basic components of little relevance to the brand image. Creativity and communicative force derive from the unexpectedness of the metonymic source items and by sustaining conceptual structure across years. The latter establishes anaphorical links with previous campaigns, thus contributing cohesion and coherence, facilitating communication and ensuring brand identification.

Metaphor, creativity and identity change in multimodal ICT advertising discourse

This paper proposes a study of metaphorical creativity in ICT advertising discourse from the perspective of multimodal discourse analysis and social change. We compare two samples of printed ICT advertisements during the periods 1999-2000, that is, during the boom of the new technologies and internet, and 2009-2011, when the new technologies and internet have become established and globalized phenomena. Our study addresses creativity from its double dimension as conceptual and discursive and social change and explores the differences and similarities in the representation of social identities related to the advertising company, the target audience and the product.

Metaphor and Metonymy in Creative Thought and Expression Across Genres

Susan Ryland (_mail@susanryland.co.uk_) _University for the Creative Arts_; **Helen Thomas** (_h.thomas2@lancaster.ac.uk_) _Lancaster University_; **Michael Beiert** (_M.Beiert1@liverpool.ac.uk_) _University of Liverpool_; **Charles Forceville** (_C.J.Forceville@uva.nl_) _University of Amsterdam_; **Rob Flint** (_rob.flint@ntu.ac.uk_) _Nottingham Trent University_; **Antonio Barcelona** (_antonio.barcelona@uco.es_) _(Universidad de Córdoba)_

Our starting point is that creative thought is a human cognitive process of day-to-day problem-solving. We define creativity according to Mihaly Csikszentmihalyi (1996:25) who states that creativity brings into existence 'something genuinely new that is valued enough to be added to the culture'. We regard metaphor, metonymy and arguably synecdoche as the primary mechanisms for creative thought.

This international interdisciplinary themed panel brings together artists, theorists and creators each of whom has a particular interest in the way that metaphor, metonymy and synecdoche are used to create and communicate new ideas in and across the arts. They are an electroacoustic composer, an artist with an interest in sound and performance, a multi-modal metaphor theorist, a visual artist, and an oboist and cor anglais player. Their experiences of the creative process will be interrogated from a cognitive-linguistic perspective focusing on topics of motivation and constraint, poetics and reception, similarity and difference, and the metaphoric-metonymic continuum.

Creative metaphors and metonyms: sound in film

Film makers and film scholars have long been aware that it is possible to cue the source domain of metaphor/metonymy in a different modality than the target although they have discussed such phenomena under different labels. Moreover it is possible to do so in a way that results in a creative, rather than a conventional, metaphor/metonymy.

In the case of audiovisual multimodal metaphor this could work as follows: if the sound track unequivocally evokes a semantic domain, it can function as a source domain that provides mappable features onto the visual target domain. In the case of audiovisual metonymy the sound track can make more salient an element in the visual target domain –

in the same way that Barthes (1964) argued that language could "anchor" or "relay" pictures (for more discussion, see Forceville 1996: 71-82).

With sustained attention, CogLing scholars can contribute to (1) finding common ground with film/multimodality scholars; and (2) possibly, a greater sophistication in the analysis of different (sub)types of multimodal creativity.

In the presentation I will discuss a few film fragments exemplifying creative audiovisual metaphors and metonyms of this type in order to help open up this field for the RaAM community.

Re-working The Miracle Worker

The artist will discuss how his collaborative practice has developed from an earlier concern with syn-aesthesic properties of sound-image work in processed video, towards a more specific interest in the voice, and its role in directing the viewer's visual attention.

The possibility of automated correspondences between sound and image made widely available through digital media processes has led their art practice towards simpler and less technological forms of experimentation, such as their project 'The Bill Burroughs Memorial Choir'. In this work the symbolic auditory trace of writer William Burroughs is metaphorically disembodied through attempts by a voice therapist to train a series of volunteers to inhabit his voice.

The literal and metaphorical substitution of spoken description for the visual image is a consistent theme in a series of earlier works, where the sensory possibility of withholding the image is explored, as in 'Re-working The Miracle Worker' where the mythologised life of deaf-blind US heroine Helen Keller and her salvation from sensory imprisonment through the work of her teacher Anne Sullivan, becomes a live synchronous verbal description of the separated image and sound tracks of 1962 film 'The Miracle Worker'.

The artists hope that by substituting one sensory mode for another the audience may have a more complex experience of the work than that offered by an explicit purpose or a punch-line, and that the absence of an

explanatory discourse may enable them to more readily engage with a range of sensory responses to the reception of an art work.

Metonymy-guided inferences in creative thinking (humor, theology and art)

Metonymy has been shown by a growing number of cognitive linguists (e.g. the essays in Panther and Thornburg 2003 and in Radden, Köpcke, Berg and Siemund 2007, Barcelona 2005, 2007) to be a fundamental factor, in processes of meaning construction and most particularly in pragmatic inferencing, which it is crucially guided by the metonymic connections existing within cognitive frames. Pragmatic inferencing is involved in all modes of creative thinking. Therefore metonymy is a fundamental factor in all of them.

In my presentation, I will first briefly sum up my position with respect to the inference-guiding function of metonymy, which grounds its motivational and referential functions. Then I will present and discuss some examples of my research (both published and unpublished) on metonymy-guided inferences in humor, theology and art (in both traditional religious art and contemporary art, the latter as discussed by Ryland 2011). This research provides important evidence of the pervasiveness and importance of these inferences in the three modes.

Soundings: thoughts over time

Following a two year, multi-modal collaboration initiated at the RaAM8 conference, a visual artist, a musician and an electroacoustic composer have developed an exhibition and performance: 'Soundings: thought over time', to be premiered at RaAM9.

The panel presenters will show drawings, compositional sketches and written materials that document how metaphorical and metonymic thinking have influenced the choice, interaction and eventual form of the visual and sonic materials in 'Soundings'. They will discuss how meaning moves between visual and sonic genres in a complex network of associations, and how this provides insights into creative thought.

The project's creative concepts will be contextualized using the makers' cultural and practice-based research methodologies that, it is hoped, will provide insights into the cognitive understanding of metaphor, metonymy and synecdoche.

Summary

Through the process of sharing their understanding of creative thought, expression and reception artist-creatives hope to identify common ground with cognitive linguists and in so doing provide insights into metaphor, metonymy and synecdoche in creative thought and language.

Posters

Verbal negation of adoption in religious societies

Mehdi Damaliamiri (*mdamali134@gmail.com*) *Bu Ali Sina University*; **Firouzeh Akbari; Narges Nakhjavani; Negin Damaliamiri**

Due to tough restrictions on marriage and the rites of giving birth in Islamic, the issue of adoption has been confronted with negative approaches in most families in Islamic societies. The focus on having natural children in a family has practically brought about a bipolar distinction in families with adopted children. Most relatives tend to show their disinterestedness in adopted children through gestures and verbal behavior. Addressing these children by terms such as innocent instead of darling or poor boy in face to face contact and by orphan or other mothered is a link to their situation in the family. The prediction of these children`s future based on the tales of animals is seen in some expressions such as wolf born showing they are doomed to criminality. In some cases, they are called non flesh to remind them as being stranger to the family or even peas to show that they must leave the family. The range of these metaphors vary in accordance with the religious beliefs, education and social classes which this paper turns to.

How Metaphors in Chinese Signed Language Express Abstract Concepts and What it Reveals

Xiaofang Hu (*451791775@qq.com*) *Beihang University*

Signed language is visual; many expressions in signed language are the depiction of the outlines of the things being described. Therefore the issue of how abstract concepts, which have no outline at all, are expressed by Chinese signed language is raised. There has been some research but it's quite limited to the scope of sign language itself and

the role of motivation has been played down (Brennan, 2005). Therefore, in the present article, the following questions will be asked:

First, how does Chinese signed language express abstract concepts? Are metaphors utilized?

Second, how does Chinese signed language express sounds, which also can not be perceived by deaf people? Are metaphors used?

Third, if the answers to the two former questions are positive, then how can they way in which metaphors are used in signed language expand the conceptual metaphor theory? And further, how can they reveal the cognitive mechanism of our brain?

The methodology is going to be extracting one hundred expressions of abstract concepts from a Chinese signed language corpus and concluding how they are expressed visually. These notions will include gestures expressing upper-lower relations (like teacher-student relationship), positive and negative prosodies (like being optimistic or passive), the changing of amount (like growing up in number) and motions (like expanding or transmitting) (Zheng, 2010). These notions will be compared with their counterparts in spoken language as to examine whether metaphors are used by both language forms. It is expected that metaphors will be detected extensively in expressing abstract notions in Chinese signed languages. And an important hypothesis will be tested here: signed language uses much more metaphors than spoken language does. By studying signed languages we will find actually much more metaphors involved in our cognition and thus further develop the conceptual metaphor theory.

The bones of the book: Schematic structure and meanings made from books

Philip Ronald Jones (*pjones@aucb.ac.uk*), *The Arts University College at Bournemouth*

Tunnel-books, flag-books and *concertina books* are names of book formats that suggest various pathways through books and which prompt for various forms of schematic structure. These names are metaphorical in that they use the

source domains of tunnels, flags and concertinas to refer to the target domain of the book. Rather than being specific to the various types of book format in question, this study proposes that these metaphors are used in our understanding of books in general, and that they can become active in cognition through prompts provided by different configurations of text and imagery. Such prompts are provided both by meanings paired with the text and images concerned and with their spatial arrangement.

Consequently, rather than thinking of the book page only as a substrate onto which the printed word is inscribed, it can be understood in different ways, for example, as a slice of time and/or space, and such an understanding provides opportunities for making associations with text and imagery. It is argued here that a particular book form does not impose one set of meanings on a variety of texts, but that both formal elements and textual elements have the potential to be blended together in cognition in novel as well as entrenched ways, allowing new meanings to emerge. It is, in other words, a case of *conceptual blending* (Fauconnier and Turner, 2002). The project seeks to identify which complex *schematic images* (Grady, 2005) and which more primitive *image schemata* (Johnson, 1987) participate in these acts of meaning construction and in what ways.

As part of an on-going practice-led PhD, the poster will present examples of book design which explore the potential afforded by metaphorical projections using book form as a domain.

Metaphtonymy in Chinese Classical Lyrics

Jing Li (*bonnielj@126.com*), *Graduate University of Chinese Academy of Sciences*

This paper is a qualitative and quantitative study of metaphtonymy in Chinese classical (Tang and Song Dynasties) lyrics.

Goossens (1990) explored the expressions for linguistic action based on the Longman's Dictionary of Contemporary English and proposed the term metaphtonymy as the cover term of different patterns of interaction of metaphor and

metonymy. Researchers including Dirven (2002), Barcelona (2002), Taylor (2002), Radden (2002) and Geeraerts (2002) etc have conducted various investigations of the interaction of metaphor and metonymy. Comparatively speaking, Goossens' is a corpus-based, more convincing and systematic study. The interaction of metaphor and metonymy have also been explored by Chinese researchers including Liu Zhengguang (2002), Yang Bo & Zhang Hui (2008), Huang Jie (2008; 2011) based on Chinese, particularly the conceptual mechanisms underlying noun-noun compounds.

This paper aims to apply Goossens' patterns of metaphtonymy to explore Chinese classical lyrics, represented by the Three hundred Tang Poems and Three hundred Song Lyrics. Research questions are proposed as following: 1. Do the four patterns of metaphtonymy exist in Tang Poems and Song Lyrics? 2. Is there any uniqueness of metaphtonymy in them? 3. How the theory of metaphtonymy could be applied to English translation of Chinese classical lyrics?

It is found that the patterns of metaphtonymy in Chinese classical lyrics are similar to that of Goossens' to some extent. However, some distinctive patterns of interaction of metaphor and metonymy are found respectively in Tang Poems and Song Lyrics. It is testified that metaphtonymy is a universal cognitive mechanism. However, the differences engendered because of different history and culture. Besides, some suggestions of the English translation of Chinese classical lyrics have been provided such as literal translation, restituting and highlighting of cultural images.

Metaphor and tuning devices in spoken discourse

Joanna Marhula (*joannamarhula@gmail.com*) *Warsaw University*

The aim of the poster is to present preliminary findings and a corpus research proposal concerning the use of *tuning devices* around metaphor in spoken discourse. *Tuning devices* , as defined by Cameron and Deignan (2003), are expressions which appear usually in front of linguistic metaphors and include, among other examples, items such

as *like, kind of, sort of, just* or *actually* . The primary role of tuning devices in spoken discourse is to signal metaphor use and suggest to the interlocutor how to interpret a metaphor (Cameron and Deignan 2003).

The analysis of tuning devices is inextricably linked to the analysis of metaphor and its role in natural discourse environment. Therefore, the research combines cognitive and discourse approaches to metaphor and exploits a relatively recent theoretical framework for the study of metaphor in real language use, namely the Discourse Dynamics Framework as described and applied by Lynne Cameron and others (Cameron 2003, 2007, 2010, 2011, Gibbs and Cameron 2008). The material for the analysis has been gathered from several BBC Radio 4 *Woman's Hour* programmes and yields several sets of tuning devices.

The preliminary findings confirm that apart from signalling the use of metaphor, tuning devices fulfil many important functions in the discourse dynamics and are involved in many socio-cognitive processes that affect discourse participants. However, a detailed analysis of tuning devices also poses multiple questions about the nature of metaphor in spoken interaction and suggests some further directions in metaphor research. A larger corpus study of tuning devices, the proposal for which is presented in the poster, will attempt to answer some of these questions.

IS EUROPE A FAMILY? BEYOND DISCOURSE: THE CONCEPTUAL METAPHORS OF THE EUROPEAN COMMUNITY

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Since the very beginning of the European community, "Europe" has been seen as a family. In this respect, the metaphor EUROPE IS A FAMILY has commonly been used in political discourse. Such metaphor echoes with expressions like the EUROPEAN FAMILY, the FRANCO-GERMAN COUPLE, the FOUNDING FATHERS, for instance. Moreover, since 1945, various visions of the EUROPEAN FAMILY have (co-)existed all around Europe.

In this perspective, this research analyses the various realizations of the EUROPEAN FAMILY through the identification and analysis of conceptual metaphors in a very large political corpus focusing on the critical junctures of the

European construction since 1945 (discourses at the time of the creation, discourses of enlargement and discourses about new treaties). So doing, it tries to understand how politics has conceptualized Europe through time and how the use of specific metaphors — specific words and specific concepts — in discourses refers to a particular — conscious and unconscious — worldview. It also tries to understand how language has influenced the European project and how politics has influenced the use of specific words in the beginning of the European community.

This analysis is based on a multidisciplinary approach bridging the gap between linguistic and political methods (both qualitative and quantitative). Linguistics helps to distinguish metaphors while political science gives the tools to understand their political meaning.

On the whole, this research aims at understanding how the use of the metaphor EUROPE IS A FAMILY has influenced the European construction until now. It seeks to come to a better understanding of this experience since 1945. Finally, this study really provides the material for a future research about the cognitive basis of contemporary European politics and its impact on the public sphere (medias and citizens).

Contextual activation of simulation in transformed idiomatic metaphors

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There is substantial evidence that many commonplace idioms are based on conceptual metaphors, often but not always "primary" metaphors. Examples include "warm" relationship, "rising" inflation, and "begin a relationship," all discussed by Lakoff & Johnson (1980). Recent evidence has shown that speakers sometimes transform commonplace metaphorical idioms into different metaphors and even into stories, in a way that alters their original meaning. Examples include "ivory tower," "in the same boat," and "blind justice." Although there is growing evidence from many lines of research that even idiomatic metaphors activate perceptual simulations at least weakly, there is also evidence that in many cases idioms are processed lexically, as secondary meanings of the word or phrase rather than as metaphors. This study will address the questions: To what extent (if at all) does the transformation and

elaboration of an idiomatic metaphor increase the level of cognitive processing and the activation of perceptual simulations during cognitive processing? How does the transformation and elaboration of an idiomatic metaphor alter the nature of perceptual simulations activated during processing?

This paper will report on a pilot project, using thought-listing, which is currently in progress. Alternative forms of a passage (idiomatic metaphor, transformed metaphor, no metaphor) will be presented to participants in one of two conditions (for a total of six conditions): One group will be asked to write down the thoughts that come to mind; a separate group will be asked to explain the meaning of the phrases in this particular context. The metaphors will be taken from actual discourse samples.

Analyzing domestic violence with topographic maps: an exploratory study

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"Self-organizing maps (SOM) are an appealing exploratory instrument for discovering new knowledge from databases. These maps, also known as Kohonen artificial neural networks, have been widely exploited to explain the understanding of human cognition. Metaphor has been focused as a cognitive process and during recent years much theoretical research has been carried out on conceptualization and categorization of violence. The aim of this research is to recognize emergent patterns in the categorization processes related to the concept of Violence. Some Idealized Cognitive Models that underlie the concept of western contemporary intimate partner violence were already identified and empirically studied (see JAMISON, 2011). However, due to the large dataset, it was impossible to account for all the cognitive linguistic mechanisms used to conceptualize and to communicate feelings about the concept. In this paper, a SOM toolbox package implemented in Matlab is used to analyze a text corpus consisting of 41 segments taken from recorded police reports of six female victims of intimate partner violence, who went to a local Police Station for Women, located in a northwestern city of Brazil. It is demonstrated that Kohonen maps

provide a powerful instrument for analyzing this dataset. In addition, application of SOM in this context is therefore innovative. Previous simulations showed that the representation of linguistic categories may emerge in the network topology as a natural product of the process of structuring the mental lexicon. Preliminary results of the research showed how prototypical metonymic submodels of VIOLENCE are organized, which is a huge step to understand the way some prototypical metaphorical categories emerge in discourse. The approach lies in the field of Cognitive Linguistics and is based on the work of Lakoff (1987) on Idealized Cognitive Models and on Self-organization principles stated in Kohonen (2001).

A cognitive grammar study of anger words in Croatian: the interaction between metaphors and grammar

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There are a variety of studies which deal with metaphorical expressions from a grammatical perspective. For instance, Stefanowitsch (Stefanowitsch 2004; Stefanowitsch 2006) has proposed a metaphorical pattern analysis (multi-word source domain expressions where a target domain lexical item has been inserted), as in the following Croatian example:

>(1) što je Ankaru odmah dovelo do erupcije ljutnje
>
>what is Ankara-acc immediately brought to eruption-gen anger-gen
>
>'which immediately led to an eruption of anger from Ankara'.

In (1) the target domain expression "ljutnje" 'anger' has been inserted into the source domain expression "dovelo do erupcije" 'led to an eruption'. It has also been shown that linguistic expressions may be grammatically different in metaphorical and non-metaphorical uses (Deignan 2005; Deignan 2006), which is to be expected because grammatical information may be used to tease out the various senses of polysemous items (Gries and Divjak 2009). In

Croatian, which has a rich inflectional morphology, this is a relatively straightforward assumption. For example, in order to modify a noun by another noun, the genitive case of the modifying noun is required ("erupcija"-nom "ljutnje"-gen 'an eruption of anger').

In this paper, we combine a metaphorical pattern analysis of the Croatian nouns "ljutnja" 'anger' and "bijes" 'rage' with a cognitive grammar analysis (Langacker 1987) of their metaphorical patterns based on data from the Croatian National Corpus. The aim is to show that conceptually closer grammatical relations (e.g. premodification, postmodification) result in fewer metaphors, which tend to be more central to the concept at issue, whereas conceptually distant relations (e.g. verb-object) produce more metaphors, which are less central (i.e. can appear with a variety of concepts). The results support the hypothesis, although relatively few metaphors were found. Based on the results we discuss the position of conceptual metaphor in the conceptualization of anger in Croatian.

Hens, Ducks and Geese. Multimodal Metaphor in Political Comics of the Far Right

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The most influential parties of the far right in Austria and in Germany, the FPÖ (Freiheitliche Partei Österreichs) and the NPD (Nationalistische Partei Deutschland), have always had close personal as well as ideological contact with neo-fascist subculture (Hartleb 2011; Jesse 2011). Due to legal constraints and the necessity to maintain an eligible appearance both parties have to dress their messages in ambiguous, yet legal language – one powerful tool to obtain indirectness being metaphor (Wodak et al. 1990). In 2009, the FPÖ as well as the NPD took the idea of metaphoric language for political purposes further by publishing two comics, "Der blaue Planet" ("The Blue Planet"; FPÖ-Bildungsinstitut 2009) and "Enten gegen Hühner" ("Ducks vs. Hens"; JN 2009), both clearly aimed at a younger target group: "Das Comic rüttelt wach und gehört in die Hand eines jeden jungen Deutschen. Setzen wir nach der Musikoffensive nun also zur Comicoffensive an den Schulhöfen an" ("The Comic is stirring and has to be put into the hands of every young German. Let's start after the music-offensive the comic-offensive in the school yards"; JN 2009:

2). In order to describe the different layers of these highly ideological fables, the poster will combine the theory of Multimodal Metaphor (Forceville 2009) with Critical Metaphor Analysis (Charteris-Black 2004), discerning the cognitive concepts behind (Lakoff/Wehling 2008) which sometimes bear a disturbing resemblance to metaphoric schemes typical of Third Reich propaganda (Musolff 2008; Chilton 2005).

METHAPHORS IN TEXTS OF ORTHODOX CHURCH SERVICE (BASED ON THE SERVICE TO SAINT GRAND PRINCESS OLGA)

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"The text of Orthodox Church service to Saint Grand Princess Olga was written in Church Slavonic language in XI-XII c. and edited in XV c. The source of research is liturgical Mineya (Menology) of modern usage [Mineya Bogosluzebnaja, 1988]. The canon, which is included in the text of the service, contains 24 hymns to Saint Olga. The hymns of the canon are a remarkable cornucopia of tropes. These tropes express associative-cognitive priorities of the authors of the service.

The purpose of the report is to reveal the system of cognitive metaphors and symbols, which cohere with them, in the texts of hymns. The topicality of the cognitive commentation is caused by the fact that text of the service to Saint Olga is included in the contemporary liturgical cycle of Russian Orthodox Church and its trope system continues to be demanded. For instance, in the fragment of the hymn to Saint Olga "Ливанскую ли гору наречем тя? На тя бо роса небесная сниде. (If we call you mountain Lebanon because Heavenly dew has descended into you?) (Canticle 7, Hymn 3)" cognitive metaphors and symbols rest on Old Testament object images: mountain Lebanon is a symbol of glory and greatness; Heavenly dew descending into mountain Lebanon is a symbol of God's grace. The content of the phrase is interpreted in the following way: Saint Olga has received the faith in Christ (dew) owing to the grace of God (from on Heaven). The gift of faith is conceptualized as Heavenly dew descending into mountain Lebanon.

In the report, the results of a thorough analysis of metaphors and symbols of 9 hymns of the canon are presented; all of the conclusions are accompanied by cognitive, stylistic and cultural-historical commentary.

Visual Frames of Women

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The present paper aims to examine the representation of women by Hungarian billboards. The dominance of the media and visuality has become unquestionable by the 21st century. Their influence and responsibility, consequently, are huge. How we divide the world into categories, thus, how we perceive reality, depends not only on our individual biological conditions but also on our cultural context (Kövecses, 2005). It is, therefore, immensely important to scrutinize and unveil this filter that invisibly shapes our judgments.

What my research examines is how the billboard's relatively simple (consumption-centered) message is conveyed through, seemingly secondary and mainly subconsciously effective, cultural-social frames built on metaphors and metonymies. In other words, the unmarked social background is what I am bringing to the fore. More specifically, I will analyze framing, prototypization, categorization, and, last but not least, metaphoric-metonymic effects, with a focus on gender. Numerous studies have shown that the separation and the unbalanced treatment of the two genders are apparent in several fields of the culture (Huszár, 2011). Also the present research can give evidence to this claim, but my primary goal is not the comparison of the representation of the two genders but the general description of the illustration of women. I will reveal that billboards, or more generally the media, paint a shockingly exclusive picture of this category, both in their external and internal characteristics, labeling the large majority of the society to be non-existent, or simply "not good enough."

Metaphor functioning: discourse perspective

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Our paper discusses the problem of metaphor functioning in different types of discourse. Observations show that one and the same metaphor can express both negative or positive connotations depending upon the discourse.

Examples show that metaphor hog wild may acquire negative connotation

in 1) 'hot line' discourse:

F.e I was calling about this big jump in taxes they put on us down here in Dunbar. This is out of this world. They have gone hog wild. One of my taxes was $50 something last year and now it's $200 (Charlestone Daily Mail).

I am now getting a divorce. The problem is complicated, and I need your help. We had a joint credit card. He went hog wild and ruined my credit (Charlestone Gazette);

2) discourse containing contexts where the lack of common sense or irrational behavior is emphasized:

F.e ""There are kids who aren't living with their parents for the first time and they're running hog wild in our neighborhoods. They have no responsibility and their landlords don't care,' said Sid Feldman (Charlestone Daily Mail).

F.e Eat enough. Skipping meals only makes you hungrier and then you might go hog wild on fat consumption (Charlestone Daily Mail).

The same metaphor has positive connotation in 1) sport discourse:

F.e Coach Boob Lanham will have his players hog wild and pig crazy (Charlestone Daily Mail).

2) political discourse:

F.e Mrs. Sharp urged the officials ""to think big, to get something done to protect Marlinton.' ""Go hog wild,' she said (Charlestone Daily Mail).

In our research we analyze reasons and reveal mechanisms of semantic modifications conditioned by different ways of reconceptualization.

Papers

Metaphor and the 2008 global financial crisis: The reconstruction of confidence in Arab and Western financial systems

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This study examines the reconstruction of confidence in financial systems around the world, after the 2008 global financial crisis. The primary objective of the article is to investigate what role metaphorical thought has played in this reconstruction. Two seemingly unrelated strands of linguistic research were drawn upon in this study: Critical Discourse Analysis (CDA) and Cognitive Linguistics (CL).

The data of this paper consist of a total of about 5,600 opinion articles about the crisis published in a sample of four Arab and Western prestigious newspapers between 1 January 2008, and 31 December 2009. To investigate articles spanning one year before and after the crisis gives us the opportunity to get a better understanding of the crisis.

The analysis shows that Arab and Western discourses on the 2008 global financial crisis are a panorama of metaphor. Such a panorama has been used to restore public confidence in Arab and Western financial systems. Here we come to see metaphor as a powerful device of justification, persuasion, and manipulation. For example, the Arab metaphor systems used in reasoning about the crisis function to direct public attention away from the problems facing Arab economies. That is, they support the false and misleading image that all is okay. Furthermore, as ways of reasoning, metaphors can determine and restrain foreign and domestic policies and actions. As such, a conscious discussion of metaphors as metaphors is strongly suggested. Finally, we cannot always adhere to discussions of reality in purely literal terms.

Monologos Narratives; Conceptual Metaphors within a Single Word

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> Speech is a ship; Meaning's the Ocean.

> Wet come out of it so that we'd cruise. Mowlana Jallaluddin Rumi

This presentation aims to share with thinkers from various disciplines the idea that whether the metaphoric conceptualizations can occur in or be derived from a single word or not. To support the idea, there is a roster of posters I would like to put on display on the sideline of the seminar. Shortlisted from a collection entitled "*LiE…F*", each frame triggers a wave of interpretations via one very word that is being re-expressed with different formal manipulations. Instances of these frames are "*HueMAN* (in rainbow colors)"，"*F*(empty space for one letter which has fallen into pieces down to the bottom of the frame)*iENDS*"，"*i-LAND* (with the globe as the dot over its i),"*PEACE* (with letters in broken mirror),"*ANTi-bio-$\sqrt{\ }\sqrt{\ }\sqrt{\ }$*, and "*SCilllENCE*" to name a few.

Adopting the Lakoffian sense of the conceptual metaphors as cross-domain mappings in the conceptual systems (Geeraerts, 2006:186), and relying largely upon linguistic (orthographic, phonetic, morphological, syntactic, semantic, and pragmatic) as well as non-linguistic (graphic, sensory, and contextual) modifications implemented upon a single word, I have composed these "monologos tales" that seemingly do not yield to the uni-directionality principle as mentioned by Kovecses (2002:6).

Here, what Fauconnier (2006:9) vividly portrays of the conceptual integration of the mental spaces network is put into practice using the immense potential power of the lexical entries as the most familiar and economical means for communication, despite their inability to sail around the ocean of meaning in full.

Barack Obama restoring the image of America in the Arab & Muslim World: A Socio-cognitive Approach to Political Metaphors

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The importance of metaphors in political discourse has been largely investigated in the last decade (Lakoff, 2003; Musolff, 2004, 2006; Charteris-Black 2004, 2005; Semino, 2008). Semino (2008) highlights the prevalent use of metaphors in politics for their persuasive functions and relation to ideology. These studies clearly show that metaphors are indispensable in political discourse as they are used to frame political arguments. This presentation investigates metaphors in the speeches of President Barack Obama when directly or indirectly addressing the Arab and Muslim World (AMW). Specifically, it aims at answering the following questions: 1) What are the most frequent metaphors used by Obama when directly or indirectly addressing the AMW? 2) How do these metaphors contribute to restoring the image of America and improving the relations with the AMW?

The data of this study consist of metaphors extracted from a corpus of sixteen political speeches delivered by President Obama over a three-year period (2009-2011). These speeches are obtained from the White House official website which provides a detailed archive of the current president's speeches. The metaphors are identified using Metaphor Identification Procedure (MIP) developed by the Pragglejaz Group (2007). This study exploits an eclectic theoretical framework that integrates Conceptual Metaphor Theory (CMT) (Lakoff, 1993; Kövecses, 2010) with the Socio-Cognitive approach placed within Critical Discourse Analysis (Van Dijk, 2008; 2009). While the use of CMT helps to understand and interpret metaphor as part of human thought, the Socio-Cognitive approach provides a frame of analysis that forms a triangle of Discourse-Cognition-Society. Findings reveal that Barack Obama mostly employed metaphors drawn from JOURNEY, PERSON, BUILDING, and FIGHT source domains. The analysis also reveals that the integrated framework utilised in this study provides an efficient tool to analyse these source domains and to show how they were used to restore America's image in the AMW.

CHILEAN STUDENT-TEACHERS' METAPHORS ABOUT THE ROLE OF TEACHERS AS PROFESSIONALS

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This research looks forward to contributing to the Teacher Education issue in Chile through the use of metaphoric analysis and the interdisciplinary blend of Teacher Cognition and Cognitive Linguistics. It is expected that both perspectives could meet following the studies on beliefs and metaphoric representations that have long been applied to the educational field (Nikita & Furuoka 2008; Kasoutas & Malamitsa 2009; Northcote 2009; Low 2008; Zapata & Lacorte 2007; Cameron 2003; De Guerrero & Villamil 2001; Oxford et al. 1998; Cortazzi & Jin 1999).

Metaphors help student-teachers make sense of the world and are a powerful tool for them to verbalize their professional identity. They are in fact indications of the way student-teachers think of their role as teachers. Research in education has shown that at the beginning of a teacher education program, student-teachers could hold inappropriate or unrealistic beliefs about teaching and learning, considering that beliefs about teaching seem to be already shaped when a student goes into university. Each student-teacher conceptualizes his/her university training in a different and unique way; therefore, the study of beliefs is an important psychological and social construct for teacher training (Freeman 2002; Pajares 1992; Tillema 1998; Kansanen et al. 2000).

This presentation aims at showing the metaphors produced by a group of 30 Chilean student-teachers about 1) their role as professionals and 2) the existing representations of teachers in Chile. An open-ended questionnaire will be used as a technique to collect and interpret the data from the 30 respondents, whose answers will also help to identify the positive and negative values they assign to the collected metaphors. The identification and description of metaphors will follow the current principles of Cognitive Linguistics (Lakoff & Johnson 1980; Kövesces 2010; Grady 2007; MetNet; Pragglejaz Group 2007).

Conceptual Metaphors in the novel «Kassandra» of Christa Wolf and in the Italian and French translations

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This paper analyzes, in a comparative way, the conceptual metaphors (Lakoff and Johnson, 1980) used in the German text «Kassandra» of Christa Wolf and in the Italian and French translations. The metaphor's translation is important for two reasons. Firstly, it demonstrates the socio-cultural aspects that turn around the source language and the target language. Additionally, it can investigate the role of the language and the linguistic choices. This paper will analyze the metaphors' translations using a mixed approach, both cognitive linguistics and psycholinguistics (Cacciari, 1991) but it also focuses on the cognitive cultural studies (Zunshine, 2010). The analysis of metaphors allows us to better understand the comprehension of communicative intentionality, the reality's representation of the cultures (Kövecses, 2005; Gibbs, 2008) and the cognitive transposition among the three languages. This research aims to show how the use of conceptual metaphors (Lakoff and Johnson, 1980) can help to gain insights into culture because they present evidence that some conceptual «frames» structure the moral system (Lakoff, 2008: 18).

Putting the cogs in cognition: Knowledge in the "Historical Thesaurus of the Oxford English Dictionary"

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The "Historical Thesaurus of English", published in 2009 as the "Historical Thesaurus of the Oxford English Dictionary" (Kay et al), contains the recorded vocabulary of the language from Old English to the present day. The full Thesaurus database contains 800,000 meanings and is unique in both its historical coverage and in the detailed semantic information captured by its scheme of classification. Now, following its completion, the Thesaurus' potential to enable experimental work in the study of the history of English is the subject of the AHRC-funded "Mapping Metaphor" project, recently begun at the University of Glasgow. The project uses the Thesaurus data to examine the distribution of metaphors across time in English. By investigating possible metaphorical links between concepts,

through an examination of areas of significant lexical overlap between distant Thesaurus categories, the project aims to examine the operation of metaphor in the history of English, using the data encoded in the language system and evidenced in the Thesaurus.

As a case study, this paper will focus on part of the "Knowledge" section of the Thesaurus (02.01.12) to demonstrate the "Mapping Metaphor" methodology. The paper will examine and display metaphorical relationships between knowledge and other domains which are encoded in the recorded vocabulary of English. Links are found with the domains of "Food and drink" (01.02.08, though items such as 'raw, ripe, cultivate'), "Touch" (01.03.04, though items such as 'feel, grasp'), and "Light" (01.04.08, though 'obscure, illuminate' etc.), among others.

'Preserving the water of one's face'. Socio-cultural foundations of metonymic and metaphorical conceptualizations of the face in Farsi

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To what degree conceptual metaphors are universal or reflect culture-specific conceptualizations is a question central to the field of metaphor studies (e.g., Gibbs 2006; Kövecses 2005). A recent cross-cultural study of body-part metaphors and metonymies in Farsi and English (Alirezaie 2010) demonstrates the importance of socio-cultural influences on human conceptualization and language. In addition to embodied image schemas shared by both languages, the results exhibit various culture-specific conceptualizations in Farsi not observed in English. Notably the face, as a prominent body part through which we communicate emotions and mental states, is associated with numerous socio-cultural concepts and represents a rich source domain for a variety of target domains.

Based on a corpus consisting of body-part expressions gathered from the Dehkhoda Encyclopedia, various dictionaries and native speaker interviews, it was found that a considerable number of culture-specific conceptualizations of the face pertain to the social image of a person. Linguistic expressions are rooted in basic image schemas such as the CONTAINER schema in combination with the BALANCE, VERTICALITY and FORCE schemas.

However, how and to what degree these image schemas are elaborated is specific to Farsi and rooted in ancient philosophical ideas

For instance, metaphorical projections of the CONTAINER schema include RUDENESS/ SHYNESS IS SUBSTANCE IN A CONTAINER, where the level of the substance inside the container indicates the degree of shyness or rudeness.

This paper discusses the main findings of the analysis and provides linguistic examples from the corpus. While expressions of emotions will exemplify metaphors and metonymies shared by Farsi and English, the focus will be on metonymic and metaphorical expressions that relate to the face and are specific to the Persian language and culture. To highlight their socio-historical anchorage, insights into how the underlying conceptualizations may have been shaped by cultural and philosophical ideas will also be provided.

Universal and Language-specific Components of Cultural Metaphors

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Metaphor theories in cognitive linguistics have described general conceptual structures which seem to be universal. They include images schemas, e.g. the container, force and path schemas, and mappings between sensorimotor domains and subjective judgments such as 'affection is warmth' or 'more is up'.

However, many linguistic metaphors in particular languages presuppose cultural complexes that are specific for the community that uses them. This talk will deal with two such compounds in Swedish, "folkhemmet", 'the people's home', and "klassresa", 'class journey'. The first was a successful cover term for the ideal welfare state as it was envisioned by the Social Democrats, and the latter describes an individual's change of socioeconomic class, typically up the social ladder. Rising from a working class background into the middle classes has been made possible by the modern school system, which should help children to fulfil their potential regardless of their parents' economic resources or social position. Both these concepts are thus understood in relation to the welfare project which has

shaped modern Swedish society. "Folkhemmet" and "klassresa" tend to be positively loaded, but they are also complex concepts, and problematic aspects of the phenomena they represent have also been pointed out. The idea of "folkhemmet" has for instance been criticised for involving "social ingenjörskonst", 'social engineering art', where state planning interferes too much with people's lives.

Collocational evidence shows that general image schemas and metaphorical mappings are part of these concepts, providing a basis for more specific, complex and variable interpretations of them. So a set of universal experiential structures provides a basic framework for the open-ended and multi-faceted culturally based understanding of these linguistic metaphors. They exemplify how general metaphorical concepts, building on and integrating universal bodily experiences with subjective reactions, form a platform for the development of culture and language specific metaphorical complexes.

In your own words - metaphors and writing

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This presentation focuses on two issues regarding metaphor and writing. The first issue concerns the question of own words and personal voice and how these concepts are used metaphorically in textbooks about writing, both fiction and non-fiction (Askeland, 2008; Bradford, 2010; Eubanks, 2011; Hunt & Sampson, 2006; Root & Steinberg, 2005). The second issue is what metaphors students in higher education use when they are interviewed about the question of own words and personal voice in relation to writing instruction in two different master programmes: one programme for teacher education (mother tongue) and one for creative non-fiction. The paper will present empirical examples from interviews with 8 students, 4 from each programme. The examples come from an ongoing empirical study of learning resources and writing in educational textual cultures, financed by The Norwegian Research Council (2009-2012), and reveal so far that students especially in teacher education (humanities) are struggling to find their own words and personal voice, but also that they see the usefulness of strict models for writing (Macbeth, 2010). The

students in the creative master's programme seem to be less bothered by strict models as they are encouraged by the programme to find their own words and personal voice, even though they are aware of the fact that their own voice is intertextually related to others' voices (Bachtin, 1981) and have a rhetorically based understanding of what it means to express themselves in their own words, meaning that they have to understand something for themselves before they are able to explain it to others.

The theoretical basis for the paper is contemporary, communicative and discourse-oriented metaphor theory (Cameron, 2003; Cameron & Deignan, 2003; Semino, 2008; Steen, 2011) and recent studies of metaphor and writing (Askeland, 2008; Eubanks, 2011).

FUNCTIONS OF METAPHOR AND METONYMY IN KNOWLEDGE ACQUISITION

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Methodology of knowledge acquisition contains an aesthetic aspect consisting in the application of rhetoric devices produced by the concept-synthesizing activity of cognitive imagination. Rhetoric tools form an integral part of knowledge acquisition instrumentarium, working as an active development agency within the method. Metaphor and metonymy as rhetoric devices can be seen as cognitive instruments in transfer and transformation of meaning in epistemological development.

The mainstream of knowledge acquisition lies within categorical reasoning. Categories give rise to networks of terminology and thus work as structural operators of knowledge. However, whenever a new field of knowledge is being projected, its prospective categories will often first appear as rhetoric units, and then after certain transformations some of them would serve as terms.

Rhetoric devices trigger the use of generative-expressive power of the language and attribute new modulation patterns to the yet unstable fields of newly acquired knowledge. Particular rhetoric units thus serve as cognitive frames for developing new concepts and further formulation of ideas and categories. Application of metaphor allows for emphasizing new properties of principal objects, and thus building new connections within the knowledge field. Application of metonymy makes it possible to establish a new focal point within a class of objects, which transforms both taxonomy and distribution of values within the relevant knowledge field.

Contemporary epistemology experiences a certain crisis within categorical development and searches for new ways of structuring and acquisition of knowledge. Recent trends show characteristic shift of focus from categorical "factuality" of stable knowledge structures to narrative "actuality" of knowledge events. Further studies of possible role and application of metaphor and metonymy as epistemological instruments to cover the eventuality would enrich the methodology of knowledge acquisition for the general advancement of learning.

A tripartite comparison of figurative interpretations performed by three nationalities: English, Japanese and Chinese

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Many figurative expressions are rooted in and have features of specific culture. Some figurative expressions can have a shared understanding among different nationalities while others may not.

This investigation considers figurative interpretations from a tripartite perspective: three nationalities' interpretations, three characteristics of investigative test items and three analytic issues. The figurative interpreters consist of 100 English, 147 Japanese and 50 Chinese speakers; and the investigative instrument is the author-designed Metaphor Cognition Test, comprising 40 test items, some of which have their origins in English and the others in Japanese (translated literally into English to preserve the original nuances). The items, which are classified into three categories, have the following characteristics: (1) linguistic similarity, (2) conceptual similarity and (3)

linguistic similarity but not conceptual similarity / conceptual similarity but not linguistic similarity, between the two languages. The analysis focuses on the following three issues: (i) linguistic ability of EFL learners, (ii) interpreters' cultural backgrounds and (iii) interpreters' schematic utilisation.

The presentation will discuss outstanding phenomena of the interpretations among the nationalities with the results from the test, firstly concerning the characteristics of the expressions (similarities/differences: 1, 2, 3 and three issues: i, ii. iii), and then concerning the saliency or opacity of the expressions, contextual supports (with or without contexts) and the effects of stimuli from the source to the target. The most important implication of the investigation is the effects of the knowledge derived from the native languages and/or the effects of schemas generated from the native-language knowledge on interpretation.

A brief summary of the results is that the items' characteristic (3) and the interpretation phenomena (ii) and (iii) significantly affect the interpretations by different nationalities, so there should be awareness of this to avoid miscommunication.

Conceptual Metaphors in Branches of Economics: A Case Study of Metaphorical Coherence across Languages and Cultures

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The use of metaphor in both economics and business text has been debated among economists (Henderson, 1986, 1994; McClosekey, 1994; White, 2003). However, little attention has been paid to the application of metaphorical coherence associated with conceptual metaphors (Lakoff & Johnson, 1980; Lakoff, 1993) in several branches of economics (i.e. microeconomics, macroeconomics, management, economic development and accounting) as a social science. Each of these branches applies a set of different categories and types of conceptual metaphors for different communicative functions/purposes. Based on an empirical study using a corpus-based approach to cross-linguistically

and cross-culturally metaphor investigation (Cameron & Deignan, 2003; Deignan, 2005), this paper discusses metaphorical coherence in economics text as the source text. A critical analysis of the application of metaphorical coherence which makes the meanings in the source text stronger (as opposed to their translation in the target language) is followed by a crucial discussion of their Indonesian translation as the target text (Schäffner, 1994; Dickins, 2005). This paper concludes with some view that metaphorical coherence is not only source-language-and-culture-oriented but also target-language-and-culture-oriented as it posses translation problems.

When sperm types are offensive linemen, and an electron is Jake, your old friend: Deliberate metaphor as a tool for teaching scientific concepts in college lectures

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The role of metaphor in communicating knowledge in academic discourse has been widely researched (e.g. Corts & Pollio 1999; Low et al. 2008). However, in recent years, a new classification of metaphors was proposed (cf. Steen 2008). One of the implications of this classification is that a particular kind of metaphor, deliberate metaphor, has a special status in communicating knowledge, since its function in discourse is to change the perspective of the addressee on the local topic (cf. Steen 2011: 16). Although, according to Steen's (2008, 2011) definition, deliberate metaphor could be a useful tool for professors to introduce and explain scientific concepts that the students are unfamiliar with, no systematic investigation of deliberate metaphor use in academic discourse has been conducted yet (see Beger 2011 for an exception).

In order to fill this void, my investigation of college lectures in different subjects focuses on the professors' use of deliberate metaphor: At what point during a lecture do the professors use metaphors deliberately and what functions do these metaphors fulfill?

In four biology lectures, four chemistry lectures, and six psychology lectures, cases of deliberate metaphor use were identified, following Steen's (2011) characterization. They were then analyzed in regard to their location and function

in the lectures. The results show that deliberate metaphors often occur at crucial points of a lecture when new scientific concepts or ideas are introduced, or when the professor is forced to explain an idea again and/or in a different way after the students signaled with questions that they have not yet fully grasped the respective concept. These results suggest that metaphor is indeed used deliberately as a tool for teaching.

The Validity of Metaphorical Spheres Depicted in the Persian Translation of Sean O'Casey's The Shadow of a Gunman

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Theatrical signification is not reducible to a set of one-to-one relationships between metaphors and their individual meanings (Elam, 1980). Yet, if it were possible to break down the text of *The Shadow of a Gunman* into units of meaning, the task of analyzing its vivid, racy, and packed-with-metaphor dialogues would be elementary, and by the same token the performance itself would be scarcely more than a parade of items. This article is based on the data collected by the author from an eight-session workshop held during spring and summer (2011) on the translation of Irish Theatre, and more specifically Sean O'Casey's *The Shadow of a Gunman.* The workshop (organized and taught by the author himself) focused on the Persian translation of the play (translated into Persian as *In the Skin of the Lion* by Ismaeel Khoee in 1971). The participants attending the workshop were English translation students who carried out various translation tasks to investigate the way Khoee made use of metaphors in his translation when dealing with themes like poverty, injustice, fate, revolution, restrictive environment, national pride, Irish wit, tragicomedy, identity, and sacrifice. The results revealed that, although drawing magic from the languages of the ordinary folk he portrays in his translation, Khoee seems to fail to illustrate the primordial need for shared identity fulfilled by the characters in the play and is to a certain degree unsuccessful in organizing constructs to help the characters mobilize for collective action (e.g., to sacrifice themselves for Ireland). It so seems that the metaphorical spheres, created by Khoee in the Persian translation, are unable to portray or explain nationalist sacrifice. The reason(s) might be traced

in the idea of tissue rejection caused by grafting two dissimilar (but not opposing) metaphoric systems and/or components which might lead to a mismatch in understanding mechanisms of national self-identification and altruistic behavior in the Irish and Iranian culture. The author does not, however, believe that the translated play is unconvincing because it fails to recreate the imaginative world in which the characters live, more specifically because the translator has not been able to translate metaphors and images that should create this world in the minds of the readers.

The Role of Conceptual Metaphors in Event Structure: Evidence from Idiomatic Constructions

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The general goal of this paper is to show the relevance of so-called "event structure metaphors" (e.g., CAUSES ARE FORCES, STATES ARE LOCATIONS, etc. Cf. Lakoff 1993; Lakoff & Johnson 1999; Goldberg 1995f., i.a.) in the domain of idiomatic constructions. In particular, we focus on the role of the basic metaphor LINEAR SCALES ARE PATHS (Lakoff 1993) in those idioms that involve an "aspectual shift" from an accomplishment interpretation to an activity one (e.g. John laughed his head off, John laughed himself silly). Our starting point is Espinal & Mateu's (2010) claim that these idiomatic patterns involve the complex metaphor (AN EXTREME) INTENSITY IS (AN EXCESSIVE) CHANGE OF LOCATION/STATE, which allows an interpretation according to which the "excess" meaning that emerges at the source domain is mapped onto the target domain of intensive actions: cf. 'John laughed excessively'. We show that the atelicity of these English idioms and their Romance counterparts (e.g., Italian: Gianni si è sbellicato (dalle risate); lit. 'Gianni dis-bowel-ed himself (from laughing)'; Bellavia (2012) can be claimed to emerge from the unbounded nature of the concept of intensity involved in these idioms by virtue of the correlation between the above basic and complex SOURCE-TO-TARGET metaphorical mappings. The path involved in the source domain is metaphorically understood as a scale in the target domain whose function is to measure the intensive meaning of the activity

(laughing). In this sense we provide a metaphor-based explanation to Jackendoff's (2002: 173) stipulation that "his head off" and "himself silly" are conceptually associated with the modifiers "excessively" or "intensively". To conclude, we show that our results are compatible with Lakoff & Johnson's (1999: chap. 11) claim that (idiomatic) event structure (including "aspectual shifts" and modification) cannot be understood in disembodied, purely formal terms, but is experientially motivated (Gibbs 1994, 2006).

Multimodal metaphor in American and Ukrainian Television Commercials for vodka

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Building on Cognitive Metaphor Theory (Lakoff and Johnson 1980, 1999) and Forceville's theory of multimodal metaphor (Forceville, 2008, 2009), this presentation performs a cognitive metaphor study of American and Ukrainian TV vodka commercials. The corpus of the study includes 17 commercials from each culture. In my analysis, I indicate the rigorousness of the metaphors employed in the commercials and the ways they serve to reflect such complex social-cultural phenomena as happiness and sexual relationships and how each culture incorporates vodka drinking into its social practices.

The conceptualization of drinking vodka in TV commercials uncovers cross-cultural similarities and differences between the set of metaphors and their construal. In order to make a strong appeal to emotional sensations and idealized personal perception, both American and Ukrainian vodka commercials use two conceptual metaphors: HAPPINESS IS DRINKING VODKA and VODKA IS A PERSON. While these metaphors are used in both adverting cultures, their mappings and entailments are different in each case. For example, the considered American commercials construe happiness as a global festivity for young people of both genders. happy memories for their entire lives, and the realization of their life desires. The Ukrainian commercials construe happiness as a new life associated with traveling to new places, visiting expensive restaurants, and building and enjoying close personal relationships with

the opposite sex. Furthermore, American vodka commercials employ the patriotic conceptual metaphor AMERICANNESS IS VODKA — a concept absent in Ukrainian commercials.

In my presentation, I will first briefly address the concept of multimodal metaphors and their role in TV commercials; then, I will show a sample video clip of vodka commercials from each culture; and finally, I will present my cognitive analysis of the metaphorical structure of the commercials, including entailments and mappings.

CONCEPTUALIZATIONS OF HUMAN EXISTENCE IN AN INFORMAL ENGLISH CONVERSATION: A DIALOGIC PERSPECTIVE OF METAPHOR

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Pioneering work on conceptual metaphor in the early eighties (Lakoff and Johnson 1980) set the stage for over three decades of prolific research on metaphorical language and thought from a wide variety of perspectives. Nevertheless, despite the recent outburst of interest in discourse-level or conversational language and its social functions, metaphor research continues to be largely isolated from this current - the existing approaches to metaphor are still typically sentence or clause-based, and draw on examples obtained through elicitation or invention.

The present paper aims to address this gap, by looking at the patterns of metaphor use in an informal conversation on life and death. The analysis draws on the notion of dialogicality (Bakhtin 1981), allowing for an approach that views metaphor as simultaneously linguistic, cognitive and social. Overall, the analysis identifies particular metaphors of human existence in a real-time conversation and tracks these expressions in the dynamics of situated interaction. Two broad types of metaphor dynamic are identified and examined: the re-use and adaptation of once-used conventional metaphors, and the emergence and adoption of novel metaphors. The findings show that metaphors are constantly subject to negotiation, challenge and adaptation between speakers. More broadly, it is argued that discourse-led metaphor research can yield novel insights on both cognition and social interaction.

"Worlds apart": putting metaphor into conceptual context

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Cognitive approaches have stressed that metaphor is more than just a figurative aspect of language, but constitutive of the way in which we think about abstract target domains (Ortony, 1979; Lakoff and Johnson, 1980, 1999; Lakoff, 1993; Gibbs, 1994). I examine two cognitive approaches to metaphor – Conceptual Metaphor Theory (CMT, c.f. Lakoff and Johnson, 1980; Lakoff, 1993) and Conceptual Integration Theory (Fauconnier and Turner, 2002) – in order to assess the suitability of these frameworks in analysing metaphor as a discourse phenomenon. Following Werth (1999: 86), I define discourse as 'a text and an evoked context' and argue that CMT does not sufficiently explain the conceptual effects created by the appearance in a text of multiple extended metaphors from disparate 'conceptual keys' (Charteris-Black, 2004). In this respect, CMT is not flexible enough to provide a sufficiently fine-grained analysis of metaphor across a single discourse. Conversely, Conceptual Integration Theory provides an approach that is sensitive to the complexities of developing extended metaphors. However, I go on to argue that the extended blends appearing in a text should be analysed within the broader conceptual context of the dynamic text-worlds created by the reader as the discourse proceeds. As a cognitive discourse grammar which is centrally concerned with the creation and management of conceptual space, Text-World Theory (c.f. Werth, 1999; Gavins, 2007) is ideal for such an analysis. To illustrate my argument, I examine an article by Benjamin Barber called "Decades of Eroded Trust did the Damage". The article appeared on the website of the British broadsheet newspaper, "The Guardian", in October, 2008 and gives Barber's views on the causes of the 2008 British financial crisis. It was chosen because it features many different metaphors for the crisis.

Brand Metaphors in the Marketing Discourse: From Umbrella to Person

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Over the last decades, the establishment of marketing as a distinct discipline and domain of activity has ineluctably led to the emergence of the marketing discourse as a fertile field of research for the specialized discourse theorists and researchers.

The marketing discourse is organized around several marketing concepts - "consumer, brand, product, market, enterprise", etc. Since these specialized notions are characterized by a high degree of abstraction and complexity, they are not easy to apprehend, especially by the non-initiated public. This is precisely why metaphor represents a valuable tool, facilitating the understanding of the abstract domain of marketing.

The purpose of this paper is to offer some insights into the concept of "brand", as it is metaphorically represented in a series of specialized works on marketing – out of which the most prominent is undoubtedly Kotler and Armstrong's 14th edition of "Principles of Marketing". Our study builds on the cognitive theory of metaphor to explore the two major conceptual metaphors used in reference to "brand", namely the BRAND IS AN OBJECT metaphor and the anthropomorphic metaphor BRAND IS A HUMAN BEING. We closely examine the linguistic metaphors related to the two above-mentioned conceptual metaphors, as well as the cognitive implications associated with the perception of "brand" as an umbrella, a building, a flagship, or a human being.

The influence of co-textual and contextual factors on irony comprehension and appreciation

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Utterances like "I love that CD!" can be understood literally or ironically. A key challenge for irony research is discovering when irony is likely to be understood. Two elements which help irony comprehension are co-textual factors (other utterances in the text) and contextual factors (elements from outside of the text, Attardo, 2000). For instance, co-textual factors like multiple ironic utterances can improve irony comprehension (Hodiamont et al., 2010): after reading two previous ironic utterances, readers find it easier to process the third ironic utterance. Contextual factors like the occupation (Colston & Lee, 2004) or the gender of the speaker (Katz & Pexman, 1997) as

well as background knowledge (Averbeck & Hample, 2008) affect irony comprehension. However, it is yet unclear if these co-textual and contextual factors can reinforce each other.

To answer this question, we conducted a 2 (background knowledge: present vs. absent) X 3 (irony: no irony, 1 ironic utterance, 3 ironic utterances) experiment. Participants read a CD review which ended in a stimulus sentence. To manipulate background knowledge, reviews were identical except for the names of well-known and unknown bands. Following Katz's (2009) recommendations, these stimuli were based on real CD reviews. Our dependent variables were comprehension, complexity of the utterance and the text and appreciation of the utterance, the text and the CD.

Results demonstrate that irony increases complexity and reduces comprehension. In contrast to Hodiamont et al. (2010), participants found texts with multiple ironic utterances more complex, because they did not pick on the earlier irony and felt that the reviewer was inconsistent. We found no effects of background knowledge. In line with Burgers et al. (forthcoming), suppression analyses show that the effects of irony on attitudes is suppressed by complexity, which means that less complex irony is appreciated more than more complex irony.

The motivations for the metaphorical extensions of some maritime terms in Late Modern English

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The terms "aboard", "ahead", "aloof" and "astern" are present in literal and metaphorical contexts in Present day English. This situation has not always been the same. The four chosen prepositions were first used in nautical jargon, however, during the Late Modern English period they all began to be used in other more abstract contexts, with the exception of aloof, which had already achieved a metaphorical meaning by that time.

The present study aims at analysing the metaphorical extensions that these terms achieved in the 18th and 19th century as well as explaining the reasons for such extensions, which originated in motion situations.

Although the influence that English maritime language has had on everyday language has been studied and the sociological aspects have been pointed out in several analyses of sailors' way of life, the linguistic interest seems to have been focused on very specific expressions or the most common ones. This study will provide an analysis of both the semantic and syntactic structures underlying the meaning changes experienced by these words.

The examples, which amount to over 570, were taken from the Corpus of Late Modern English Texts Extended Version (CLMETEV). Since all of them represent key elements in motion events, an analysis of these events proved essential.

Despite having a very similar historical origin, these terms did not undergo the same changes. Whereas "ahead" and "aloof" seem to have developed more metaphorical extensions, the contexts where "aboard" and "astern" are used outside the ship are still locative, with the exception of some dialectal uses of aboard.

The conclusions will show that the mental view of the motion situation, independently of its real existence, and the presence of secondary reference objects might motivate some metaphorical changes.

Metaphorising violence in the UK and Brazil: A contrastive discourse dynamics study

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How do people use metaphor when talking about the effect of violence on their everyday lives?

We report findings from empirical studies carried out in the UK (London and Leeds) following the 2005 terrorist attacks, and in Brazil (Fortaleza), with its high level of urban violence, including mugging and kidnapping. In the UK, 12 focus groups discussed answers to a set of questions posed by a moderator. The recorded discussions were transcribed and subjected to metaphor analysis. Metaphor identification was followed by grouping vehicle terms into semantically-connected trajectories around key discourse topics in order to identify systematic metaphors. In a follow-on study, the questions were translated and adapted for the Brazilian context, and discussed by two focus

groups. The Brazilian transcripts were analysed in Portuguese, with an English translation used to assist collaboration. The vehicle groupings from the first study were applied where possible, with new groupings added as required.

Contrastive findings are of two types: systematic metaphors used predominantly in just one context; apparently similar systematic metaphors used differently across contexts. In the first type, UK groups describe terrorism as "MADNESS" and "DISRUPTING BALANCE" whereas Brazilian groups use metaphors of "CONSTRAINING FORCE" and "SICKNESS" for urban violence. In the second type, responses to UK terrorism are described in terms of "VIOLENT ACTION" done to emotions and communities, and as provoking "MENTAL ILLNESS". Responses to Brazilian urban violence include "PUTTING ONESELF IN PRISON", "PASSIVITY", and provoking personal violent responses as "FORCES IN NEED OF CONTROL". Metaphorical ways of speaking about threat and security connect to different experiences, with UK speakers preferring "CLOSE/DISTANT" and Brazilian speakers preferring "OUTSIDE/INSIDE". Only very common metaphors such as "SEEING, MOVEMENT, LOCATION" demonstrate parallel use in both situations. We discuss experiential, emotional and cultural factors that contribute to differences in metaphorising violence.

Metaphors in Indirect Speech Acts –A Special Pattern of Conceptual Metaphors in Daodejing

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Conceptual metaphors in Daodejing present in a unique complex form: metaphors in indirect speech acts (MISA). Some chapters in Daodejing are thought to contain irrelevant stanzas and therefore become a messy collection of political and cosmological messages. Scholars normally admit such inconsistency. However, according to the principle of charity, it is better to assume the author of Daodejing intends to write Daodejing in a consistent and reasonable way. Thus, I aim to bridge the interpretation gap between political and cosmological statements in Daodejing. I would like to argue that most cosmological statements in Daodejing are MISA.

In MISA, a sentence expresses BOTH literal meaning and metaphorical meaning. Therefore, in Daodejing, the cosmological statements are expressed metaphorically to argue for dao (the Way) and an ideal sage-ruler in indirect

speech acts in order to express political implications. For example, a literal sentence such as "water benefits everything" expresses a conceptual metaphor "DAO IS WATER" at the first-ordered level and "A SAGE-RULER IS DAO" at the second-ordered level in an indirect speech act, so it can be paraphrased into "a sage-ruler benefits everyone." Since it is an indirect speech act, the literal and metaphorical meaning are both reserved, and a cosmological sentence accordingly has its political meaning and therefore consistent with other political sentences. The interpretation gap is therefore filled up. We can therefore interpret Daodejing coherently in a political point of view; even it is full of cosmological statements.

This study also attributes to interpret other figurative writings. Most Chinese classics and some Western writings (such as Nietzsche's work) are written in MISA, so the study of MISA also helps us to understand their thoughts. Most important of all, the study of MISA shows us the complexity of human cognition in understanding one concept by another, which is multi-levels organized.

The pressure of coherence in Chinese culture: The study of FOOD metaphor blending in Taiwanese media discourse

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While the universality of conceptual metaphor has been widely recognized (Lakoff & Johnson, 1980), it is also important to explain cross-cultural variations found in natural discourse (Kövecses, 2005, 2009). Kövecses (2009) proposes "the pressure of coherence" principle to account for the fact that language users tend to select metaphors to accommodate the concurrent context. This study follows Kövecses' principle and aims to identify the types of pressure available in modern Chinese. Taiwanese media discourse extracted from corpora of newspapers and magazines (Udndata) in the year 2011 were analyzed and found that Chinese users have a preference for blending FOOD metaphors with other conceptual metaphors (such as LIFE IS A JOURNEY, and BUSINESS IS WAR). An illustration

of a blend with LIFE IS A JOURNEY is a title of an entertainment news article describing the story of an actor, Lo Zhi Xiang, to stardom in (1).

(1) 嚐 過 大 起 大 落 羅志祥 珍惜 掌聲 再生

Taste ASP big rise big fall Lo Zhi Xiang cherish applause reborn

'Having experienced rising and falling in his career, Lo Zhi Xiang cherishes being applauded again.' (ASP = aspectual marker)

The use of the verb "taste" (嚐) appears to provide a more vivid experiential basis than 'ordinary' verbs like "pass" (經) or "experience" (經歷). Such blends seldom exhibit elements of surprise or creativity for readers due to their prevalence in modern Chinese. Yet, the food metaphor provides readers with a sense of familiarity that triggers an instant conjecture of its imagery and, thereby, establishes intimacy with readers. The results suggest that cultural ideology, as the case of food to Chinese people, also serves as a form of pressure of coherence on language users' choice of metaphor in natural discourse.

A Diachronic Study of Metaphors in Chinese Economic Discourse

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This paper is an empirical study of metaphors in Chinese economic discourse from the diachronic perspective, with all the evidence extracted from two medium-sized corpora dated respectively from 1949 to 1978, and 1979 to 2008, two historical periods after the Liberation, which is demarcated by the Third Plenary Session of the 11th Central Committee of the C.P.C in 1978. The specifically compiled corpora are constructed based on 402 economic discourses from "People's Daily Database" and "Xinmin-Wenhui Database", two newspaper databases, yielding approximately 400,000 words each. Complemented by statistical evidence, it investigates topological aspects of source domains in a few dominant conceptual metaphors manifested in the discourse data of two periods (the metaphors of WAR,

JOURNEY, HUMAN (BODY, HEALTH and EATING) recurring in the discourses of both periods and the metaphor of MACHINE only characterized by the discourse of the second period), and relates, by a comparative analysis of the conceptual metaphors that underlie the discourses of the two periods, the differentiation in two metaphorical systems at different levels to corresponding socio-cultural realities under two different economic systems or particular ideological dispositions of the discourse community in the respective periods. The corpus-based data analysis reveals the exploration into differentiation in both instantiations and frequencies of metaphorical mappings is a useful aid to disclosing the socio-cultural or ideological function of conceptual metaphor.

IS DESIRE HUNGER or THIRST?: Evidence Based on Maslow's Eight-level Hierarchy of Needs

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Previous embodiment studies in Cognitive Linguistics have rarely investigated how two similar subtypes of a concept, which fall under the same conceptual domain, convey subtly different metaphorical meanings. For example, "THIRST" in relevant studies is implicitly treated as belonging to the same domain ("eating") as "HUNGER", so the metaphor "DESIRE IS HUNGER" (e.g., Gibbs et al. 2004) is extended to DESIRE IS THIRST without being differentiated. We argue that "DESIRE IS HUNGER" and "DESIRE IS THIRST" show different semantic meanings and pragmatic uses on the basis of hypotheses related to embodiment.

Since "hunger" and "thirst" are controlled by different functional areas of the brain, (Carlson, 2003), and trigger distinct physical sensations, we propose that "hunger (V and N) for" and "thirst (V and N) for" might collocate with different nouns. To test this hypothesis, the collocated nouns (taken from "Corpus of Contemporary American English") were categorized in accordance with the eight-level hierarchy of needs diagram based on Maslow's theories (1990): biological and physiological needs, safety needs, belongingness and love needs, esteem needs, cognitive needs, aesthetic needs, self-actualization, and transcendence. Results show that nouns following "hunger for" and

"thirst for" differ significantly with respect to their relative occurrence frequencies for the eight levels. Similar results have been found in terms of the nouns following the adjectives "hungry for" and "thirsty for".

This study provides a theoretical analysis of the results and their variation, and proposes that the differences in semantic meaning and pragmatic uses observed are the result of interactions among 1) embodiments; 2) prominent image-schemas emergent from embodiments; 3) semantic association as a network; 4) speakers' different inferences of embodiments.

FIGHT Metaphors in Legal Discourse

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In 2003, Taiwan passed an amendment to the Code of Criminal Procedure, replacing its Continental inquisitorial model with the American justice model. One effect of the newly enacted law is that it has created a noticeably antagonistic atmosphere in the courtroom, making the litigation proceedings more adversarial in nature. Within the theoretical and methodological framework based on the Conceptual Metaphor Theory, Critical Discourse Analysis, and Corpus Linguistics, this study examines FIGHT metaphors employed in Taiwan legal statutes/judgments and further identifies the influence of a new system of justice on language use. We raise two questions: Which metaphors, specifically those related to the conceptual domain FIGHT, are used in legal judgments to portray the litigation? What impact has the 2003 enactment of the new law system had on language use, in particular those lexical patterns associated with the domain 'fight', in a legal context? In identifying the metaphor LITIGATION IS A FIGHT and examining the interplay between language and ideology, we demonstrate there's a clear shift in the type of discourse before and after the 2003 amendment, and reveal how 'fight' metaphorical lexical uses reflect litigant ideologies and further shape legal reality. The proliferation of FIGHT metaphors appearing in judiciary judgments after enacting the revised law suggests the concept of FIGHT to individuals engaged in litigation may have been mapped unconsciously to their thoughts and may have the potential to affect subsequent discursive behaviors in the

courtroom. We hence argue that FIGHT metaphors in legal discourse contain a latent effect that intensifies feelings of aggression and hostility. We further propose that the legal profession and any engaged individuals take a more reflective approach to their linguistic behaviors, as well as to reconsider how FIGHT metaphors affect the legal culture and, by extension, the lives of individuals as part of society.

Metaphor as a rhetorical tool of persuasion

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Metaphor in real-world discourse is increasingly becoming the focus of many cognitive studies. Cognitive metaphor analysts comprehend metaphor as a convenient way of not only talking about real life events but also thinking about them: connecting ideas, explaining abstract and difficult to grasp ideas, conveying messages, emotions, etc. In political discourse, metaphor is seen as an ideological tool of deliberate attempts to influence, persuade and manipulate people. As Chilton (2004: 24) and Charteris-Black (2005: 16) put it, politicians try to establish themselves in a positive light or legitimising themselves, i.e. presenting evidence that they are charismatic leaders who are capable of running their country efficiently. Legitimisation goes hand in hand together with delegitimisation, i.e. negative other-presentation. The idea of creating an ideologised text through oppositions where one constituent has positive implications (legitimisation) while the other has negative implications (delegitimisation), is primarily related to our antiethical reasoning, which finds its manifestations in embodied thinking (Lakoff, Johnson 1999: 3). Metaphor being a cognitive mechanism of ideology may serve both as positive self-representation and as a tool for fault-finding in others.

The binary thinking, which is demonstrated in Charteris-Black (2005), Lassan (1995, 2011), Musolff's (2004) studies into metaphor, is analysed in the present study investigating metaphorical thinking of the party in power in Lithuanian political discourse. In other words, it focuses how Lithuanian Conservative Party legitimizes itself and delegitimizes its opponents through metaphors. Employing CMA approach (Charteris-Black 2005), the analysis is

conducted from the perspective of economic crisis which serves as the framing discourse. The findings indicate that the prevailing conceptual metaphors through which the Conservative Party establishes itself as being powerful are those of FORCE and JOURNEY. Although the same metaphors are used for legitimization and delegitimization, their fulfilment scenarios appear to be markedly different.

English Metaphorical Terminology Used in the World of Finance and Investment and its (In)translatability into Romanian

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This paper aims to highlight the evocative power of the English metaphorical terminology used in the world of finance and investment and the extent to which this is translatable or not into Romanian.

The world of finance and investment is highly dynamic, thus, specialists working in these fields have to face and cope with new and challenging situations all the time. These situations lead to the emergence, or better said creation, of new specialized concepts. As English has become the lingua franca of the business world, the finance and investment one implicitly, most of the new ideas and concepts were named in English first. In order to better picture the newly developed concepts, specialists have used words taken from the general language in a metaphorical way. Thus, analysing specialized dictionaries we notice that not just ordinary everyday language is largely metaphorical since most of the creation of new terminology is also based on metaphorical understanding.

This metaphorical term creation can turn into a real problem in the translation process of this specialized terminology. We have carried out a comparative study between the English metaphorical terminology and its Romanian equivalent. In order to achieve this, several examples of metaphorical terminology creation have been identified in English and then, the strategies used in their translation into Romanian have been discussed and

analysed. We have used English and Romanian specialized dictionaries in an attempt to analyse the Romanian variants or equivalents given in terms of the (in)translatability of the English terminology. Our aim is to highlight how much of the evocative metaphorical meaning is lost in this process, how suitable or unsuitable the provided translations are for the Romanian language and reality, and which are the lexical and structural limitations imposed by the Romanian cultural, historical, and socio-economic elements.

Figurative meaning and collocation

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This paper develops the argument that non-literal uses of words have a stronger tendency than literal uses to bind with their linguistic surroundings and form collocations or idioms, collectively referred to as 'chunks'. For example, the literal meaning of the word shoulder(s) occurs in a wide range of linguistic contexts, and in only a small number of chunks, such as shoulder injury. However, non-literal uses of shoulder are usually found in chunks such as rub shoulders, head and shoulders above, shoulder a burden and cold shoulder (Deignan, 1999). Idioms, such as break the ice and clutch at straws, are a highly fixed type of chunk, and almost always have a figurative motivation (Moon, 1998). However, semi-fixed and semi-transparent non-literal chunks, such as follow in someone's footsteps and pay a high price (for doing something) form a much larger group, both in terms of types and tokens.

The paper reports a set of corpus studies using the Oxford English Corpus, of polysemous words from different frequency bands: high frequency words such as prepositions, mid frequency and low frequency words. Concordances of each word were studied, initially for meaning. The central collocational patterns of each word were then established, using automatic collocational measures and manual examination of concordance lines. The software used was Sketchengine.

A correlation between figurative meaning and lexical fixedness is tentatively established by these studies. Types of non-literal meaning (such as metaphor and metonymy), and types of chunk (such as variable versus frozen) were also

considered. The findings suggest that there may be more detailed correlations; for instance, metonymy seems to be associated with a high degree of fixedness.

The interaction between high-level metaphor and metonymy in syntactic alternations

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Within the Lexical Constructional Model or LCM (Ruiz de Mendoza & Mairal, 2008, 2011; Mairal & Ruiz de Mendoza, 2009), metaphor and metonymy are regarded as licensing factors in the integration of verbs belonging to certain predicate classes into argument structure constructions of the kind postulated by Goldberg (1995, 2006). The LCM is interested in the relationship between syntax and meaning construction and regards grammatical alternations as a mere side effect of the interaction possibilities between lexical and constructional configurations. These possibilities are regulated in many cases by metaphoric and metonymic constraints. These types of metaphor and metonymy, which have not been recognized in more traditional views, have been labelled high-level due to their impact on grammatical organization. However, their proposal so far only contemplates syntactic alternations licensed by metaphors with an effectual action in the source domain (e.g. the metaphor AN EXPERIENTIAL ACTION IS AN EFFECTUAL ACTION in The audience laughed the actor off the stage). In the case of metonymy, the range of cases is larger, but there is no provision of examples in which a high-level metonymy is a pre-requisite for a high-level metaphor underlying an alternation. One such case is the alternation between I bought you a ticket for 5$ and 5$ will buy a ticket for you, where I bought you a ticket alternates with I bought a ticket for you on the basis of the POSSESSOR FOR BENEFICIARY metonymy, which is a pre-requisite for the oblique subject alternation whereby the instrument that allows the action to take place becomes the subject, which in turn responds to the metaphor TRANSFERS ARE ACTIONS. The present contribution develops these ideas further by discussing diverse cases of metaphoric and metonymic motivation of syntactic alternation.

Metaphor in fiction: narrative and dialogue compared.

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In the Metaphor in Discourse project at VU University Amsterdam approximately 190,000 words from four different registers – academic discourse, conversations, fiction and news – were manually annotated for linguistic metaphor on the basis of an extended version of the Metaphor Identification Procedure (Pragglejaz Group, 2007) called MIPVU (Steen et al., 2010a,b). Quantitative analyses revealed that the distribution of linguistic metaphor across these registers was uneven and, more importantly, not in line with common expectations about metaphor usage. Unexpectedly, fiction did not contain the largest number of metaphorically used words; instead, academic discourse had the highest metaphor density (18.6%), followed by news (16.4%), then fiction (11.8%), and finally conversation (7.7%). There was also a significant three-way interaction between register, metaphor and word class.

These findings add a new lexico-semantic dimension to corpus-based register comparisons as carried out by Biber and colleagues (Biber 1988, 1989; Conrad and Biber 2001; Biber and Finegan 1989, 1992). In Biber's multi-dimensional model for register variation, fiction was shown to occupy a neutral position between Informational and Involved text types, and it was suggested that this may be due to the fact that most fiction contains both dialogues and narrative prose, potentially creating a hybrid register between spoken and written discourse. Biber and Finegan (1989, 1992) showed that literary dialogues were similar to actual conversations with regard to being situated and non-abstract, but they differed in being considerably more informational than face-to-face conversations (1992: 700). This paper will investigate whether fiction's middle position in metaphor density can be related to a more metaphorical style in the narrative and a less metaphorical style in the dialogues, and whether the use of metaphor in dialogues reflects actual usage in face-to-face conversations in terms of metaphor forms, frequency, and distribution.

Metaphorical Extensions of the Near-Far Image Schema – the Case of English Temporal Constructions

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Despite over two decades of the theory of image schemas (Johnson 1987) and a number of publications concerning it (e.g. Lakoff 1987, Lakoff and Turner 1989, Turner 1993, Krzeszowski 1993, Gibbs et al. 1994, Cienki 1997, Clausner and Croft 1999, Mandler 2004, Croft and Cruse 2004, Hampe 2005, Oakley 2007, etc.), it seems there are still certain issues in this theory which have not been discussed to a satisfying degree. One of them concerns the metaphorical elaborations of image schemas. On the one hand, it is tempting to treat image schemas like structures that simply undergo metaphorical extensions from basic to non-basic domains. On the other hand, one can encounter also problematic domains, which raises the question about the properties which image schemas acquire through a metaphorical extension to such domains.

This is the issue which I would like to explore in my presentation – a specific type of domain to which the Near-Far image schema extends. To show it I intend to trace the metaphorical extensions of this schema from the spatial to the temporal domain. There, I focus on English constructions where this schema is arguably dominant – Present Simple and Past Simple, and where it is realized through different types of distance. Although these two constructions are typically defined in relation to time (Quirk et al. 1985, Comrie 1985, Huddleston and Pullum 2002, etc.), it turns out that the temporal characterization is not sufficient. A more plausible description can be afforded due to a domain which, from the perspective of Cognitive Grammar (1991, 2008, 2009, etc.), can be called the epistemic domain. The presentation is concluded with a discussion of this domain and consequent properties which the image schema acquires there.

Metaphorical frame of climate change: a case study of Taiwan

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This study investigates how climate change and the subjects involved are framed via systematic metaphor and metaphor scenario within the context of the unresolved issues between Taiwan and China.

Recent mass media studies on news accounts of climate change have their limitations. First, unanimously emphasizing frame analysis, those studies do not provide detailed methods of frame identification. This paper concentrates on systematic metaphor and metaphor scenario (Cameron 2010) and reveals how they function in media's framing. Second, those studies, addressing the interaction between media's ideologies and their reconstructions of scientific (un)certainty, do not tackle an important issue, national identity. This study explores how the opposing national identities influence the metaphorical frame of climate change.

The data are news articles on the 15th Conference of the Parties (COP15) from two newspapers advocating opposing national identities in Taiwan, the United Daily News (UDN), adhering to Chinese national identity, and the Liberty Times (LT), supporting Taiwanese national identity. Systematic metaphor and metaphor scenario are analyzed so that the national identity behind this 'objective fact' in each newspaper can be disclosed.

Our tentative analysis shows that despite the same frame of the general topic 'climate change' in both newspapers, a difference is discerned regarding the failure of COP 15. Employing an identical "PLOT" scenario, the newspapers present different pictures when pointing out the "PLOTTER(S)". With personification, UDN portrays both China and the US as conspirators ruining it, but LT lays the blame on China only. While 17% of collocates with China as the sole agent in UDN are negative, 53% of such in LT are negative. The above shows despite the identical "PLOT" scenario, the one(s) to bear the blame differ in the two newspapers. It is thus obvious to see the profound influence of the diverging national identities on the two newspapers' framings.

What metaphors really mean

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In this paper I want to argue that many metaphoric expressions do, in fact, have a stable semantic interpretation that is more than their literal meaning. I want to present this argument as a reply to Davidson's (1978) seemingly

compelling argument that metaphors have only a literal (and usually non-sensical) semantic meaning, and that they are interpreted as having a deeper meaning based only on pragmatic principles that take effect when a non-sensical statement has been uttered. Davidson argues that this pragmatic interpretation, because it depends upon a variety of outside factors, is not at all stable or consistent, which means then that there is simply no such thing as metaphoric meaning.

This argument is both well-formed and compelling, but only in respect to a small sub-set of metaphoric expressions. The flaw in Davidson's argument is that there are many metaphors which his arguments simply do not pertain to. Furthermore, the small sub-set for which his argument is valid is neither theoretically nor numerically representative of metaphoric expressions as a whole. Thus, Davidson's argument is flawed in that it incorrectly generalizes from one small sub-set of metaphoric expressions to the entire set of metaphoric expressions.

First, I want to examine Davidson's argument in more detail. Second, I want to divide the set of metaphoric expressions into a few different categories; then I will show that Davidson's arguments only apply to two of these categories. Before we can divide the set of metaphoric expressions, though, I need to introduce two important premises: (1) expressions vary widely in their degree of metaphoricity, and (2) a particular utterance can be either saturated or unsaturated with metaphor (see Dunn, 2011, for a discussion of both).

I'm not Feeling Myself Today: The strange metaphor of SELF IS OTHER

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The cognitive mechanisms that drive metaphor are key to understanding human cognition: metaphor allows us to convert partial similarities into relational identities, and to create ad hoc groupings out of disparate items. It enables us to make one-to-many hierarchies, to simultaneously see objects and events as both similar and different, and to segment objects and events into components which can then each be subject to their own metaphors. If language grammar is essentially about hierarchy (forms containing forms), segmentation (combinatorial meanings) and

differentiation (the action-object difference as a minimum), then the cognitive capacity for metaphor must precede, and be the basis for, language grammar.

There is, though, one metaphor important to language which is likely to have occurred after grammatical language appeared: the capacity to model the self as if it were another person. This capacity, essentially to be dispassionate about the self, is difficult to explain in Darwinian terms: where is the advantage to the self in seeing the value of others as being the same – or greater – than the value of the self? How could this capacity have become predominant in human society, to the point where we view the standard fitness measure – survival of the self first – as an undesirable sociopathy?

This paper considers the role the metaphor SELF IS OTHER plays in language, and the effect that it has on human communication and society. It looks at what may have originally generated this metaphor, and shows that, vital as the metaphor is to language and grammar, it was probably an emergent side-effect of sharing social communication. The paper also considers the Darwinian mechanisms that have allowed this metaphor to thrive, and to become entrenched in human culture.

SCHOOL IS FAMILY: a metaphor too far for Academies?

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The Academy school programme, initially a Labour government project, has been enthusiastically promoted by the current coalition government – making it a policy which, unusually, has had the support of all three major UK parties.

While the Academy programme has largely been successful in educational terms, it has remained within the pre-existing ethos of school management, an ethos that has been developed and refined over more than 100 years, and which should not – and cannot – be arbitrarily replaced. The Academy is still a school, and its primary role remains the successful transition of students from childhood to adulthood. As a system for bringing up children, its role

resembles that of the family; and in the current social environment it has increasingly undertaken tasks that traditionally were family-based: sex education, social and cultural education, and even morality training. The SCHOOL IS FAMILY metaphor has been productive and effective, and it describes the management systems that work best at schools: the teachers act in loco parentis to the students, and the head teacher acts in loco parentis to the teachers.

Academy schools, however, have a range of new tasks that were formerly undertaken by local authority education departments. The Academies therefore have a new type of employee whose commitment is primarily to their role in the organisation, and not directly to the process of education. These employees often come from industries which operate in a more democratic way; so how do they adapt to the SCHOOL IS FAMILY system, and how does it adapt to them?

This paper looks at the changing nature of the secondary education organisation, and considers whether the management paradigm of SCHOOL IS FAMILY is still effective for Academy schools.

Prototypical conceptualizations in Indian English: Results of an association study

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While research into structural properties of varieties of English is by now an established field of linguistics (e.g. Sedlatschek 2009 for Indian English), we are still missing studies focusing on cognitive linguistic aspects. It yet remains unanswered whether and to what extent deviations in the (metaphorical) conceptualizations of a language take place when the language is brought into a completely new cultural environment.

In order to help close this knowledge gap, the presentation will provide first results of an association study which was conducted in the south of India with people of both high and low English language competence levels. The participants were asked to provide their first associations to a number of select lexical items, which are considered to be related to certain metaphorical concepts. The set of items was chosen on the basis of the metaphor's evaluation

as being either westernized or universal (Lakoff & Johnson 1980; Deignan 2006). Examples from this selection include items such as "friendship", "family" and "body". Stimuli were presented in English but participants were allowed to answer in any language that came to mind first. Demanding answers in English would have run contrary to the multilingual reality of Indian society and put a significant cognitive load onto the participants.

The results of the study yield insights into the prototypical range of the items under scrutiny and thus the many subtle differences in metaphorical conceptualization that are associated with these items by speakers of Indian English. By that, the results of this study offer first insights into the processes which are at work when a language and possibly different conceptualizations are brought into a new cultural environment.

WAR METAPHORS AND GENDER(ED) IDENTITIES IN THE ITALIAN PARLIAMENT

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This paper presents a study on war metaphors and its relation to gender and gendered identities in the Italian parliament on specific topics (i.e. equal opportunities and foreign affairs). Politics is considered as a physical but also a mental space in which speakers conceptualise their identities and their ideologies (Semino 2008, Charteris-Black 2004) and where war metaphorical expressions have been found to be used frequently (Lakoff & Johnson 1981, Lakoff 1991, Heinz 2003). The role that men and women occupy and that categorises them as 'politicians' and the gender identity that they bring into this context is at the core of the analysis: undeniable, the source domain 'war' can be described as belonging to a sort of 'cognition of the workplace' related to a context, the parliament, that has been defined masculine (McElhinny 1998) and masculinist (Cameron 2006).

This paper discusses the source domain 'war' in the Camera dei Deputati (Lower Chamber) and gives an account on the differences and the similarities in the use of 'war' metaphorical expressions by male and female parliamentarians. Identified through the MIP procedure (Pragglejaz Group 2007), war metaphors are analysed in order to re-construct

the thought of the speakers and to investigate gender salience. The corpus provides conventional and creative metaphors and highlights, where possible, intertextuality.

Whilst many studies focus on English, this study contributes to research on the application of metaphors in naturally occurring data, sheds light on the study of metaphorical expressions in Italian and extends previous research carried out in language, gender and politics (Charteris-Black 2009, Semino & Koller 2009) and on Italian politicians (Semino & Masci 1996).

Creation of metaphors: Young children's embodied metaphors and imaginative cognition

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One often assumes metaphor to be primarily a linguistic affair (Parsons, 2007). However, when Lakoff and Johnson (1980, 1999) suggest that creation of metaphors depend on bodily experiences acquired before one could talk, they also suggest that metaphors are not just a matter of language, but also a matter of thought and reason. Parsons (2007) proposes that metaphor is a kind of connection between body and mind, a way of expressing embodied thoughts - similarly to what Grady (2005) addresses as primary metaphors.

According to Efland (2004) metaphors can take on many different, non-linguistic and multimodal forms, especially in early childhood and in arts. Introducing empirical examples this paper presents the unfolding processes of metaphoric connections between young children's embodied experiences and imaginative thoughts. The examples come from a visual art based, interdisciplinary study of young children's (3-5) processes of meaning negotiation. Adopting the notion of imaginative cognition (Efland, 2004) and respecting young children's pre-verbal, embodied competences (Dissanayake, 2000, 2007; Merleau-Ponty, 1962) the author acted as an A/R/T-ographer (Irwin & De Cosson, 2004; Springgay, Irwin, & Kind, 2008) combining her roles of an artist, researcher and a teacher. The data was collected from nine cases with two children at time, filmed with stationed camera, and analysed with software NVivo9 in cross-case manner (Stake, 2006) and contextually (Stake, 2010).

The study led to a conclusion that the children's embodied metaphors were central in their process of meaning negotiation (Fredriksen, 2011b). More precisely: the creation of metaphoric connections between their past and present experiences (Dewey, 2005 [1934]) seemed to be the driving force behind establishment of their new personal understandings. Additionally, their metaphoric, multimodal expressions functioned as indicators that new meanings had been negotiated during the interactions between a child, his/her pears, a teacher and sculpturing materials (Fredriksen, 2011a).

METAPHORS USED IN COMMODOFICATION OF KENYAN WOMEN

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In traditional Kenyan societies, the payment of dowry to the bride's family by the groom's clan fostered relations, ensured responsibility, and promoted hard work.

Today, the changing socio-economic dynamics have seen the emergence of a capitalist individual whose clan plays a minor role in their affairs. To this individual, the dowry payment practice has been carried over, but not with its past meaning. This has resulted in the OBJECTIFICATION and COMMODIFICATION of the Kenyan woman, a scenario I investigate and demonstrate in this paper.

This paper discusses several metaphors that conceptualise women as commodities or food items within the framework of Discourse Career of Metaphor (Steen 2011) model. These are metaphors such as gacungwa (orange), kagwaci (potato), gatheremende (sweet), ihua (flower), ithaga (jewel), and kamubango (plan). This, I demonstrate, lowers women's social standing putting them at a disadvantage in competing with men in the various fields of human enterprise.

Together with these metaphors, there is feminification of machines. For example a car can be referred to as a girl. These then undergo reverse cross-domain mappings so that attributes are mapped onto cars from women and then, having shared domains, object attributes are recast from cars to women.

I have collected the metaphors from men, using questionnaires of the terms they use in describing women, and on the items men refer to as feminine. From these I have identified the scenarios (Musolff 2006) that inform the macro concept, WOMEN ARE OBJECTS. I have subjected these metaphors to a qualitative analysis as well as presented them to respondents to expose their aspects of naming, framing and changing.

I, like Goatly (2007) and Semino (2008) finally propose a replacement of these negative metaphors with alternative positive ones.

Spatiotemporality beyond conceptual metaphors: compressing organizational action through language and non-verbal discursive tools

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In organizational discourse for the web, a preferred form of text representation, in terms of explicit spatial and temporal interdependent elements organized around the company core, is the timeline. This presentation sheds light on the timeline both at structural and cognitive levels. If analysed from the point of view of structure, the timeline is an analytical narrative display tool which represents notions related to the company's progress through the unfolding of facts and events over time. However, conceptually, not only does it reify time as a spatial entity thus allowing for the mapping of concepts relating with the two domains, i.e. events are objectified in localized units concretely showing progress along the temporal line. It also visualizes the 'moving ahead' of the company into successive stages with fixed and stable characteristics, i.e. milestones, with a clear persuasive effect. Further, organizational timelines prove to be discourse artifacts apt to represent emergent notions resulting from the complex system of projections from different input domains hinging on the notion of action. The aim of this corpus-based study is twofold. Firstly, it

offers a framework for identifying the basis of the conceptual structure of the cross-domain mapping which is realised by organizational timeline graphic displays for the web. Secondly, it shows how the language and semiosis of organizational timelines for the webpage often convey meanings related to the Aristotelian notion of praxis. Specifically, the 'making' form of practice which promotes skilfulness and proficiency (technê). This study takes a step in the direction towards the interconnectedness between spatiotemporal conceptual mappings and how organizations are represented.

Deliberate Metaphor in Emerging Church Conversation

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As Charteris-Black (2004: 173) says, 'metaphor is central to religious thought' (cf. Jabloński et al. 1998; Soskice 1985). This idea is taken seriously and put into practice by the Emerging Church Movement (ECM), originating in the 1990s (McKnight 2007; Sweet 1999; Sweet et al. 2003; Abernethy & Lawton 2005). The main purpose of the ECM is for the gospel to be relevant to postmodern people in postmodern times (Sweet et al. 2003). In order to get their ideas across, the ECC makes "deliberate" use of metaphors (Wilkinson 2006; McLaren 2006; Savage & Presnell 2008).

Many of the metaphors the ECC employs naturally stem from the Bible and are most probably interpreted by a process of categorization, because these are 'old' and well-known metaphors (cf. Steen 2008; Lakoff 1987). However, the ECC also involves an ever increasing number of newly created metaphors, which will be interpreted by a process of comparison, because they are relatively new and salient properties need to be activated (cf. Steen 2008).

This paper follows Conceptual Metaphor Theory as described in Lakoff & Johnson (2003/1980) and further explicated by Kövecses (2002). It analyses a number of ECC publications and shows that the these predominantly make use of 'organic' source concepts relating to GROWTH and RELATIONSHIP (e.g. plant, tree, branch, community, shepherd, love, incarnation), whereas the traditional church conversation tends to resort to the more 'mechanic' source concepts relating to CONSTRUCTION and DEBATE (e.g. rock, building, stones, institution, King, truth, persuasion),

when talking about targets like 'faith, church, organisation and mission'. This opposition of the two approaches reveals the communicative power of metaphor in use/context as instrumental in shaping diverging worldviews (cf. Davidson 1978; Rohrer 1995; Goatly 2007; Doornenbal, forthcoming).

Metaphors of language learning in migrants' narrative discourse

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As theories about second language learning have replaced one another, metaphors of how language learning takes place have equally changed. Metaphors chosen for learners and the learning process at different periods reveal how language learning is conceptualized. Language learners themselves also have particular views on how languages are learned or should have been taught. However, their ways of conceptualizing the learning process might differ from contemporary theories, and might be related to their own success or failure in learning the new language. Furthermore, their self-evaluations as language learners are closely related to how they view themselves in relation to native speakers of the language they are learning.

In this presentation, we examine the ways in which adult migrants construct their identities as language learners in speaking about their own language learning experiences in Norway. We study in particular the metaphorical expressions they use in narratives in conversations. Metaphors are construed here in line with the Conceptual Metaphor Theory (Lakoff 1993). Migrants' narratives provide a privileged site for investigating the use of metaphors in identity construction. Identities are perceived as performed, dynamic and historically located, and constructed in interaction with others (Benwell & Stokoe 2006). To use metaphor as a tool in the study of identity is promising as interlocutors' choice of metaphors often reveals their societal attitudes and values (Cameron 2008).

The data for the study come from a database of focus group discussions consisting of two to three migrants with different linguistic and cultural backgrounds, with one or two interviewers. The results indicate that the learners use a variety of metaphors that construct identities involving various degrees of agency, diminished and empowered. The

results have general implications for second language teaching, promoting pragmatic skills in instructional environments. Moreover, the results have practical applications in the field of intercultural communication.

What metaphors do people generate for IDEA IS FOOD in Mandarin Chinese? Mapping Principles as Prototype Mappings for Conceptual Metaphors

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This study investigates whether a prototype mapping is involved in conceptual metaphors and processed during the productions of metaphors. For example, when people interpret LOVE IS A PLANT, do people generate any possible mappings such as "air, water, sunshine", "to cultivate", "roses", "trees", etc.? Or do they produce one mapping (e.g., "to cultivate") more often than the other mappings (e.g., "air, water, sunshine")? In order to answer this question, we conducted a metaphor production task and analyze the data from the qualitative and quantitative perspectives. 48 undergraduates of National Chiayi University in Taiwan participated in this task. They were instructed to read 36 "X IS Y" metaphors in Mandarin Chinese (知識就是食物 zhīshí jiùshì shíwù IDEA IS FOOD) and to rate the level of interpretability on a 1-7 point scale. Then, they had to write down the first metaphor they thought in their mind. After the experiment, the data analysis was proceeded. First, mapping principles (Ahrens 2010) were used to be the prototypical mappings for each metaphor. Second, five judges were invited to determine whether the participants' responses were consistent with the prototypical mapping of the metaphor. Third, the mappings consistent with prototypes were compared to the ones not consistent with the prototypical ones for each metaphor. The results show that the mean rating score for the 36 metaphors was 5.8, suggesting that people thought that the metaphors were interpretable. In addition, the statistic results show that the proportion of prototypical mappings was significantly higher than the non-prototypical ones. This supports that there is a prototypical mapping involving in metaphors. In addition, the qualitative data show a few metaphors (e.g., IDEA IS FOOD and HEART IS A ROOM) have more than one prototype mappings. The results are consistent with Conceptual Mapping Model.

Bi-directionality in Poetic Metaphor: William Carlos Williams and the Modernist Image

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The issue of ""bi-directionality"" in poetic metaphor is one that we have both discussed theoretically and tested empirically. This concept involves an ""interaction"" between the two semantic fields of a metaphor, which ultimately, in terms of Black's seminal discussion of the expression ""man is a wolf,"" organizes not only (primarily) our view of ""man"" (predatory, fierce, hungry) but also (secondarily) our view of ""wolf"" (leadership, group loyalty). While bi-directionality thus seems to be a potential of any metaphoric expression, it is our claim that it is most strongly actualized for the reader in structures that preserve the (perceptual, semantic) tension between the two subjects. It is not inconsequential that Black uses a metaphor, which is incompatible and even grotesque in its juxtaposition of man and animal. We claim that bi-directionality in a metaphor—rather than simply interaction—is sustained in three main ways: a clash of sharp visual images; a use of wit; and a use of the grotesque.

In this paper we will focus on two short poetic texts—""Arrival"" (1921) and ""Fertile"" (1941)—by the American poet William Carlos Williams. Studied in tandem, these poems raise various issues: gender and sexuality in Williams's poetry; the status in Modernist poetry of the image in relation to object; the relation of Modernism to Romanticism; the centrality of text and context to reading poetic metaphor; and the Gestalt-Interaction Theory of Metaphor. We shall describe the methodology employed in our empirical studies, which involves the microgenetic technique that progressively unfolds the poetic text before the reader. We will then present flowcharts of the proposed alternative readings for each text. Finally, we will analyze the online verbal protocols generated by the readers, with a particular focus on the comprehension of highlighted metaphors.

Colourful Metaphors: Reflecting Culture and Time

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Colour is recognised as a highly productive metaphoric field; despite this, comparatively few works have dealt with these topics in unison (as noted by Steinvall 2002: 189). The seminal work in colour semantics, "Basic Color Terms" by Berlin and Kay (1969), suggested that the colour space is broken down into just eleven regions. These regions were labelled the 'basic colour terms' which correspond to the English speakers' foci of "black", "white", "red", "yellow", "green", "blue", "brown", "grey", "pink", "purple" and "orange". Furthermore, they suggested that these basic colour terms have unequal status, developing in a universal order.

It has been debated whether or not metaphorical productivity can be correlated with the Berlin and Kay (B&K) hierarchy, for example opposing views are presented by Kikuchi and Lichtenberk (1983) and Hill (2008). If the correlation could be confirmed, it raises the possibility that metaphorical productivity might be added to the tests for basicness proposed by B&K and subsequently revised by other scholars.

This paper will give an overview of current thinking on the metaphorical use of colour terms and will introduce potential new approaches. Previous research has shared similar methodologies by analysing phrases from various dictionaries. The AHRC-funded "Mapping Metaphor" project, utilising the data from the recently published "Historical Thesaurus of the Oxford English Dictionary" (HTOED) (Kay et al. 2009), provides the first opportunity to undertake an empirical diachronic analysis of the overlap between the semantic category of colour and other domains. Partnered with the use of electronic corpora, a close examination of the linguistic contexts in which colour metaphors appear could also establish how colour metaphors and metonymies can flag up culturally salient ideas.

From FOR to AND: Metonymic underspecification as a test case for linguistic theory

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My paper examines metonymic conceptualizations which are difficult to describe as "stands for relationships". Whereas (1) is a typical case where the vehicle recedes fully into the background as soon as the target has been identified (cf. e.g. Langacker 2000, 2008), (2) is more complex. Here it is vital that both drivers and buses are waiting. The metonymic meaning comprises target and vehicle; it is underspecified (cf. Frisson and Pickering 2001, Frisson 2009). In contrast to (1), (2) lacks a clear directionality of the metonymic mapping, because the weight of its constituent parts is much more balanced than in (1).

(1) The White House isn't saying anything.

(2) An earlier ferry had got me a front seat in one of the waiting buses.

I will first provide linguistic and experimental evidence indicating that many metonymies are understood in an underspecified manner. Secondly, it will be discussed how underspecified metonyms can be modelled in an adequate fashion by way of using corpus data as a basis for assigning different weights to the two constituents of the general metonymic formula X FOR Y. It will be argued that, if consistently applied, this more differentiated description of metonymies in terms of the constituents' weights has two advantages: It allows a coherent account of different types of metonymies (typical metonymies, metonymic underspecification, domain highlighting in Croft's (e.g. 2002) sense) which is otherwise hard to achieve. Moreover it stresses the vital, but often disregarded idea that linguistic metonymies are more than just another way of phrasing a given content. They are symptoms of altered conceptualizations and their semantic effect depends on the vehicle (cf. e.g. Alac and Coulson 2004) - a fact which can hardly be captured by the standard "stands-for" notation.

Verbal and Gestural Metaphors in Finger-Guessing Drinking Games in Sichuan, Chongqing and Hakka Area in Fujian

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By adopting a fieldwork method, this paper gives detailed analyses of verbal and gestural metaphors in finger-guessing drinking games in Sichuan Province, Chongqing Municipality and Hakka area in Fujian Province, the three representative areas in China. Finger-guessing drinking game is a traditional ritual performed in Chinese festivals. Nunber calling and finger-guessing are the two indespensable parts. When two participants call numbers, the best wishes which are always the metaphors are followed. For example, "eight horses" represents the great speed. At the same time, the gestures are acted as the shape of container in which the forture are accumulated. This article concludes that most of the verbal metaphors are based on common human experience, while gestural metaphors are based on the principles of iconicity and cognitive economy, both of which are in conformity with the fundamental hypothesis of conceptual metaphor theory firstly proposed by Lakoff & Johnson(1980). To interpret the metaphors in such context, it is indispensible to examine the cultural background in which they exist(Kovecses 2005). Culture exerts different influence on verbal metaphor and gestural metaphor in two aspects: (1) gestural metaphor has much bigger difference than verbal one in different areas. Two elucidations may be responsible for this: a) the authorities in different dynasties imposed more restrictions to unify the spoken and written language than the gesture; b) gesture is based on the iconicity which is a more subjective concept. (2) different cultures have its own forms in gesture. For example, the gesture"three" are the same as "OK" gesture in western culture but it stands for different meaning. We propse that it is an internal demand by the development of conceptual metaphor theory to fully recognize and explore into the cognitive and cultural factors, and hence the convergence of both verbal and nonverbal evidence.

Students as Consumers? A Critical Evaluation of Metaphors of Marketisation and Consumption

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Marketisation has been a feature of UK political discourse for some time, with government education reforms since the 1980's involving a move towards market approaches (Williams 1997). In response to government pressures universities have increasingly adopted the principles of the market to attract students. One dimension of such marketisation is a change in language use, where the language usually associated with one context, the market, crosses over into other contexts (Fairclough 1996). Marketisation has led to the renaming of students as consumers and institutions as suppliers or providers.

Many have argued that the language of the market does not translate well to the work of universities (Sharrock 2000) and that market-place metaphors can harm the educational process (Eagle and Brennan 2007). The use of marketing metaphors has been deemed indiscriminate and inappropriate in the context of student-university relationships and the concept of consumerism has been criticised for limiting the lexicon used to refer to the benefits of education (Bottery 2005). Linguists note that the adoption of the language of the market implies an acceptance of the social values it carries (Goodman 2007) and that metaphor is often used to convey political argument and ideology (Charteris-Black 2006). As such, metaphors of marketisation require a more critical evaluation.

Svensson and Wood (2007, 21) have suggested that students start to view themselves as consumers as a consequence of being told that they are such on entering university. Sassatelli (2007) crucially notes however that we rarely ask whether people actually conceive of themselves as consumers. This paper therefore critically evaluates the underlying structures of the student as consumer metaphor and, drawing on discourse between students, examines student language for evidence that students themselves have adopted the consumer identity.

A Study of Metaphors and media bias in Three Egyptian newspapers during the 18-day Revolution

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Metaphors are an instrument of social control (Fairclough, 1989, pp. 36-37) that the media have at their disposal. The aim of this paper is to examine metaphors in newspapers from a discourse analytical perspective, focusing particularly on revealing the persuasive effects of metaphors in political discourse. Metaphor can be seen as a powerful tool for creating subtly persuasive messages in the news (Charteris-Black, 2004; Santa Ana, 1999). It "define[s] reality … through a coherent network of entailments that highlight some features of reality and hide others" (Lakoff and Johnson, 1980:157). "[T]he choice of metaphor vehicle can itself be a rhetorical move'' since "the way we describe an event to ourselves, often, in effect, creates our attitude towards it" (Ritchie, 2006:147).

This paper will look at metaphorical patterns in the news articles covering the events of the 18-day Egyptian revolution (25 January 2011 to 11 February 2011). These news articles were published by three Egyptian newspapers, namely, Al-Ahram, Al-Gomhouryia, and Al-Masry Al-Youm. It should be noted that these newspapers are written in Standard Arabic and are targeted at the non-expert reader and consequently their content is generally easily accessible. My paper, which takes a qualitative angle, will explore the functions of metaphors in news discourse, i.e. pursuing the question why a particular metaphorical expression occurs in particular texts, in a particular context and in a particular form or pattern. I will adopt a bottom-up approach in searching for metaphorically-used words (Pragglejaz Group, 2007), i.e. not presuming specific conceptual metaphors, which would likely reduce bias towards finding precisely the linguistic expressions that match the preconceived mapping.

The cognitive linguistic definition of metaphor as a cross-domain mapping will be used as a framework to describe and analyse the Arabic linguistic forms of metaphor. Insights gained from this study can then feed back into conceptual metaphor theory and CDA.

EXPLORING THE AGE FACTOR IN THE PRODUCTION OF METONYMIES BY EFL LEARNERS

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In this presentation I will report a preliminary corpus-based study on the use of metonymies by learners of English as a foreign language (EFL). The sample comprises 60 Spanish EFL learners distributed into three age groups: (A) twenty 6th form 11-12-year-olds, (B) twenty 10th form 15-16-year-olds, and (C) twenty adult learners from language schools run by our autonomous community government. The research questions addressed in this study were: (1) Do EFL learners use metonymies when asked to write a letter in English? (2) Is there any relation between age and use of metonymies?

The method adopted in this preliminary study is descriptive rather than explanatory. The data gathering instrument was a letter composition task. The informants were asked to write about themselves to a hypothetical host family in Great Britain. A first analysis of the data points to the following preliminary findings: (1) when writing a letter in English, metonymy is hardly used by this sample of EFL learners. (2) Regarding the age/grade factor, contradictory results are obtained: whereas the number of learners who resort to metonymy increases from 6th to 10th form, the number decreases in the adult group. No differences are observed in the type of metonymy used: the examples elicited from the three groups fall into the category of non-lexicalised metonymies.

Monomodal metaphors in speech and coverbal gestures: an fMRI study

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Recent clinical, behavioral and neuroscience research on the cognitive processing of metaphors have predominantly focused on the heterogeneity of metaphors (conventional, novel) and the differences in how they are processed. Some argue that the figurative/literal distinction should be reconsidered as a continuum of meaning salience, such as conventionalization or familiarity [8, 3, 12], or in terms of coarseness (distance) of semantic relationships and semantic integration load [1, 17]. They argue that these distinctions capture differences, such as the right-hemispheric processing bias for novel or semantically distant metaphorical expressions [2, 11] compared to familiar

expressions, although some studies did not find such a clear lateralization (e.g. [14, 10, 7]), thus reinforcing the argument that metaphor processing is more distributed.

The majority of these studies involved written text. We report preliminary results from an fMRI study on pervasive conceptual metaphors, such as primary metaphors [9], in speech and coverbal gestures, which support a more distributed processing model. Unlike the previous handful of studies on metaphoric gestures [16, 6, 15], we consider \monomodal"" metaphors [4, 13, 5], or metaphors that are expressed only either in speech or in the gesture. Preliminary results reported are based on 23 adult native German speakers (9 female) who watched short videos of an actor speaking a single German sentence and gesturing. Video categories analyzed were literal concrete utterances with iconic gestures, abstract metaphoric utterancess with iconic gestures, literal/nonfigurative abstract utterances with metaphoric gestures, or utterances with grooming (non-communicative) gestures. Our results how that abstract metaphoric processing recruit the superior temporal region, regardless of modality, thus supporting arguments that coverbal metaphorical gestures, being at the juncture of action or concrete physical representation and abstract concept/representation, might provide an alternative means of tapping into the process of abstract conceptualization.

The Conceptualization of Music

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The concept of music is almost exclusively referred to in terms of metaphor. Musical pitches are understood as being vertically organized in space. A change in pitch height is perceived as motion. These very basic mappings give rise to large-scale compound metaphors like MUSIC IS ARCHITECTURE and MUSIC IS A LIVING ORGANISM (Zbikowski 1998). According to Conceptual Metaphor Theory, linguistic output reflects cognitive mappings which suggests that we not only talk of music in terms of time and space but we actually perceive and think of music in spatio-temporal terms.

The study focuses on the dual nature of musical motion. Like many abstract concepts, music is conceptualized as a moving entity or a location. It will be analyzed whether this duality is arbitrary or context-dependent. Spitzer (2004) claims that experts in the field of music tend to conceive of music as a static location whereas laymen tend to depict music as moving.

To identify metaphors in musical discourse, a 6-million-word corpus was created consisting of texts taken from British and American peer-reviewed musical online journals. This material will be contrasted with musical reviews from British and American broadsheet newspapers to investigate whether different genres attract different conceptualizations especially with reference to Spitzer's claim. In the paper, the notion of music will be restricted to the „serious" music of the Western tradition. A random text sample will be taken from the corpus which represents the data for a close textual analysis. The whole sample will be analyzed applying the MIPVU procedure.

The analysis is expected to reveal that language on music is highly metaphorical. It is aimed at the discovery of a complex repertoire of metaphorical mappings in the conceptualization of music. Simultaneously, the status of already identified conceptual mappings (Zbikowski 1998, Johnson & Larson 2003) will be tested empirically.

Metaphors and social action. A sociological point of view.

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Metaphors are seen as a result of a tension and interaction between what has been said and what has been meant (Black 1983; Weinrich 1963). By using its semantic and pragmatic dimension of meaning, metaphorical expressions constitute social situations that can cope with this tension (Junge 2011b). On the basis of this conceptualization of metaphor, a sociological view (Junge 2010) on the use of metaphors in social interaction (Richards 1983) is developed. It is shown that in social interaction a metaphorical utterance is playing with the tension of referring simultaneously to the present and to the future. Metaphorical expressions use the contingency of meaning to

structure the present and the future in relation to the social situation. Finally the consequences for an understanding of metaphorical truth are discussed (Junge 2011a).

Investigating the Neural Basis for Processing the Literal and Metaphoric Meanings of Words

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A critical issue regarding metaphors involves the extent to which their processing is slower, more difficult, and distinct from literal language. Behaviorally, metaphoric meaning can be processed just as quickly and easily as literal language (Glucksberg et al., 1982; Stewart & Heredia, 2002; but see Coney & Lange, 2006; Onishi & Murphy, 1993). However, research on the neural basis of metaphor comprehension indicates that they may be more effortful and involve additional processes than literal language (e.g., Coulson & Van Petten, 2002; Schmidt & Seger, 2009). This research typically involves predicative or nominal metaphors like "Her lawyer is a shark" or "David's mind was a whirlpool". Much less attention has focused on the representation and processing of the literal and metaphoric senses of individual words with highly familiar, possibly lexicalized, figurative meanings (e.g., SHARK, PIG, SWEET, BRIGHT, GRASPED, and TACKLED).

The present study used visual half-field and event-related potential (ERP) techniques to investigate the comprehension and generation of the literal and metaphoric meanings of such words in variable contexts. Even though their metaphoric sense is subordinate (i.e., less frequent and expected) to the dominant literal meaning, a series of 3 experiments generally found similar N400 effects and no evidence of hemispheric differences for processing literal vs. metaphoric meaning, contrary to indications that the right hemisphere is preferentially involved in processing figurative meanings (Anaki, Faust, & Kravetz, 1998; Jung-Beeman, 2005). These findings support accounts that since figurative senses are typically related and extended from the literal meaning, it may be possible to maintain a general underspecified meaning common to both literal and metaphoric senses of a word, as long as everything remains contextually consistent (Frisson & Pickering, 2001; Kacinik & Chiarello, 2007). Indeed, any

processing differences appear to reflect differences in imageability rather than literality or figurativeness of meanings per se.

Concept of MIRE in Latvian Thought and Language

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This paper explores metaphors in Latvian thought, language and culture in the cognitive linguistic framework (Lakoff and Johnson [1980] 2003; Gibbs [1994] 2002; Kövecses 2002; Naciscione 2010; Trim 2007). My aim is to have a closer look at the metaphorical concept MIRE (LV PURVS), tracing its development and analysing its use in Latvian today.

The concept MIRE (LV PURVS) is embedded in the collective memory of the Latvian nation; it is part of Latvian mindset. Diachronic evidence shows that it has been used over centuries to convey some trouble, a misfortune or a disaster in a metaphorical way. E.g., the Latvian phraseological unit iebraukt purvā (to drive into mire) means "to get into serious trouble". The image of MIRE is extended in both stable set expressions, like iestigt parādos/nabadzībā (to get stuck/to be sinking in debt/poverty), meaning "to get stuck in a misfortune that you cannot get out of", and in stylistic instantiations with extended metaphor as the leading stylistic pattern. Under the current economic and political circumstances, it has acquired the meaning of crisis. It testifies to past beliefs and attitudes, and reflects the present individual and collective vision; it reveals sustainability of the image in various types of discourses and contexts.

I argue that metaphors are essential to bring out cross-cultural differences in perception and conceptualisation. While comparing metaphors in English, Italian, Spanish, German, Polish and Russian and studying dictionary attestations, I have come to the conclusion that the metaphorical conceptualisation MIRE is characteristic of the Latvian way of thinking, offering an insight into social and cultural processes. The innumerable linguistic metaphors of the concept in the Latvian media over the years of crisis since 2007 testify to the emergence of a new conceptual metaphor CRISIS IS MIRE (LV KRĪZE IR PURVS) in Latvian thought and language.

Metaphor and marketization of higher education

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Since the implementation of marketization policy, UK universities have become more business-oriented and adopted business ideology and practices in their operation. Research in Critical Discourse Analysis has claimed that this phenomenon not only impacts the operation of universities but also the discursive practices (Fairclough 1993) and cognition (Mautner 2005). Cognitive theory of metaphor (Lakoff and Johnson 1980) might be applied to shed further light on an intersection of discourse, cognition and social change. Particularly, the instantiation of metaphor might indicate the colonization of UK higher education institutions by business ideology. This study compares metaphor in academic and business job advertisements before and after marketization of higher education institutions in the UK. Data comprise 240 job academic and business advertisements in 1970s and 2010s.

Data analysis shows that the 1970s academic job advertisements contain metaphoric expressions generally relating to the conceptualization of salary with the spatial metaphor. The 1970s business job advertisements on the other hand contain metaphoric expressions, mostly from PATH and LIVING ORGANISM source domains, which serve as a tool for positive self-presentation. In 2010s academic and business job advertisements, there are an increasing number of metaphoric expressions from PATH, SPORT/GAME, WAR, LIVING ORGANISM, MACHINE, ROMANTIC RELATIONSHIP, BUILDING and BODY source domains. The metaphoric expressions from these source domains present the organizations in a positive light and construct applicants as active individuals who are conceptualized mostly as drivers of organizational machinery. Furthermore, in the 2010s academic job advertisements, there is an emergence of CUSTOMER metaphor, a concept taken as literal in the business domain.

It may be concluded that the 2010s academic and business job advertisements show an increasing use of more aggressive metaphor for positive self-presentation and the discursive construction of the applicants. Moreover, after the marketization, UK university discourse seems to display an import of market ideology.

Is metaphor 'what is said' or 'what is implicated?

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Although the status of metaphor as 'what is implicated' has been generally accepted since Grice (1975), contextualists (e.g. Bezuidenhout 2001, Recanati 2004), some non-Gricean theorists (e.g. Romero and Soria (forthcoming)) and some Relevance Theorists (e.g. Wearing 2006, Wilson and Carston 2006, Wilson 2011) argue that metaphor should be regarded as 'what is said.' According to RT, metaphor is the result of loosely applying concepts to a certain entity. Under this assumption, some Relevance Theorists argue that one metaphorical interpretation is selected in order to satisfy expecting optimal relevance in the given situation, and it is unnecessary to make any pragmatic distinction between metaphor and other literal expressive mechanisms.

In this paper, I argue that although it is possible for some cases of (dead) metaphor to be treated as 'what is said,' most cases of (novel) metaphor are much closer to 'what is implicated' for the following reasons:

1) Using metaphor as a 'semantic condenser' contributes to making the hearer remember the speaker's intention longer than the literal expression for the same entity, by allowing the hearer to have more room for inference than 'what is said.' This character of metaphor is much closer to 'what is implicated' than 'what is said.'

2) If metaphor is 'what is said' and there is no pragmatic distinction between metaphor and other expressive mechanisms, there would be no way to explaining why metaphorical advertisements can avoid the disputes of hype, whereas literal ones may not. This point shows that (novel) metaphor has more characters as 'what is implicated' than 'what is said.'

3) The notion of 'Directness' in the process of treating metaphor is not a sufficient condition for viewing metaphor as 'what is said.'

4) If metaphor is treated like literal utterances, it should be possible for metaphor to be used in any official documents or discourses. However, the reality is far from this assumption.

Place-name as a Metaphor with Abstract Meaning

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The article presents the attempt of place-name metaphors classification according to the semantic-cognitive principle. The research material has shown that place-names are regularly used metaphorically in English, it includes over 500 examples from literature and dictionaries of different kind.

Still there were distinguished five mane classes of metaphors:

1. Metaphors denoting certain qualities directly connected with the place (placement, climate, dimensions, etc.). They are:

a) logically presented in the oppositions FAR – NEAR, WARM – COLD, HIGH – LOW, DEEP – SURFACE. Mostly these oppositions are asymmetric: one member is represented by several place-names while the other – by one or not at all;

b) determined by the type of object – a place-name serves as a more expressive metaphorical substitute to its geographical term (sea, desert, river, etc.);

2. Metaphors denoting some quality indirectly connected with the place. They denote:

a) a human quality often connected with a stereotype based on metonymy 'place – people' mostly presented in oppositions (STUPID – CLEVER, POOR – RICH, etc.). There prevail place-names metaphorically implying some negative quality.

b) a situation based on metonymy 'place – event'. These are cases of antonomasia when a place name is used to denote an event that is in some way similar to the one that happened in a certain place. The amount of such metaphors is constantly renewed; dictionaries include the most time-tested metaphors (Waterloo, Hiroshima, Watergate). Place-names also denote a period of time, stage, level.

3. Metaphors implying basic ethic notions GOOD/IDEAL (Eden, Utopia) – BAD/DIFFICULT (Serbonian bog, Sargasso Sea). They give evaluative characteristics to things or phenomena.

Thus place-names metaphorically denote a whole variety of abstract notions – the meanings are either pre-determined by the qualities of the geographical object itself or transferred on place-names through metonymy.

Metaphor, identity and conflict in Kenya

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The present study, adopting a cognitive critical discourse analytic perspective, explores the dialectically interrelated triad of metaphor, identity and ideology within media discourse in the event of ethnic conflict. With their cognitive-affective potential to become powerful group identity markers, metaphors play an essential role in the narrative of conflict and reconciliation (cf. Cameron 2009, Hamelink 2011), often intensifying the conflict and making it harder to solve (Pruitt and Kim 2004: 202). They can be used for the purpose of positive self-representation and the negative evaluation of others (cf. Charteris-Black 2004, Goatly 2007, Sandikcioglu 2000, Zinken 2003); and perform the function of legitimizing "our" actions and delegitimizing whatever "they" do, which in the words of Chilton (2004: 47) "can manifest itself in […] acts of blaming, scapegoating, marginalizing, excluding, attacking the moral character of some individual or group, attacking the communicative cooperation of the other, attacking the rationality and sanity of the other. The extreme is to deny the humanness of the other;" last but not least, they may act as powerful activators of collective memory.

The analysis covers metaphors used by mainstream and vernacular media during the 2007-2008 pre- and post-election violence in Kenya which left more than 1400 people dead and at least 350,000 internally displaced. During and after the violence, the media reportedly played an important role in reproducing ethnic grievances and divisions through disseminating narratives of hate with metaphors as a basis for ethnic nomenclature. The present study in addition to identifying and classifying ethnic identity-related metaphors in the corpus of newspaper articles and radio transcripts, addresses questions of the motivation behind the choice of particular conceptualizations and the implications such choices had for the dynamics of the conflict.

REPRESENTATION OF 'ARABS' AND 'AMERICANS' IN NEWS MEDIA

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The current analysis draws on emerging trends trying to combine cognitive accounts of metaphor with Critical Discourse Analysis. Claims that metaphors are not "decontextualized entities" but rather "products of discourse and creators of discourse" (Gibbs 2009: 251) entail the study of metaphors within discourse and not in isolation. Metaphors are seen to "provide the cognitive framework for worldview" (Santa Ana 2002: 21) and to "privilege one understanding of reality over others" (Chilton 1996: 74). They are therefore considered as having ideological and framing roles in discourse. Accordingly, applying critical analysis to metaphors in news media discourse may provide evidence for 'cultural essentialism' or 'otherization' (Holliday et al 2004: 157) of 'Arabs or 'Americans' and reveal ideologically "biased, stereotypical, sexist or racist images" (Van Dijk 2008: 94) associated with each of them. The study has two primary aims, the first being to find out about the conceptualizations of 'Americans' and 'Arabs'. The second aim is to contribute to critical analysis of metaphors within discourse by comparatively evaluating the representations of 'Arabs' and 'Americans'.

Therefore, I will conduct a cross-cultural analysis of two corpora made of extracts from selected 'Middle-East' Arab and US American web-based news sources published between September 2001 and June 2011. Demarcated by 9/11

and the 'Arab Spring', the last decade has witnessed politically major events affecting the relations between 'Americans' and 'Arabs'. The first corpus comprises news extracts from the 'Middle East' ArabNews website as well as Aljazeera English website. The US news corpus consists of articles from the New York Times web-based publication. I intend, through my analysis, to identify the conceptual metaphors associated with 'Arabs' and 'Americans' in each corpus. Then, I will compare and evaluate both corpora in terms of linguistic and conceptual correspondences in their portrayal of the 'self' and the 'other'.

The application of MIP (VU) to the work of Carl Diem, Hitler's organizer of the 1936 Olympics

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Methods for Linguistic Metaphor Identification were "originally designed to analyze English discourse." (Steen et al. 2010a, 147). Accordingly, they have mostly been applied to English – partly also Dutch – corpora; that is, to languages that "carr[y] meaning in words, and lack[…] great inflectional influences." (Steen et al. 2010a, 147) "A language like German where inflection is more important and influential, may pose different problems for procedures such as MIP and MIPVU." (Steen et al. 2010a, 147f.) Moreover, the English corpora, most approaches to metaphor are based on, usually represent present-day discourse. The application to historical texts poses additional problems which will also be discussed in this presentation. In particular, my presenta-tion is based on the three volumes of "OLYMPISCHE FLAMME. Das Buch vom Sport" (1942), by the "Sportfunktionär" and "Sportwissenschaftler" Carl Diem (1882-1962). His book, which is largely a compilation of his contributions to academic journals and newspapers, is considered the most important document of national-socialist sport ideology. Since Diem was also co-founder and vice-chancellor of the first University College of Sport in Berlin, his discourse was most influential also among academics. In the mid-1930s Diem was in charge of the organization of the 1936 Olympic games. Diem's more or less pathos-injected publications and speeches can be expected to rely heavily on the use of metaphorical language; the number of lexical units in relation to metaphor will be compared to the results that Steen et al. (2010a/b) received for various registers

of present-day discourse. My results are, of course, only preliminary; particularly "specialist terms" (cf. Steen et al. 2010a, 111) pose a problem. So my presentation is largely a report on work in progress.

The metaphorical effects of large scale in visual images

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My paper will focus on the metaphorical interpretations of large format and amplification of represented objects in works of visual art. I am going to compare the meanings conveyed in this way with the conventional meanings we know from the verbal expressions reflecting the conceptual mappings between size and importance, powerfulness etc. (IMPORTANT IS BIG and related conceptualizations). These conceptualizations appear to be primary ones, i.e. to arise from experiential correlations, and I would like to begin the discussion by considering their possible origin and psychological reality. Though they are amply evidenced in language, they have been treated only superficially by linguists, perhaps because of the limited range of meanings conveyed by the relevant verbal expressions. The examination of the realizations in the visual mode (more natural for the expression of this particular conceptual content) may help us see that the metaphorical understanding of big size deserves a less simplistic, more fine-grained approach than it has been usually granted. In the end, I will also mention some realizations in the auditory mode, to point to the multimodal, and/or cross-modal character of these conceptual mappings.

POLITICS IS RELIGION in British Political Discourse

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While conceptual metaphors play a crucial role in political discourse (Lakoff 2002, Semino 2008), they are also highly relevant to the conceptualisation of the target domain of POLITICS, for which source domains vary from THEATRE and BUSINESS to WAR and SPORTS, to RELIGION (Semino & Masci 1996). Focusing on British discourse, Charteris-Black

(2004) argues that POLITICS IS RELIGION is a recent evolution from post-war politics. However, most of these claims have not yet been substantiated with sufficient empirical and quantitative data.

This is what I propose to do, with the study of an extensive corpus of new Labour, Conservative and pre-1994 Labour texts. I use the online tool WMatrix (Rayson, 2009) to provide a detailed analysis of the linguistic realisations of the metaphor and establish its statistical significance in the data. I argue that a detailed analysis of the tokens included in the semantic concept "Religion and the supernatural", based on Pragglejaz's MIP (Pragglejaz Group, 2007), can provide an accurate estimation of the proportion of POLITICS IS RELIGION in each corpora under scrutiny.

A qualitative analysis of the metaphor in my data points to two distinct subgroups formalised as (i) DESIRABLE POLITICS IS BIBLICAL RELIGION and (ii) UNDESIRABLE POLITICS IS NON-CHRISTIAN/ORGANIZED RELIGION. In both cases, the gravity associated with the source domain of religion is relied upon, either to enhance the legitimacy and ethos of the speaker, or to criticise opponents. Mappings between source and target domains also allow the speaker to rank conviction over facts and rationality in political choices. Quantitative results for POLITICS IS RELIGION suggest a decrease in the use of the metaphor and in the diversity of its realisations overtime, which I argue has to be understood from a more abstract perspective, relying on larger metaphorical categories for the target domain of politics.

'Clear blue water' between the author and reader: Can metaphor use be considered deliberate in the production of literature?

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This paper presents ongoing research into metaphor and literature, focussing on "The Other Hand" by Chris Cleave as an example of contemporary popular fiction. By contrasting two sets of data, the text of the novel and an interview with the author, it will engage with the debate surrounding the deliberate nature of metaphor.

In the first issue of "Metaphor and the Social World", Gibbs's (2011a) article questioning the idea of deliberate metaphor triggered a set of responses (Steen 2011, Deignan 2011, Müller 2011, Gibbs 2011b) that highlights the complexity surrounding this notion. For an analyst looking at fiction it led to two key questions: what (if anything) could constitute a deliberate metaphor in literature? And are systemic patterns of metaphor within a novel an indication of deliberate structuring?

Lay understandings of literature often indicate that the reader believes in some sense of deliberate creation. During additional research into book groups, I observed readers discussing what the author is trying to do and exploring author intention. Whiteley (2011) gives examples of people engaging in 'point-driven reading' (Vipond & Hunt 1984) where an awareness of the author as a deliberate creator informs interpretations of textual choices.

Whereas the reader has no direct access to the author, in order to explore these assumptions I will be considering the subject from the production side of literature. Using a discourse dynamic approach to metaphor (Cameron 2011) this paper will present analysis of an interview with Chris Cleave, looking both at his use of metaphor in the flow of conversation and also his discussion of the application of imagery. This will be used to inform an analysis of the novel looking at the interaction between author and text.

Modality as gestural action

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The semiotic expression of modality is both verbal and gestural. Although no strict correspondence may be established between specific modal constructions and given gestural forms, modal 'stances' receive overt kinetic coding that may be studied for the sake of scholarly investigation but also for teaching purposes. This may be done in two ways. First, by observing the spontaneous gestural action that accompanies speech. In this presentation, filmed excerpts from 'Grammar and movement workshops' held in France (2009-11) will be shown, involving 20 bilingual children aged 9-11, a professional dancer-choreographer and a professor of cognitive linguistics. Gestural analogues

of the abstract notion of « lower degree of epistemic certainty » (as expressed by may, might, maybe in English) were created, with bodies swinging from side to side, as speakers / cognizers « wavered » between opinions and courses of action. The physical exploration of epistemic stances of « uncertainty » was undertaken. The children were asked to « draw » the meanings they had physically explored. Different types of visual representations were produced, ranging from abstract schemata to full representational drawings.

The second method used for the visuo-kinetic exploration of modal meanings is based on the metaphoric movements and postures of the IBC – or 'idealized body of cognition' (Lapaire 2006). This is the body that is evoked in ordinary language to code socio-cognitive events in terms of bodily actions or perceptions. Common descriptions of modality unknowingly resort to the IBC (e.g. 'Forcing someone to do something') but with little or no awareness of the body imagery that is fictively invoked. By bringing the imagery into full consciousness and converting the fictive bodily action into observable metaphoric motion, abstract grammatical processes may be represented.

Embodied approaches to modality allow instructors and learners to 'stand' in a different relation to language, to construe grammar as performance, i.e. the symbolic creation and interpretation of socio-cognitive 'scenes'.

Metaphor, social practice, and linguistic ideology: Evidence from Sûfî poetry

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Is metaphor a universal cognitive process of mental mapping, or is it at least in part constituted by social practices? The cognitive linguistics tradition holds the former; but linguistic anthropology suggests the latter. Taking metaphor as a primarily mental phenomenon makes it difficult to 'take metaphor out of our head and into the social world' (cf. Gibbs 1999); but one may also revert the order of explanation by treating mental states as mediated by signs, which are by definition social or intersubjective, and hence power-saturated. On such a semiotic account, as inspired by the likes of Vygotsky and Voloshinov, one may analyse structural linguistic and cognitive phenomena like metaphorical

mappings as at least in part shaped by both social practices and so-called linguistic ideologies (cf. Silverstein 1979), which are contestable social phenomena rather than mental models (cf. Reddy 1979).

I will illustrate these points by exploring the uses and conceptualizations of metaphor ("isti'âra") in the classical Persianate Sûfî poetry of Rûmî, Nizâmî, and others, which takes words as applying truthfully or literally ("haqîqî") only to the divine, and figuratively ("majâzî") to the human world (cf Schimmel 1975: ch. 7). In this mystical literary tradition, the relation between literal and figurative is virtually the reverse of that in modern Western thinking; moreover, figurative language functions against a background of practices of self-purification and of alinguistic ideology of words as coins or jewels rather than tools of communication. This ideology also involves a distinct conception of social power, notably in the relations between mass and elite, and ruler and ruled. Thus, the status and functioning of metaphor appears to be sensitive to linguistic ideologies and practices.

Troubling the Military Metaphor: Words of War in Education

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In the United States, the discourse of schooling as war is both dominant and demotic: the education historian Diane Ravitch, in her glossary of education terms Ed Speak, defines the word trenches as "the frontline of education; inside the classroom, where teachers work." Barack Obama said "I'll recruit an army of new teachers." And a teacher describes her work: "it was like storming the Bastille every day."

My critical analysis of the military metaphor centers on the function it has for educators (and the general public) and its implications for schooling practices and culture. Focusing on teachers, I propose that while the military metaphor has an existential purpose, it is not a fruitful frame with which teachers can reconstitute the relationship between themselves and their work. Moreover, the military metaphor perpetuates inequitable power relations, sustains hegemonic discourses, and promotes ethically ambiguous standpoints.

A focus on gender further illuminates the purposes, uses, and effects of the military metaphor. Drawing on works that 1) conceptualize craft identity and gender and 2) investigate military metaphors in other fields such as medicine, nursing, social work and psychotherapy, I explore the gendered constructions of teachers as heroes, saviors and warriors and consider how the military metaphor intersects with gender, power relationships, and work identity.

Cognitive Base for Appreciation of Chinese Calligraphy: Semantic and Visual cues for character recognition

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Previous study (Lin&Chen, forthcoming) claims semantics can be conceptualized through visual representations in Chinese calligraphy. In this study, we investigate how viewers recognize and comprehend characters in Chinese calligraphy. Based on a cognitive approach, we hypothesized language users need sufficient cues in context, including semantic meanings and visual representations, to interpret characters in Chinese Calligraphy.

In Part 1, we used a bottom-up approach to test the participants' accuracy of recognizing the characters in a variety of calligraphy, "cursive scripts", where the flow of writing is continuous and the characters are often simplified or distorted. In Step 1, ten participants were asked to recognize 10 calligraphy characters taken out of context. Five characters are simplified and distorted in shape while the other five are not. The accuracy rate is 47%. The recognized characters are mainly the undistorted ones. In Step 2, the participants were asked to identify the 10 characters in context. The accuracy rate rises to 96.5%. Some participants in Step 2 even corrected their previous misinterpretations. Our findings show that the distorted/simplified characters are hard to be recognized when separately shown, while they are more easily recognized and understood when context is given.

In Part 2, we used a top-down approach to examine how language users perceive prominent features from the visual representations in Chinese calligraphy. The participants were asked to view the whole piece first and point out the

key words and key concepts. Our findings in this pilot study show SIGNIFICANCE IS SIZE and FORCE SCHEMA, the conceptual base of the metaphor, both account for the process of art appreciation in Chinese Calligraphy.

In conclusion, this study proposes the cognitive base of image schema for art appreciation and demonstrates language users require using semantic and visual cues in context to identify and comprehend Chinese Calligraphy characters.

Investigating Figurative Proficiency at Different Levels of Second Language Writing

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Recent studies in linguistics have shown that metaphor and metonymy serve a variety of communicative functions. This has important consequences for language learners who need to use them appropriately in their speech and writing. This study aims

i.   to provide a preliminary measure of the amount and distribution of metaphor and metonymy used by language learners in their writing across Common European Framework of Reference for Languages (CEFR) levels of language ability and

ii.   to explore the functions that it is used to perform at each level.

The CEFR, which forms part of a wider EU initiative, is a series of descriptions of language abilities which can be applied to any language and can be used to set clear targets for achievements within language learning. It has now become accepted as a way of benchmarking language ability all over the world. There are six levels (A1, A2, B1, B2, C1 and C2). Each level contains multiple 'can-do' statements, which describe the various functions that one would expect a language learner to perform in reading, writing, listening and speaking, at that level.

Two hundred essays written by Greek and German-speaking learners of English were examined for their use of metaphor. The findings were that the overall density of metaphor increases from CEFR levels A2 to C2, whereas the development of metonymy was more sporadic. At lower levels, most of the metaphoric items were closed-class, consisting mainly of prepositions, but at B2 level and beyond, the majority of metaphoric items were open-class. Metaphor was used to perform increasingly sophisticated functions at each of the levels. At B2 level significantly more errors started to be perceived in the metaphorically-used words and there was more evidence of L1 influence. Descriptors are provided for CEFR levels A2-C2 regarding the use of metaphor and metonymy."

Metaphor and Parable

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The aim of this paper is to present the outcome of my research, in which I analyse the construction of metaphor in parabolic discourse, having as its object, the application on parables found in the New Testament.

The initial hypothesis is that metaphor constitutes a powerful "significance effect" present in the discourse to enlarge the application of two textualization modes, i.e., the production of a sense in what it seems like (in the literal textualization mode) and the tropological mode of a sense of what it is (rhetorical significance mode, or, "deviated"). These two texts that coexist in the metaphorical writing are especially demonstrated in the discourse of the parables in the New Testament.

Through the meaning construction mechanisms that we propose to track, metaphor presents itself as a "discourse strategy" to enlarge the possibilities of conveying more than one message at the same time, as it is usually said uniquely, transforming the message into something almost mythical, i.e., displaced and atemporal and not uniquely as a deviation place.

The parabolic significance through metaphor ceases to be a specific place inside the religious discourse, to be seen as the strategy responsible for the amplification of the comprehended meaning.

'Three little pigs defeat the wolf': metaphor and the blending chain in Taiwanese political discourse

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Previous studies have shown that metaphor can reflect cultural values, shape people's cognition, structure social ideologies, and affect people's choice. Within the framework of Conceptual metaphor theory, Blending theory and Critical Discourse Analysis, this study aims to examine how metaphor plays a role in creating and stirring social movements in present Taiwanese political discourse. Through the blending chain, the content of the metaphor further evolves and develops. With the approach of CDA, we figure out the different stances that two main newspapers have taken. The presidential election in Taiwan will be held on 14 January 2012. On 25 October 2011, the opposition part, the Democratic Progressive Party (DPP), called for a piggy bank donation from the people with a clear image of 'The Three little pigs' story. The wolf that pigs want to defeat is the party in power, namely the Kuo Min Tang party (KMT). The three-pigs-metaphor then goes through a blending chain, gradually enriching and transferring the content of the metaphor. With the mechanism of blending, the wolf becomes a monster. One the other hand, the image of pigs (piggy banks) evolves and becomes patriotic, Robin Hoods, and married daughters, who have to come visiting their parents according to Taiwanese customs. As a result, DPP's 'three little pigs' campaign has brought in more than NT$200 million (US$6.6 million) in political donations from 143,000 piggy banks returned. This is the most successful micro-fundraising campaign and indeed a milestone in the history of Taiwan politics. We have assembled a corpus consisting of more than 1,000 texts from two Taiwanese local newspapers, with a total of 670,436 words in the year of 2011. Since the election is still an ongoing event now, we will report the latest development and result in the conference.

How COMPLETION IS UP: A case study of Chinese [V] – [SHANG]

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The present study investigates the cognitive motivation of the conceptual metaphor COMPLETION IS UP, with the Chinese spatial term shang as illustration.

Although COMPLETION IS UP has been claimed to account for the 'completive' sense of up in English verb-particle constructions, literature has not reached a definitive answer regarding the experiential basis of the conceptual metaphor. In view of this dangling issue, the present study investigates the positive pole in the vertical dimension in Chinese, linguistically elaborated as shang, which has been reported to exhibit a completive sense so also reflects the metaphorical pattern and thus forms a nice contrast to English.

Using authentic corpus data observed with a usage-based methodology, we are able to classify the various usages of shang into clusters, with 'vertically higher and in contact with' being the prototypical sense and the rest, including 'in contact with,' 'attached,' and 'completive,' being extensions from the prototypical sense based on the principle of semantic attenuation. With this observation we first claim that the various usages of shang can be unified under an image-schema complex of ELEVATION plus CONTACT. We in addition claim that the 'completive' sense of shang is a result of a gradual profile shift that gives the conceptual scene an increasing endpoint focus, with the conceptual residue of CONTACT remaining in the semantic cluster of 'completive.'

We conclude that by observing authentic data, the conceptual metaphor of COMPLETION IS UP in Chinese can be argued to emerge in a way that is totally different from that in English. Furthermore, COMPLETION IS UP is conceptually complex in essence, at least in Chinese. We close the discussion by suggesting use of authentic data in investigations of metaphor, so that semantic clusters that emerge from real data can lead us to a solid conceptual explanation.

Of Doves and Cocks: Collective Negotiation of a Metaphoric Seduction

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In this contribution, I propose to investigate metaphoric cognition as an extended discursive and social phenomenon that is the cornerstone of our ability to understand and negotiate issues of public importance. Since Lakoff and Johnson research in linguistics, cognitive psychology, and discourse studies, has tended to view metaphor as a purely unconscious phenomenon that is outside of a normal speaker's ability to manipulate. This view of metaphor and cognition is important but it tells only a part of the story. An equally important and surprisingly frequent is the ability of metaphor to enter into collective (meta)cognition through extended discourse in which acceptable cross-domain mappings are negotiated.

I will provide an example of a particular metaphorical framing and the metacognitive framework it engendered that made it possible for extended discourse to develop. This metaphor, a leitmotif in the 'Team America' film satire, mapped the physiological and phraseological properties of taboo body parts onto geopolitical issues of war in such a way that made it possible for participants in the subsequent discourse to simultaneously be seduced by the power of the metaphor and empowered to engage in talk about cognition, text and context as exemplified by statements such as: ""It sounds quite weird out of context, but the paragraph about dicks, pussies and assholes was the craziest analogy I've ever heard, mainly because it actually made sense."" I will demonstrate how this example is typical rather than aberrant of metaphor in discourse and discuss the limits of a purely cognitive approach to metaphor.

Following Talmy, I will argue that significant elements of metaphoric cognition are available to speakers' introspection and thus available for public negotiation. These compete with the raw power of some imagistic mappings over cognition. Although they can be introspectively manipulated this may come at some cost.

Three dimensions of metaphor: signification, functional analogy and figurativeness

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Using the British National Corpus and Google, we will analyse contexts of the polysemous word dog, arguing that the mechanism of signification consists in the ability of the human mind to integrate a specific combination of emotional expectations as a sign within language, thus creating the root meaning for a cluster of words (dog – noun, verb, adjective) and for the senses of one word. The integrated metaphorical nature of root meaning (metaphor 1) consists in binding a human feeling within a stable grammar system, which allows for the verbal representation of human experience.

The stable nature of root meaning allows for functional analogy between word senses, which can be defined as a set of contextual limitations superimposed on the root of the word (metaphor 2) (e.g., dog as a household animal and dog as a human being). Together, functionally analogical contexts represent a scope of experiential domains for which the application of the given root is relevant. Sometimes, one context of word usage (one sense) is semantically "richer" than the others and appears to be the "source" domain. But in many cases a single "source" domain is a fiction, synchronically and/ or diachronically.

Figurative use (metaphor 3) is a textual function, which simultaneously activates scenarios from two domains of experience, projecting evaluations from a source domain onto a target domain. This function is found in idioms (e.g., "go to the dogs" and "dog's life") and ought to be considered as an extension of one of the core senses of the word onto another domain in such a way that the word itself retains all the semantic properties of the relevant sense. The figurative function is the result of the pattern of the text.

The repetition and rewording of metaphors across turns in conversations between native and non-native speakers of English.

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Cameron (2008) has remarked that when one speaker uses a metaphor in conversation, his/her interlocutors tend to become metaphorical in response: speakers often repeat, reword or challenge each other's metaphors. This type of communicative behaviour can be observed not only in conversations between people who share the same mother tongue, but also between those who do not. Indeed, the repetition of a word with the potential for metaphoric extension has been shown to comprise a valuable strategy for non-native speakers of English (ENNSs) in conversation with native speakers (ENSs) of the language, allowing them –with various degrees of success- to construct coherent contributions to the discourse (MacArthur & Littlemore 2011). This presentation examines the way ENNS university students repeat and reword the metaphors used by their ENS teachers when talking about academic topics. As will be seen, candidates for repetition of metaphorically used words are most often highly frequent single words (for example, 'story' or 'big') or even part of a word (for example, 'line' in 'guideline' or 'outline'), and rewordings frequently involve the reinterpretation of part of a previously used compound or phrasal verb (for example, 'outline/headline' for 'guideline'). These findings are discussed in relation a) to their consequences for the local interactions in which they occur, and b) the adaptations that need to be made to methods such as MIP (Pragglejaz Group, 2007) or MIPVU (Steen et al, 2010) often used to identify metaphors in discourse, suggesting that the basic unit of analysis (the 'lexical unit', word or polyword) used in these methods does not allow analysts to adequately account for metaphor use in this discourse context. The use of compounds and phrasal verbs in these conversations is particularly revealing of how metaphorical meanings may be jointly constructed in intercultural communication, or how misunderstandings may arise.

Voice qualities and metaphorical analogies: the sound metaphors

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The fact that speech impresses and not only informs (Bolinger, 1986) is related to some expressive uses of sound characteristics, that is, to the use of speech sound characteristics to express meaning effects (Albano, 1988). Speech expressivity concerns sound symbolism, which has to do with sound-meaning relations. The objective of this paper is to discuss the concept of sound metaphor, which implies in direct links between sound and meaning and analyze the effects of voice quality settings in the expression of meaning effects. The works by Hinton, Nichols and Ohala (1994) and Ohala (1997) on sound symbolism and Fonagy (1983, 2000) on sound metaphor have been considered. The analysis of the symbolic uses of voice quality settings (Laver, 1980) will be based on a phonetically-oriented approach which allows considering these settings by means of acoustic and perceptual experimental analysis of speech samples. The speech samples comprise utterances extracte from different contexts and produced with diferent voice quality settings (one same utterance is spoken in several ways). For the perceptual evaluation of voice quality settings, the VPAS, the scheme developed by Laver and Mackenzie-Beck (2007) and adapted by Camargo & Madureira (2008) has been used. For the acoustic analysis, based on PRAAT, manual and automatic measures (SG Expression Evaluator developed by Barbosa (2009) to analyze speech expressivity have been taken into account. For the perceptual evaluation of the expressive uses of voice qualities, a semantic differential scale questionnaire has been applied. The results are considered to discuss the impressive effects of voice qualities and the creation of analogies which constitute sound metaphors in oral discourse. These are relevant to tackle issues related to speech expressivity.

Metaphoric mathematics in action: Evidence in gesture of multiple conceptual metaphors for arithmetic

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Research in neuroscience and cognitive psychology suggests that mental arithmetic recruits spatial resources, with addition and subtraction associated with shifts of attention along a "mental number line" (Dehaene, 2009). Beyond rote calculation, however, we can also think "about" arithmetic itself—and much less is known about the conceptual resources recruited for such reasoning. One proposal is that we conceptualize arithmetic metaphorically as either "Motion Along A Path" or as "Object Collection," thus drawing on more embodied conceptual domains (Lakoff and Núñez, 2000). Indeed, we repurpose spatial language to say that five is "higher" than three and to talk of adding numbers "together." But beyond these linguistic regularities, there is little empirical evidence that the conceptualization of arithmetic is metaphorical. Are these hypothesized metaphorical construals deployed during real-time conceptualization about arithmetic?

We analyzed spontaneous co-speech gesture produced by participants as they answered questions about arithmetic (e.g. "Is the sum of an odd number and an even number always odd?"). Responses were video-recorded. Co-speech gesture was segmented into target gestures that co-occurred with talk of arithmetic, and two analysts coded these target gestures for handshape, handedness, and stroke direction.

Participants' speech showed little evidence of metaphoricity, consisting mostly of standard mathematical language (cf. Cienki, 1998). On the other hand, qualitative and quantitative analyses of gesture identified two recurring gesture profiles—systematic associations of handedness and morphology. "Collecting" gestures were bimanual and used grasping handshapes, evoking the act of collecting and suggesting a conceptualization of arithmetic as "Object Collection." "Path" gestures were one-handed and used canonical pointing morphology to trace out a path through space, suggesting a conceptualization as "Motion Along a Path." Spontaneous gesture, therefore, supplied empirical evidence that real-time conceptualization was metaphorical and embodied, recruiting spatial resources in systematic ways to think about arithmetic.

Pictorial expression of anger metaphors and their multimodality

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Conceptual Metaphor Theory (Lakoff and Johnson 1980, 1999, etc.) maintains that metaphor, by nature, not only affects surface linguistic expressions but also resides in the level of cognitive/conceptual structure. Forceville (1994, 2005, 2006) suggests that metaphors are not limited to linguistic ones but they can also occur multimodally, sharing the same fundamental motivation. Shinohara and Matsunaka (2009) investigate how emotion is visualized in Japanese manga (comics) and demonstrate that there are pictorial representations of conceptual metaphors of emotions that can also be expressed verbally. Building upon these previous studies, our paper empirically examines the way in which Japanese speakers depict the emotion of anger visually, and argue how the visual representation of anger correlates with the verbal one.

We conducted an experiment with 242 university students in Tokyo in order to see how Japanese people depict anger visually. Participants were presented with a drawing of a person of slanted eyes and a firm-set mouth, which represent an angry expression. They were asked to add any line or mark to make the person look angrier.

The results can be summarized as three main patterns; (1) visual representations of the conceptual metaphor ANGER IS HEAT IN PRESSURIZED CONTAINER (e.g., pressurized veins, steam above the head, etc.), (2) visual representations of the conceptual metaphor EMOTION IS METEOROLOGICAL PHENOMENA (e.g., thunder, cloud, etc.), (3) visual representations of Japanese folk model of a fierce goblin (oni) with, for example, horns, fangs, or a weapon. About a half of the total 804 drawings were related to some conceptual metaphors of anger.

To conclude, our results shows that the same conceptual mapping underlies both verbal and pictorial metaphors of emotion, and this confirms the idea that metaphors reside in the level of conceptual structure, not in the surface linguistic structure.

The Metaphorical Construction of the United Nations: Changing Times, Changing Myths?

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In a recent article (McEntee-Atalianis, 2011) the role of metaphor in constructing a common 'imagining' of international diplomacy and in legitimizing the current work of the United Nations was explored through an analysis of speeches delivered by the Secretary-General (SG) of one of its agencies (The International Maritime Organisation). It was argued that the SG legitimized the organization, in part, through the delegitimization of actions/agents/events constructed as threatening to the international community and to the well-being of mankind. Polarization and antithesis (between the 'good' of the organization and the 'evil' of threatening agents/forces) were achieved through the use of metaphors designed to enhance positive and negative evaluations. Taking up Semino's (2008) call, the article also highlighted the importance of considering the constitutive and persuasive power of topic and situationally motivated metaphors in speech-making. Topic and situation (including the identities of the speaker/audience and the relevant co-text/context) appeared to influence metaphor choice. In particular, maritime metaphors and allusions to speaker cultural frames were found to: index audience and speaker identity; structure conceptualizations; and rhetorically construct group homogeneity. This paper seeks to extend this analysis to speeches delivered by the previous SG over a period of four years (1999-2003) to audiences within and outside of the organization. Comparisons will be made between the metaphors employed by the two SGs in their description of the identity and work priorities of the organization. The paper will consider the influence of: topic and situation, changing political concerns and events, and speaker rhetorical style on the 'mythic' depiction of the organization at the beginning and end of the first decade of the twenty-first century.

The translation of culturally-bound metaphors in the genre of popular science articles. A case study of Scientific American translated into Arabic

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Metaphor has long been seen as an ornament of literary texts (Bicchieri,1988). Following the seminal work of Lakoff and Johnson (1980), metaphor is now considered not only as a linguistic device but as both linguistic and conceptual. Popular science articles dealing with the topic of Astronomy and Astrophysics are no exception: in this genre, abstract notions are made more accessible to the non-specialist reader by mapping them onto physical domains.

From a translation point of view, metaphors, especially, culturally-bound metaphors, can be challenging when translating such texts. The translated texts are addressed to a different audience that may be unfamiliar with the cultural references in the source text suh as the case for the metaphor "stelar slam dancing" or "the cosmic Noah's ark".

In order to find out how these metaphors are translated and what impact do the translation strategies chosen have on both, the cognitive and the linguistic level, a corpus analysis is carried out. The corpus (circa 130,000 words) encompasses articles about astronomy and astrophysics from thr English Scientific American magazine and their Arabic translations published in Majallat Al Ollom. Linguistic metaphors were first searched manually in the English corpus relying on the MIPVU (Steen et al. 2010), then their equivalent translations were searched semi-automatically in the Arabic corpus by concordancing the extracted expressions using WordSmith Tools (Scott 2004) and ParaConc (Barlow 2008). The underlying conceptual metaphors were formulated on the light of Law and Todd's (2010) guidelines.

A comparative analysis of the English and Arabic metaphors revealed that many adaptive strategies used to render metaphors in Arabic lead the creation of new metaphors and, hence enriching the Arabic language especially since the use of Arabic in scientific writing is relatively recent in the Arab world where English or French are still used as lingua franca (Sharkas 2011).

Vital tasks and fence sitters - Comparing metaphors in British and Singaporean newspaper texts

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This paper sets out to uncover differences in the metaphor use of written texts about government and political parties from two countries, Great Britain and Singapore, as representatives of a Western culture with a Standard English variety on the one hand versus an Asian culture with one of the New Englishes on the other hand. The comparison is done by identifying, describing, classifying and quantifying all metaphor-related variation in press editorials from the International Corpus of English (ICE). The identification of metaphors was based on the "MIP" (Metaphor Identification Procedure) approach (Pragglejaz Group 2007; cf. also Steen et al. 2010a and Steen et al. 2010b). After identifying the metaphors in both corpora (ICE GB and ICE Singapore), they were classified according to their grammatical category, the source domain they used, and their evaluation of the referent/agent. Thus, cognitive aspects as advocated by Lakoff and Johnson (Lakoff, Johnson 2003 (1980)) as well as notions from Critical Metaphor Analysis (cf. Charteris-Black 2004) also come into play. The results of this classification were then compared quantitatively and qualitatively between the two varieties of English.

Besides differences due to the political landscape and stance of the writer, my analysis shows that there is also more subtle variation, such as preferences for metaphors expressed in verb phrases versus noun phrases, for verb phrases denoting physical action such as running or putting a finger on sth. versus more complex or abstract activities, such as keeping the flame burning or drop into a second league. Further differences are found in the use of source domains, such as health, sports, war, etc.

Metaphors We Work By 'Jigsaws, Osmosis and Icebergs'.

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Metaphor is pervasive in all contexts of language use including medical thinking (Coulehan, 2003).Metaphors in medical talk are normally studied within texts relating to illness description (Arroliga, Newman, Longworth & Stoller, 2002; Reisfield & Wilson, 2004; Segal, 2007; Switzer, Wittink, Karsch & Barg, 2006) or in the evaluation of communication in clinical settings (Casarett et al., 2010; Cocksedge & May, 2005; Plotnikoff, 2004; Skelton, Wearn &

Hobbs, 2002). Described as discursive strategies that are specifically employed to objectify patients and reduce subjective experience 'de-personalisation' (Anspach, 1988), they also function in maintaining an effective doctor-patient relationship in complex patients with unexplained medical symptoms (Olde Hartman et al., 2011).

This study explores a number of metaphor expressions that present in the spoken data of GPs.This forms a substantive aspect of a mixed methods approach to understanding child neglect in general practice within a PhD thesis.

There are a number of metaphoric expressions that construct notions of professional distance, cohesive working relationships and the paradox of fragmentation of services.Furthermore, metaphor expressions in this study contribute to clarification of the processes of learning and GP identity in the public sphere of health. Influenced by cultural dimensions and blended with common metaphor expressions they function to situate meaning in a broader societal context and represent a dialectic relationship between cultural metaphors and the medicine that evolves within that culture (Diekema, 1989, p. 19).

It is apparent in the close examination of metaphor use that GPs are expressing their own exclusion, disempowerment and professional ambivalence. Their particular use of metaphor expression represents a process whereby child neglect is not an illness that presents in the consultation to be "cured" in the conventional approach to medical problem solving and is on the whole regarded as a social issue that is someone else's concern.

Swine flu scare: The metaphorical conceptualisation of a pandemic disease in media language

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Can current methods of metaphor identification help us to find trends in the conceptualisation of diseases? My study investigates the use of conceptual metaphors in a corpus of news texts on swine flu in six British broadsheets and

tabloids, published between April 2009 and February 2010 (51 articles / 395 metaphorical expressions / 6 conceptual metaphors).

The analysis is qualitative and quantitative. All metaphors were systematically identified in a two-step method, which involved a linguistic (Metaphor Identification Procedure (MIP), cf. Pragglejaz Group 2007, Steen et al. 2010) and a conceptual analysis (Barcelona 2002). This resulted in six conceptual metaphors (DISEASE IS PHYSICAL AGGRESSION, PEOPLE ARE CONTAINERS, DISEASE IS AN OBJECT, A VIRUS IS A LIVING ORGANISM (HUMAN BEING/ANIMAL/PLANT), HEALTH IS UP/ILLNESS IS DOWN, DISEASE IS A (NATURAL) DISASTER). These domain mappings appeared in all publication types and during the whole period. The discourse of swine flu is thus structured by just a few conceptual metaphors. In line with Conceptual Metaphor Theory (Lakoff & Johnson 1980), well-established conceptual metaphors are used to encode a new and rapidly spreading disease, the nature and effects of which were unknown in the earliest phases of its outbreak.

The quantitative analysis of metaphor density (metaphorical expressions in percentage of the number of words) shows a strong decrease in metaphor frequency over time. Also, the metaphors A VIRUS IS A KILLER and DISEASE IS AN OBJECT/A POSSESSION were almost exclusively used in the early reporting with a tendency of more realisations in tabloids as opposed to broadsheets. This implies that the focus on the virus as a threat and on individuals who are affected structured the early conceptualisation of the pandemic. Both metaphors contribute to a more sensationalist reporting, the media scare.

Where affection turns into commitment: A metaphorical analysis of two words for love in Japanese pop lyrics.

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The Cognitive Metaphor program has been flourishing (Lakoff and Johnson, 1980, 1999; Grady, 1997; Kövecses, 2002; Deignan, 2005; Evans, 2011). Meanwhile, metaphors for love are among the most attractive topics to young people, but extensive research has not yet been directed in this area. This paper applies CM theory to an analysis of popular culture.

There are two words for love in Japanese, "ai" and "koi", which have a subtle difference in nuance that is hard to describe. In this paper, we use about 200 popular Japanese songs to discern the characteristics of "ai" and "koi" and find that:

1) "Ai" is inter-subjective whereas "koi" is subjective.

2) "Ai" is based on a LOVE IS A JOURNEY metaphor whereas "koi" is based on a LOVE IS GRAVITY metaphor.

Using data such as (1) and (2), we identified three distinctive traits of "ai" and "koi": Time, Speed and Directionality.

(1) Owaru koto-no nai ai-o tsuyoku chikau.

Finish thing-GEN not ai-ACC strongly vow.

"I vow (to you) love that will never end."

By Mika Nakashima, "The most beautiful me."

(2) Itsuka Owaru koi nara-ba, ima-wa isshun-mo hanare-taku-nai

Someday finish koi be-if, now-TOP one moment-even separate-want-NOT.

"As this love will end someday, I wouldn't want to be separated even a moment."

By Miriya Kato, "I miss you."

(1), (2) and other lyrics show that "ai" is eternal whereas "koi" is transitory. Other data also show that "ai" is slow whereas "koi" is fast and "ai" is mutual whereas "koi" is unidirectional. By these observations and detailed

examinations of the data, we show that "ai" is based on a conceptual metaphor LOVE IS A JOURNEY and is more inter-subjective whereas "koi" is based on a more perceptual metaphor such as LOVE IS GRAVITY and is more subjective in the sense of Langacker (1990).

Metaphorical creativity and EFL language

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Prodromou (2007: 21) observes that "What is considered creative in the mouth of an L1-user is often seen as deviation in the mouth of even the most advanced successful bilingual user of the language." Judgement of acceptability is thereby attributed to who has the authority to say something rather than what is said. This paper sheds further light on perceptions of error and creativity in the language of EFL learners by focusing on the complex concept of metaphorical creativity.

I propose that an additional criterion dividing creativity from error in learner language concerns the degree of deviation from native-speaker English, rather than the merely the occurrence of deviation in and of itself. When deviation is wide, the metaphor has a better chance of being accepted as creative; when there is only a small degree of deviation, metaphor will more likely be perceived as error.

Novel metaphors written by advanced Norwegian learners of English provide support for this hypothesis. By way of example, consider the following, where the metaphorical embodiment of message results in an unconventional collocation with stand, rather than an alternative such as endure:

…the methods might change but the message will *stand*.

Here, both Norwegian and English share an underlying conceptual metaphor which is linguistically encoded in slightly different ways, just enough to be perceived as somehow wrong, rather than creative – regardless of provenance, authorial intention or degree of interpretability.

This observation has important implications for the role of metaphor in EFL teaching. It has been suggested that learners be encouraged to "…produce what they perceive as 'creative' metaphor" (Littlemore 2009: 101) in an effort to make their English more closely resemble native-speaker English. In so doing, however, EFL learners risk being judged linguistically incompetent due to unconventional phraseology (see e.g. Danesi 1993, MacArthur 2010, Philip 2006).

Multimodal Use of Figurative Thought in Print Media

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Visual and verbal representation is a special type of discourse, used by print media, exploring semantic, stylistic, semiotic and psychological elements, to reach social, political or economic ends. It has been revealed that the actual phenomenon of multimodality is not new, it has existed in the human mind in various manifestations since time immemorial. The increasing need for new ways of expression has sought new creative media and sophisticated ways of representation, opening up new pathways of conveying a message. The textual and the visual representation of a thinking process is profoundly influenced by political, social and cultural processes that lie behind the specific context.

Metaphorical and metonymic conceptualisation plays a constitutive role in framing ideas not only in science (Gibbs 1994) but also in print media. However, it is not only metaphor or metaphor and metonymy in multimodal discourse, but also a number of other figurative patterns of thought that form figurative networks of cohesive semantic and stylistic ties between the visual and the verbal to provide sustainability of extended figurative thought in all types of discourse and contexts.

Multimodal discourse applies stylistic techniques from more than one semiotic mode of expression. The verbal works together with the non-verbal in construction of new meaning in figurative conceptualisations which reveal patterns of thought that are manifest in verbal and visual representations.

A cognitive approach promotes identification of figurative links between the visual and the verbal, which is a cognitive act, involving perception, recognition, comprehension and interpretation of the new stylistic instantiation. The paper relies on the cognitive linguistic framework and the theoretical gains of cognitive stylistics. Illustrations of sustained networks of figurative thought in multimodal discourse in printed media will feature the significance of figurative thought in applied areas.

MORAL ACCOUNTING METAPHOR IN MIDDLE ENGLISH TEXTS: The Case of Pay

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Since the introduction of Conceptual Metaphor Theory in Lakoff and Johnson's "Metaphors We Live By" ([1980]/2003), the idea that "experience" motivates metaphorical thinking (which in turn gives rise to metaphorical linguistic expressions) has been accepted as one of its major tenets. Among the several conceptual metaphors already identified by researchers, the MORAL ACCOUNTING METAPHOR (Johnson, 1993; Lakoff, Johnson, 1999), grounded on our knowledge of economic transactions, stands out as one of the "most important conceptions of moral well-being that we have" (Johnson, 1996). As our interest in culture-specific patterns of metaphorical thought grows, we are left to wonder how, or even if, financial terms were used to describe moral action in a time when capitalism was not the predominant economic experience. An answer can be found in the analysis of texts from these earlier periods and in the presence (or absence) of those terms. A corpus was then designed to this end. It consists of the machine-readable version of the Middle English Grammar Corpus (MEG-C, Stenroos, Mäkinen, Horobin, Smith, 2011), The Paston Letters (Gordon, 1953) and poetic works written in the Late Middle Age. Concordance was generated for the patterns of the forms of the verb "pay" (a key-word from the economic domain) with the help of Wordsmith Tools 5.0. Each citation was then manually tagged and grouped according to literal or metaphorical use (Pragglejaz Group, 2007; Cameron, Maslen, 2010) and genre. In this way, this small-scale demonstrative research was able to determine that, "pay" was indeed a metaphor vehicle in pre-capitalist England, although still restricted to

some genres, topics and purposes (Deignan, 2008). The quantification of metaphorical citations was made for each genre, as well as the identification of their semantic and collocational patterns.

A COMPARATIVE STUDY OF THE COGNITIVE COMPLEXITY OF TIME IN T. S. ELIOT AND JOHN DONNE APPLIED TO THE TEACHING OF LITERATURE IN TERTIARY EDUCATION

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The research that we present is a contribution to the cognitive study of temporality in the literary genre. Cognitively speaking, if the construal of TIME ultimately resides in a complex dynamics in simple communicative exchanges of natural language, it will prove to be even more complex in the literary genre.

Time has been approached from different perspectives within the Cognitive Theories of Language, but the first incursions into the concept of TIME in artistic language are attributable to Lakoff & Turner (1989), who developed a catalogue of temporal metaphors found in English literature (e.g., TIME IS A THIEF, TIME IS A REAPER, TIME IS A DEVOURER)

In the framework of the teaching of Literature in tertiary education, we intend to conduct a comparative and contrastive analysis of the cognitive architecture of TIME in T. S. Eliot's "The Waste Land" and the poetry of John Donne ("The Sun Rising", "The Anniversary", etc.) in order to find strategies which could help our university students perceive how the concept of TIME is innovatively constructed via the linguistic material. The experimental study will show that the linguistic structures to represent TIME in those two selected authors are highly creative and complex and that the teaching of such texts can more easily rely on the methods offered by Cognitive Poetics.

The teaching experiment will commence with the identification of lexical units connected with to the concept of TIME in the corpora. We will delineate the conceptual dynamics involved in the understanding of TIME in the poems proposed. To answer for these figurative uses of the concept, our methodology will be based on the pedagogical use

of conceptual metaphor (Lakoff 1987) and also on the theoretical expansions promoted by Barcelona (2000), Fauconnier & Turner (2002), Ruiz de Mendoza & Otal (2002), Bernárdez (2007) and Guerra (2001).

The interplay of metaphor and metonymy in the interpretation of novel English compounds

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One of the most productive processes in English word formation is the creation of compound words. As already noted in the structuralist tradition (cf. Jespersen 1924, Marchand 1969), an essential characteristic of compounding is unpredictability of meaning, i.e. the meaning of the compound is not the mere sum of its constituents. In cognitive linguistics, this non-compositionality of compound meaning has been discussed for a few individual compounds from the perspective of conceptual blending theory (Sweetser 1999, Coulson 2001, Fauconnier and Turner 2002). So far, Benczes (2006) has provided the most extensive analysis of emergent meaning in creative compounds such as flame sandwich, jailbird, and beanpole. However, Bundgaard et al. (2006) observe that conceptual blending tends to overemphasize the non-compositionality of compound meaning. Thus, conceptual integration networks can detract from the fact that the meaning of a compound can rely on the interplay of metonymy and metaphor emerging from the compound constituents.

To add to this discussion from an empirical point of view, this paper investigates the occurrence of metaphor and metonymy from the perspective of language users. In order to elicit metaphors and metonymies, we have devised a meaning interpretation task of novel English compounds (e.g. voice canoe, bucket philosopher, word truck). The task was carried out at the University of Waikato, New Zealand, involving 140 participants. The results indicate that metaphor and metonymy are particularly frequent among the range of strategies applied for giving meaning to the novel compounds. Furthermore, the findings emphasize that figurative meanings emerge from the compound constituents and that they are frequently based on an interaction of both metaphor and metonymy at different levels

of complexity. A close analysis of the conceptual metaphors and metonymies offers some insight into prototypical associations as well as into the amount of associative creativity in meaning interpretations.

Conceptualizing humans as animals in English verb particle constructions

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Verb particle constructions with animal names used as verbs ("critter constructions"), such as "horse around", "clam up", and "rat out", are interesting for (i) grammatical, (ii) pragmatic, (iii) conceptual, and (iv) cultural reasons. The behavior of verb particle constructions has been studied extensively (Clark & Clark 1979, Dirven 1999), especially the problem of where the particle is positioned in relation to a direct object ("particle movement"), often in conjunction with an analysis of the information structure (pragmatic function) of the construction in terms of e.g. given and new information (see e.g. Gries 2003).

Our talk extends this line of research on verb particle constructions, but in a novel way. We focus on the conceptual content of the verb, especially the contribution of stereotypical cultural (folk) models of animals to its meaning, and on the contribution of the spatial sense of the particle to the overall meaning of the construction. An adequate analysis of critter constructions requires a folk model of the animal in question, spatial schemas for the particle, metaphorical mappings and metonymic inferences, and aspectual categories in the sense of Vendler (1957). Our database consists of examples extracted mostly from the Corpus of Contemporary American English and from cartoons. Cartoons are an especially valuable data source because they reflect cultural changes in the attitude towards animals yet rely on the underlying stereotype for their humorous effect.

To conclude, we place our findings into the larger context of the status of cultural and cognitive models in general. Such models (including animal folk models) are often outdated and reflect century-old beliefs that have left their traces in e.g. idiomatic expressions, and sometimes even – as in critter constructions – in grammatical structure.

Metaphor and the Metapoe

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The study reported in this paper employs a corpus-driven approach to look at metaphor through the prism of translated poetry. It is concerned with cognitive metaphor and its linguistic manifestation in the poems, and it contemplates the implications of the translators' choices within a framework investigating the nature and function of metaphor.

It uses a comparable corpus (12,000 words) of translations into English by Keeley & Sherrard (in collaboration) and by Friar, of selected poems by Seferis. The direct comparison of two different translations of the same texts offers the opportunity to better illuminate the interaction between the universal, the culturally determined and the individual in the interpretation and rendering of metaphor across cultural frontiers.

The analysis adopts a descriptive outlook, and responds to numerous calls (Schäffner, Samaniego Fernández) for an approach to the investigation of metaphor that uses natural unrestricted text, rather than constructed or selected illustrative examples. It focuses on the patterns and/or variations in the recognition, interpretation and rendering of metaphor, as they are realized in the translated texts, and on how these patterns reflect each translator's distinct identity. Specific instances are identified and examined, where metaphorical expressions in Keeley & Sherrard's translation are rendered by non-metaphorical expressions by Friar, and vice versa. This helps disentangle the culturally specific from the individual and reveals conceptual shifts and/or restructuring of the cognitive model(s).

Additionally, the case of a particular recurring metaphorical instance (or megametaphor in cognitive poetics terms), that is culturally embedded in the source-text, is examined in more depth. This illustrates the significance and the literary relevance of the cognitive inferences and experiential nature of certain metaphors. It also highlights the advantages of studying translated texts as part of a framework able to relate "linguistic choices to cognitive structures and processes" (Semino & Culpeper).

Translation of Metaphor in Popular Technology Discourse

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In translation studies, metaphor, a linguistic phenomenon with ornamental function, has provoked much discussion around two themes: approaches to translating metaphor, and the (un)translatability of metaphor. Since the mid-1990s, a number of research projects (e.g. Mandelblit 1995, Deignan et al. 1997, Fuertes-Olivera & Pizarro-Sánchez 2002, Schäffner 2004) examine metaphor translation from a cognitive linguistics perspective, mainly influenced by conceptual metaphor theory (Lakoff & Johnson 1980). Such an approach situates (un)translatability not in terms of grammatical deviance or linguistic uniqueness, but in terms of 'cognitive equivalence' (Al-Zoubi et al. 2007:232-233) and 'cognitive restrictions' (Tabakowska 1993:69). (Un)translatability becomes a matter of identifying and rendering the conceptualisation behind particular expressions, and is associated with the level of convergence and/or divergence between the conceptual systems of source and target cultures, and the amount of common experiential basis shared between them.

Following the cognitive linguistic view of metaphor, this study is based on the analysis of 3,657 translated expressions identified in a corpus consisting of the published translations into Greek of 48 articles from four English popular technology magazines ("PCMagazine", "PCWorld", "ComputerActive" and "T3") published between January 2006 and December 2007. It examines the ways conceptual metaphors and metaphorical expressions of technology are translated into the Greek magazines, and looks at similarities and differences in the conceptualisations of technology between the two languages and cultures. The study finds similarities in the categories of metaphors, frequency of and preference for metaphor use in the source and target languages, and in the majority of metaphorical expressions. Similarities are based on common experiences stemming from 'experiential co-occurrence or experiential similarity' (Haser 2005), and on 'translated experience' (Papadoudi 2010:41). Differences are restricted to specific-level metaphors and expressions, motivated by alternative conceptualisations of technological

terminology, cultural specificity and preferential conceptualisations. Lastly, a set of translation strategies are also identified.

Living with uncertainty: metaphors and metonymies in talk about urban violence in Brazil

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This paper presents some of the metaphors and metonymies people use when talking about living with uncertainties generated by high levels of violence in urban Brazil. We take a discourse dynamics approach to metaphor that holds that the metaphors people use in talk reflect their emotions and understandings (Cameron 2010, Cameron et al 2009). Perceptions of violence are understood in terms of complex dynamics of social life as people try to cope with the uncertainties brought about by widespread acts of violence. We are particularly interested in analyzing how research participants use figurative language to express empathy or resist such feelings toward violence perpetrators. Although the analyses center on data gathered from the discourse produced by two focal groups in Fortaleza, Ceara, a fast-developing city in northeastern Brazil, comparisons between these data and the data gathered from two other focus groups in Belo Horizonte, Minas Gerais, Brazil are conducted.

Our research questions are: What are the key topics on urban violence which emerge in focus groups discussions? How does metaphor and metonymy emerge in talk about urban violence? We adopted the following methodological procedures: 1) metaphor-led discourse analysis (CAMERON, 2009), which enables us to reflect on the way Brazilians face situations of urban violence and the type of figurative language they use in order to conceptualize violence and to show empathy; 2) conceptual metaphor analysis, which help us understand discursive interactions motivations. Preliminary results point to eight recurrent discursive topics in the groups analyzed. We have also noticed the presence of circulating stories which are taken as symbols for potential violence situations. Among other aspects, ongoing results show the CONTAINER schema as recurrent when victims of violence express feelings of security (BEING INSIDE) as opposed to insecurity (BEING OUTSIDE), that is, in the streets.

How "green" can metaphors be? Multimodal metaphor and metonymy at work in greenwashing advertisements

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This article surveys the relation between metaphor and metonymy in the construction of meaning in a multimodal context through the study of a special case of advertising. Greenwashing (a compound word inspired in whitewash) is a form of advertising which promotes a deceptive perception that the company's policies or products are healthy and/or environmentally friendly. Specifically, this study is concerned with the extent to which the metaphor PRODUCT X IS A 'GREEN' PRODUCT in interaction with the metonymic complex GREEN FOR NATURE FOR NATURE-FRIENDLY misleadingly conveys a positive image of a product in two case studies.

While there is a generalized consensus among experts that our thought is essentially metaphorical (Lakoff and Johnson, 1980, 1999), in recent years metonymy has awakened the interest of scholars, especially regarding the role that it plays in configuring thought and discourse, and its ability to interact with metaphor (cf. Barcelona 2000; Ruiz de Mendoza and Díez 2002). However, except Forceville (1996, 2007, 2008, 2009a, 2009b), the study of conceptual metaphor and metonymy in advertising has been extremely focused on its verbal manifestations, while other modes (such as the visual or audiovisual modes), which merge in multimodal contexts still remain unexplored.

This paper deals with a series of questions that arise from this state of affairs: (1) how does the interaction between metaphor and metonymy take place?; (2) what are the correspondences between their respective source and target domains with the elements of the advertisement?; and (3) how can this interaction in a multimodal context foster the construction of new meanings? The theoretical framework of this paper combines both Ruiz de Mendoza and Díez's (2002) model of interaction between metaphor and metonymy –and their approach to metonymic processes of domain expansion and reduction– with some of Forceville's (2009a) proposals in the field of multimodality.

GREAT CHAIN multimodal metaphors in environmental advertising campaigns: two case studies

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This article surveys the relation between metaphor and metonymy in the construction of persuasive meaning in environmental advertising. The main thesis of this paper holds that multimodal metaphor and metonymy interact on the basis of the Great Chain of Beings (Lakoff and Turner, 1989) in a process which highlights the interrelation between people and animals/plants.

In this line, this paper advocates that metaphor is especially suitable for advertising discourse, since it engages audiences in a search for pre-existent correspondences between the product and less structured human domains (Lakoff and Johnson, 1980). The analysis shows that the common attribute put in correspondence between the two entities through the metaphorical mapping is "defenselessness". I shall argue that GREAT CHAIN metaphors are very productive for environmental advertisers to encourage audiences to empathize with endangered species and then engage them in their protection and preservation.

The theoretical framework adopted for this paper combines pioneering studies on multimodality (Forceville's 1996, 2007, 2008, 2009a, 2009b) with work on the dynamic nature of metaphor in interaction with metonymy (Ruiz de Mendoza and Díez, 2002). In addition, I advocate that conceptual integration (as understood by Ruiz de Mendoza, 2011, which I have elaborated and reformulated under the label 'Multimodal Conceptual Integration Model') accounts for the principles that govern the range of possible interactions between visual, textual. Finally, I have briefly addressed some notions of Relevance Theory (Sperber and Wilson, 1995) in order to evaluate how persuasion is achieved in each advertisement, and thus predict the potentiality of the message to stick on the memory of a global but heterogeneous audience.

Sense development in Colombian slang through metaphor

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The present paper is intended to identify and analyze the role of metaphor in the development of new slang senses deriving from words already present in the normative dictionary of Spanish, thus generating polysemy.

This work was carried out by contrasting the headword list of the Diccionario de Parlache /Dictionary of Medellin (Colombia) Slang (Castañeda & Henao, 2005) with the headword list of the Diccionario de la Real Academia Española / Spanish Royal Academy's Dictionary (2003). Coincidences between the two headword lists were identified. Homonyms and units whose meanings recorded in the Diccionario de la Real Academia Española were the same as the ones registered in the Diccionario de Parlache were removed. Original meanings were identified in the 689 resulting units of analysis, and the mechanisms involved in developing new slang senses were established.

Among the resulting units of analysis, 460 units whose new slang senses developed through metaphor were identified. Metaphor was found to be the most common mechanism involved in the development of new senses in the units of analysis. Subsequently, the sub-types of metaphoric relations were established. The latter was done by studying the grounds of each metaphor mapping in detail; i.e. by determining the contact points for each comparison between the explicit and the implicit concepts (vehicle and tenor).

The preliminary conclusions suggest that there are some clear tendencies in the choices of semantic and cognitive mechanisms and sub-mechanisms through which new senses are developed. Such tendencies support several tenants of cognitive semantics, such as choice of concrete, specific, and close-to-human perception concepts as vehicles over vague, general, and far-from-human perception concepts. However, they also shed light on the role of expressivity and playfulness in the use of metaphor as a mechanism for sense development in slang.

The metaphors of the Belgian political crisis. Evidence from the political parties' programmes and citizens' discourse.

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Since 2007 Belgium has been at the brink of implosion, going through an unprecedented political and institutional crisis, which has however come to an end in December 2011. This crisis can partly be explained by the diverging views of the country's two main communities on the functioning and the future of the federal state. In this presentation, we seek to assess to what extent this deep political crisis can be explained on the metaphorical level by analysing the use of conceptual metaphors in different types of political discourse for the period 2007-2010.

While politics constitutes an abstract and complex domain of experience in which metaphors play a prominent role (Lakoff 2002, De Landtsheer 2009, Semino 2008), little attention has been paid to the use of conceptual metaphors in actual political discourse (see Authors to appear, De Landtsheer 2009, Koller 2009, L'Hôte & Lemmens 2009 for some examples). In this contribution we propose to study political conceptual metaphors in two types of corpora, which have traditionally been left out of the analysis, namely political party manifestos on the one hand and – ordinary – citizens' talks on the other.

Our first research goal is to identify the conceptual metaphors that the main Flemish (Groen!, SP.a, CD&V, Open VLD, N-VA, Vlaams Belang) and Walloon (Ecolo, PS, CDH, MR) political parties developed in their manifestos and to study their level of circularity, that is to say their influence on the other parties. This leads us to determine which were the dominant metaphors of the campaign leading to the two last federal elections (2007 and 2010). To further the analysis, we explore citizens' talks, which were collected during two citizen panels on Belgian federalism, and evaluate to what extent these dominant metaphors determined citizens' perception and comprehension of the Belgian political situation.

Meaning drift in a changing world: literal and metaphorical meanings through time

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Despite the attention which has been devoted to the development of metaphorical meaning over time, it is interesting to note how little data has actually been examined: etymology reigns, and accounts of the evolution of meanings from literal to metaphorical are primarily theoretical in nature. Such studies, while addressing metaphorical meaning in a synchronic perspective, are unable to explain the processes which cause a word or phrase to become detached from its literal meaning and take on a figurative one.

Corpora, both written and spoken, are now a well-established source of data in metaphor studies, but diachronic corpora – a relative novelty – open up offer tantalising possibilities for the study of meaning change over time. This study analyses a series of metaphors and idioms which originate in the agricultural world, including ""grist to the mill"", ""an axe to grind"", and ""hotbed"", using data from the Corpus of Historical American English. This corpus makes it possible to chart language evolution from as far back as 1810 to the present day. In the case of agriculturally-motivated figurative language, this time-span is particularly significant because it allows us to observe semantic changes which have come about as society has shifted from being primarily rural and agricultural, to being primarily urban and industrial.

Although each expression follows its own semantic path, some general trends can be observed. Perhaps the most significant is the observation that literal meanings do not convert immediately to figurative ones: they typically pass through a ""deliteral"" (Geeraerts, 2007) phase in which the literal meaning is ""stretched"". Another important aspect is that literal and figurative meanings can coexist, although one of the two will be dominant and the other marginalised, in accordance with Hoey's (2005) theory of lexical priming.

Diachronic corpora clearly have a role to play in metaphor studies.

Framing identities in media discourse: the role of metonymy and metaphor.

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The paper investigates the role of metonymy and metaphor in the framing of identities in media discourse. In particular, I analyze the representation of terrorism in Russian media with respect to the attack at the Beslan school on September 1st , 2004, when a group of Chechen terrorists attacked a school in one of the main cities in North Ossetia taking 1123 hostages, most of them children. The investigation is based on articles from the "Rossijskaja Gazeta" and the "Novaja Gazeta". The two newspapers address different audiences, with different attitudes toward Russian politics. Starting from a qualitative investigation of the corpus and adding the collocational analysis of keywords, such as "terrorism", "terrorists", "children" and "Russian Government", one can appreciate how identities are framed in this scenario. In a conflict situation the representation of the two opposed groups, "us" and "the enemy", becomes crucial to the interpretation and evaluation of the events. The "us" group, Russia, metonymically includes the Russian people and members of the Russian Government in the "Rossijskaja Gazeta", while in the "Novaja Gazeta" Russian identity is framed in such a way as to exclude the Government. Strengthened by the representation of the victims, the image of terrorists in the "Rossijskaja Gazeta" is opposed to Russian moral values, which are then assumed to be shared by the whole "us" group, thus including the Government. In the "Novaja Gazeta" terrorists ("the enemy") are framed in opposition to the "us" group as well, but, as noted, this does not include the Government. Indeed, the Russian Government is frequently compared to terrorists, hence identified as part of "the enemy" group. The conceptual framing of "terrorism" is a metonymic and metaphorical process itself, whereby some elements are variously highlighted or neglected depending on the political attitudes of the media involved.

The re-metaphorization of idioms in English as a lingua franca: A corpus linguistic study

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A decade into the 21st century, English is omnipresent as a means of international communication. This global stronghold of English brings with it many unprecedented questions – in terms of language rights and policies, in terms of (socio)linguistic theories and descriptions, and thus also for metaphor research. A growing amount of research on English as a lingua franca (ELF) takes account of these questions by describing ELF as a legitimate language use, indicative of synchronic linguistic variation and potential language change (cf. e.g. Jenkins, Cogo & Dewey 2011, Seidlhofer 2011). Research on metaphor in ELF, however, is still in its beginning.

This paper introduces the only extensive descriptive study on metaphor in ELF that is currently available. Building on initial suggestions on the relationship of idiom and metaphor in ELF (Pitzl 2009), it reports on the findings of a corpus linguistic study conducted on the basis of the "Vienna-Oxford International Corpus of English" (VOICE), a general one-million word corpus of spoken ELF interactions. Focusing on the link between creativity and convention in language use, the paper explores how metaphoricity and re-metaphorization operate in the coining of new and in the re-coining of existing words and expressions and in the use of idioms in ELF. While some researchers have explored the link of conventional vs. creative/dynamic metaphors and degrees of metaphoricity in conventional (idiomatic) expressions with regard to L1 English use (cf. e.g. Goatly 1997, Hanks 2006, Langlotz 2006), a categorical either-or distinction between idiom and metaphor is still often maintained when it comes to the language use of so-called non-native speakers in traditional EFL paradigms. This paper argues that the link between idiom and metaphor is central for and in ELF and is paramount to the intelligibility and functionality of variable idiom use in international contexts.

Relative Motion as a Primary Metaphor

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Relative motion shapes our cognition of time, as is well known for the TIME IS SPACE metaphor (Gentner, Boroditsky & Imai 2002; Boroditsky, Ramscar & Frank 2001). The more general role of relative motion in event structure metaphors, however, has been comparatively neglected. In this presentation, I discuss how relative motion

engenders a conceptual dual for event structure metaphors, whereby events can be described as occurring either from an active, ego-centric (""Active-Ego"") perspective or from a passive, process-centric (""Stationary-Ego"") perspective. The Active-Ego perspective foregrounds an individual actor in a simulated scene, while the Stationary-Ego perspective backgrounds the role of the individual and emphasizes the process. In some cases, discursive contexts appear to favor one perspective or another. For example, in American political discourse, the Active-Ego perspective is frequent (e.g., """pursuit" of happiness""), while in religious discourse the Stationary-Ego perspective is prevalent (e.g., ""Heavenly Father, grant me the serenity to "accept" the things I cannot change"").

The conceptual dual of relative motion offers insights into how primary metaphors can influence metaphorical thought and language. Using examples from a corpus-based constrastive analysis of event structure metaphors for happiness in English and Chinese, I show how English tends to favor the Active-Ego perspective when describing emotion events (e.g., "find happiness," "searching for happiness"), while Chinese tends to favor the Stationary-Ego perspective (e.g., "gan-shou-dao xingfu" 'feel happiness,' lit. ﹃moved-accept-arrive happiness'). This is convergent with parallel proposals regarding the concept of the self as discussed in the field of comparative philosophy (Hall & Ames 1998). Moreover, the primary metaphor of relative motion that I propose for event structure metaphors can, I argue, explain both the data cited by Boroditsky et al. (2001) and the data cited by those who have contested Boroditsky's claims (e.g., May & Shelley 2007).

Metaphors and Keywords: 2010 Haiti earthquake in Canadian newspapers

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In our time, the reporting of natural disasters has become an everyday media event. These catastrophic events are nature's (hurricanes, tsunamis, earthquakes) sudden violent occurrences that cause damage to the social and environmental structures of communities. Whichever one of the many plausible natural disasters occurs, it can be defined as, "an acute, collectively experienced traumatic event with a sudden onset" (Norris FH & al., 2002).

Public knowledge of the wide effects of disasters is gained through mass media's coverage of the event. As media is a primary channel for response and recovery during the aftershock, it directly transmits the impact event has had on the victims and constructs the impact for the population who are affected by it through media's coverage. In both scenarios, it is the media who construct what it means to be traumatized.

This paper first analyzes and compares frames found in Canadian English and French newspapers use to construct the collective experience of Haitian 2010 earthquake disaster. Second, it establishes how frames, as instruments, "define, diagnose and make moral judgments about problems," (Entman, 1993) are used by the media in each language region for the purpose of positioning the experience of trauma within the disastrous event. Third, the paper explores what conceptual metaphors arise within frames by focusing on the most frequent semantically related keywords (i.e. catastrophe, devastation, wound, chaos, recovery etc.) in construction of the trauma. The keywords, like metaphors, have the ability, through meaning, to open (highlight) or close (hide) meanings that are unknown or unclear (Bondi and Scott, 2010, Lakoff and Johnson, 1989). In order to understand trauma formed in media, it is imperial to observe what metaphors are formed on what keywords. This is further enriched by comparison between the metaphors and keywords employed by French speaking and English speaking Canadian newspapers.

Evaluating psycholinguistic research into metaphor

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Since the launch of Conceptual Metaphor Theory (CMT) in the 1980s (Lakoff & Johnson, 1980; Lakoff, 1993), cognitive linguists have produced a large amount of empirical research testing predictions about the role of conceptual metaphor in daily communication. In a recent overview, Gibbs (2011a, 2011b) has presented a selection of linguistic and psychological studies as evidence for CMT.

In this paper I will argue that the results of these studies cannot, without reservation, be marshaled as evidence for CMT. A close examination of the stimuli used in these studies shows that many of the metaphors are of a special kind:

they are deliberate and actively invite the reader to build a comparison between two domains, which is not the standard manifestation of metaphor in natural discourse (Steen, 2008). More precisely, recent corpus-linguistic (Steen, et al., 2010) and psycholinguistic research (Gentner & Bowdle, 2008; Glucksberg, 2008) suggests that most of the metaphors found in natural language may not be processed by cross-domain mapping or comparison. The question therefore arises what the role of deliberate metaphor in the confirmation of CMT is and whether an alternative interpretation can be offered for the findings from the studies that are advanced as providing proof for the existence of CMT.

The presentation will review the relevant literature on this issue and aims to shed new light on the interpretation of their results by introducing the notion of deliberate metaphor. How many of the metaphors used in experimental studies are, in fact, deliberate and what does this tell us about the presence of conceptual metaphors in cognition? This presentation consequently not only intervenes in the discussion about CMT but also hopes to make a contribution to the debate on deliberateness, a long neglected phenomenon in metaphor research.

Formulating general rules to determine basic meanings: One small step for MIP towards automated metaphor identification?

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Applying the Metaphor Identification Procedure (MIP/MIPVU) (PragglejazGroup, 2007; Steen, et al., 2010) to a large corpus of authentic discourse has shown that MIP/MIVU is generally straightforward in its application and produces reliable results (Dorst, 2011; Krennmayr, 2011). However, when several annotators are involved in the identification process, additional guidelines and general rules should sometimes be formulated to ensure consistency among annotators. During the identification process of our project, a limited set of lexical units were identified that caused systematic annotation difficulties. In most cases, the difficulty lay in deciding what should count as the basic meaning of the unit in question.

In this paper, we will elaborate on some of these problematic lexical units and the semantic fields they relate to. MIP/MIPVU starts from the notion of embodiment, thereby favouring a human-oriented approach suggesting as a general rule that human senses should be preferred over non-human senses as basic meanings. However, senses from a number of other semantic fields also appear to be prime candidates for basic meanings, thus competing with the human senses. The tensions we will focus on are humans vs chemical processes (e.g. 'treat', 'react'), humans vs colours (e.g. 'bold', 'sombre') and humans vs sharp objects (e.g. 'blunt', 'keen'). The examples will be considered from the point of view of etymology, contemporary usage and usage in context.

This exercise will show to what extent it is possible to formulate general mapping rules that can serve as guidelines during annotation. These rules are essential in large-scale projects and can be seen as a first step towards automated metaphor detection (Berber Sardinha, 2007, 2010), though the role of the human annotator should not be underestimated. Our aim is to provide new insights into some of the difficulties that large-scale and computational approaches to metaphor may encounter.

Metaphor in TV Commercials: A Critical Cognitive Approach

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The paper is a critical- cognitive linguistic study of the ways in which conceptual metaphor and related cognitive processes are exploited for persuasive purposes in advertising texts and accompanying images in TV commercials of Iran television. The focus is on the elaboration of conventional metaphors and their use as a persuasive basis, rather than on their mere identification, and although the textual content forms the starting point, significant attention is also paid to the interplay between text and image. The material consists of TV commercials broadcasted from Iran television during 2011, and is classified into three main categories according to how the metaphorical content is signaled in the advertisement. These categories include metaphorical expressions reflected in the text, in the image and metaphor reflected in the combination of text and image. The analyses are based on"" Critical Metaphor

Analysis""(Charteris Black, 2004), a version of CDA drawing on the insights of CDA, pragmatics, and the Contemporary Theory of

Metaphor (Lakoff and Johnson 1980), and are subdivided to description, interpretation and explanation parts. Special consideration is given to the roles played by the textual and pictorial components and the complex conceptual structures that are constructed around the metaphorical centre. Advertisements centered around entrenched cases of metaphor (polysemous words, idiomatic expressions) often rely on puns and ambiguity for their persuasive effect. The persuasiveness in TV commercials where the metaphor is reflected in the combination of text and image, or throughout the text as opposed to an individual word or phrase, typically involves a reconceptualization of the product. This is achieved by making the product form the target of a novel metaphor, but crucially, this novel metaphor still relies on a conventional metaphor for its construction and interpretation

Clear Paths: A Study of the Interaction between Metaphors Related to Movement and Certainty in Christian and Muslim Testimonials

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Conservative and very committed Christian and Muslim believers are often typified by an unwavering sense of absolute certainty in a seemingly rigid set of beliefs, an experience of a perceived divine reality, and a negative evaluation of non-believers. They often express these elements through language that exhibits a range of polarising metaphors and participant roles. This language can make it difficult for the two belief communities to reach mutual understanding as well as impeding understanding between them and other communities. This study compares the ways in which the use of metaphors related to movement interacts with assumptions of absolute certainty in different ways in a situated collection of conservative Christian and Muslim testimonials. These are taken from the Evangelical Times Christmas Issue (2010 and 2011) and the website islamfortoday.com. I examine the epistemological presuppositions of 3 types of metaphors related to movement that are present in religious language: author-as-agent

movement metaphors, external-to-author movement metaphors and author-as-patient movement metaphors. The frequency and use of metaphors related to movement in samples taken from both sources are then compared and the key similarities and differences highlighted. I conclude that the Christian testimonials presuppose certainty through a greater emphasis on the perception of a personal relationship with God, individual life experience and emotional states, and the expression of their experience through author-as-patient movement metaphors. In contrast, the Muslim testimonials presuppose certainty through an emphasis on the perception of the objective truth of their beliefs established through personal research and critical comparison and, while they utilise a range of author-as-patient movement metaphors, their principal emphasis is located within author-as-agent and external-to-author movement metaphors.

Under the Magnifying Glass: analysing metaphor in children's literature

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There is a general paucity of research on the language of children's literature, even if metaphor is one relatively well-researched area. Much of this research focuses on the child's cognitive development and ability to understand metaphor, be it comprehension or metacomprehension. This paper, instead, intends to be a celebration of metaphor in children's literature, illustrating how non-literal meanings are present from a baby's very first encounter with a book: talking teddies, elves and imps, wizards and witches, dragons and dinosaurs, imaginary peoples and aliens populate these stories, be they fairy tales or fantasy fiction. These much loved, if unrealistic stories, help the child to interpret their very concrete world, contributing to cognitive and social development, developing representational and symbolic systems and, no less important, nurturing their imagination and creativity. Moreover, these fantastical and frequently funny tales often manifest a much higher degree of figurative language than adult fiction, responding to/enhancing children's delight in wordplay, hyperbole, similes, nonce words and the like, thus contributing to linguistic development and an appreciation of humour. In this paper, the various forms of metaphor found in young

children's literature, both linguistic and conceptual are put under the magnifying glass: from simple similes to abstract metaphorical representations in themes, storylines and plots, from intertextual allusion to extended metaphors, and, given the multimodal nature of young children's literature, from visual metaphor to phonological cues. Children's appreciation of language in books affects their choice of author (Norton 2010) and whether children reread stories (Riley 2011). As Ricoeur (1981) would have it, understanding metaphor is an imaginative process, as is much of the reading/listening involved in (young) children's literature, which proves a veritable hothouse for the fervid imagination of the developing child.

"Losing one's mind": Metaphors used by caregivers in talk about Alzheimer's Disease.

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In this study we use discourse analysis and metaphor analysis to understand how family members understand and cope with the difficulties and stresses of caring for and supervising the care of a loved one (most frequently a parent) with Alzheimer's Disease and other forms of dementia. The data come from a series of nineteen in-depth interviews conducted and transcribed by the second author using an interview protocol that encouraged interviewees to tell their stories in their own words. We identify patterns of metaphors, stories, and ironic humor through which family members bring to the surface and provisionally resolve the contradictions, paradoxes, and uncertainties of their role and their loved one's conditions.

de 'give': A CAUSer?

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This study examines the metaphorical usage of the transfer verb de 'give', in Odia Light Verb Constructions (LVCs). The LVCs form a V-v sequence, combining a main verb and a fully or partially bleached light verb, where the main

verb carries the lexical semantic information; the sequence as a whole determines the argument structure of the construction; the AGR marking occurs on the light verb. Although both verbs in the V-v sequences are form-identical with that of a main verb in the language, the second one is a light verb because of its semantic and grammatical bleaching. The grammaticalisation of this verb 'give' is responsible for the extensive array of semantic complexity, and its various metaphorical extensions, as in (1):

(1) a. kie glas-Taa bhaangi-de-i-ch-i

somebody glass-the break-CONJ-give-PERF-Aux-Agr

ʽSomebody has broken the glass.'

b. se bhaata-taka khaa-i-de-l-aa

he rice-QUAN eat-CONJ-give-PAST-3sg

ʽHe ate up all the rice.'

In the above example, the combination 'break-give', and 'eat-give' are typically used metaphorically. de 'give' does not retain a link with the semantics of the full lexical verb. It rarely retains the notion of 'transfer of possession' nor any of the 'GIVER', 'RECIPIENT', 'GIFT' thematic roles associated with such an event. 'give' denotes completion or telicity of the event and in (1a), it adds up a CAUS argument.

Traditionally, light verbs have been characterized as semantically defective predicates with incomplete or even empty argument structures (Hook, 1973; Butt, 1997; Alsina, Bresnan & Sells, 1997). The assumption is that these verbs must combine with a main verb to license the arguments of the clause.

I argue that the completive aspectual features of the predicate, as well as the resulting causativity (i.e.(1a)) is not projected from the lexicon, but is formed compositionally by the combination of the components of the complex predicate in syntax.

GUNS AND DOLLS: GENDERED EMOTION METAPHORS IN BRAZILIAN CULTURE

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Doctor-patient service encounters may be strongly shaped by matters of power, gender and emotion. The tension involved in this kind interaction demands different responses from patients, especially those unaware of the inequality of participants´ roles. This paper investigates the relationship between gender, emotion and metaphor within the context of Brazilian culture through the analysis of letters of complaint addressed to a health insurance company. To this purpose, the paper employs notions derived from sociolinguistic studies on gender (Cameron, 1985); the anthropology of emotions (Abu-Lughod & Lutz, 1978, and cognitive linguistics (Lakoff & Johnson, 1980; Kovecses 2000). It also uses the classic socio-cultural concept of cordiality developed by the Brazilian historian Sérgio Buarque de Holanda in his seminal book Raizes do Brasil (1983). Evidence indicates that men and women express emotion by using different kinds of metaphor that unveil important aspects of Brazilian culture.

Metaphorical motion, semantic preference(s) and deixis

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It has been suggested that the semantics of some metaphorical-motion constructions is related to the deixis of the verbs involved: "The association of "go" with deterioration (…) is complemented by the association of "come" with improvement … These associations may be connected with the positive and negative direction (from the speaker's viewpoint) of "come" and "go" as verbs of motion." (Quirk et al. 1985: 1174)

This paper aims at empirically testing this assumption by analyzing metaphorical-motion constructions from the BNC. The focus is on constructions whose verb-slot is filled by the motion verbs "go, come" and "run" and whose metaphorical destination is rendered by adjectives, as illustrated in (i) to (iii):

(i) "His father *went mad*, and …" (BNC, K5C)

(ii) "… which makes this sonnet *come alive*, …"(BNC, CAW)

(iii) "His supplies had *run short*, …" (BNC, E9V)

Using the methods of collostruction analysis (cf. Gries & Stefanowitsch 2004), we identified the most strongly attracted adjectives and the distinctive adjectival collexemes in the respective constructions. Since the states named by the adjectives cannot always be straightforwardly classified as positive or negative (as in "X goes silent"), also the subjects of the constructions were included in the analysis. The collected data were used to determine and compare the semantic preferences of the three verbs and relate them to the deictic aspects involved in the verb meanings. The verb "run" was selected as a 'control verb', since it does not exhibit any deictic aspect of meaning. A first check of this pattern indicates that we have got such preferences and it needs to be asked which other aspects are involved in their motivation.

Finally, the results of the data analyses will be inspected for what they can say about the emergence of semantic prosodies 'colouring' the verbs in the respective constructions.

Visual metaphorical and metonymic renderings of pain in advertising

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Despite the large body of research devoted to metaphor since the publication of Lakoff and Johnson's Metaphors We Live By (1980) and the subsequent development of Conceptual Metaphor Theory, non-verbal manifestations of metaphor have been, until recently, largely neglected in the literature. However, pictorial metaphors –a specific subtype of non-verbal metaphor– play a crucial role in "text" genres such as advertising (Forceville 1996, 2008). Similarly, the language of pain has only recently received scholarly attention from a purely linguistic perspective either within or across languages (Lascaratou 2007; Lascaratou et al 2008). Metaphors for pain have been studied

from the standpoint of pain descriptions in doctor-patient interaction (Lascaratou 2007; Semino 2010). Nevertheless, in spite of the profusion of visual metaphor in advertising, the metaphorical conceptualization of pain in advertising is yet to be explored.

The aim of this paper is to describe and analyze the metaphorical and metonymical pictorial renderings of pain in analgesic drugs advertising. With such purpose in mind, we examine a 2008 advertising campaign for Novartis' Voltaren Gel, a pain relief and anti-inflammatory drug administered against chronic joint pain in conditions such as arthritis. The fundamental goal of advertising is to highlight a number of the product's attributes so that potential consumers fall into purchasing the product. Through the exploitation of pictorial metaphor, advertisers visually render common conceptualizations of pain (e.g. the metonymically grounded metaphor PAIN IS A SHARP OBJECT) in order to present patients of arthritis and other chronic joint conditions with familiar and inherently cultural and emotional values of pain. Thus, the consumer is invited to take part in the meaning creation of the product.

Metaphoricity of academic discourse: what can be raised in English and Lithuanian?

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The view that academic discourse is neutral and objective, where metaphor is entirely irrelevant, has long been discarded (cf. Semino 2008: 131). Recent empirical research has revealed that academic texts are highly metaphorical (Steen et al. 2010: 765).

Academic discourse abounds in words like problems, questions, issues and hypotheses. Interestingly, many of them are combined with the verb raise. Most patterns have to do with bringing to the attention, focusing or highlighting. Interestingly, we raise questions, issues or hypotheses; doubts or problems arise, but conclusions are made or arrived at. Requirements are normally raised in Lithuanian but hardly ever in English.

Combinability of words seems to be semantically revealing (cf. a slightly different wording by Firth 1957, recent works by corpus linguists, such as Sinclair 2004 or Biber 2006). To a semanticist, it is an indicator of meaning; more specifically, it is also an indicator of metaphoricity.

The present research aims at identifying (culture-specific) combinability patterns with (a)rise and raise in English and kilti ('a/rise') and kelti ('raise') in Lithuanian academic discourse. The paper also attempts to uncover the underlying metaphors.

The data have been elicited from two corpora: CoraLit (Corpus of Academic Lithuanian) and the academic section of the BNC. The research rests on the methodology of the Conceptual Metaphor Theory (Lakoff and Johnson 1980/2003, Lakoff and Johnson 1999, Grady 2007, etc.). One of its major claims has to do with embodiment (Johnson 2007).

The preliminary investigation has helped identify cases of culture-specific realisation of several metaphors, with the most salient MORE IMPORTANT IS UP. Interestingly, in many cases the metaphor CAUSING IS MOVING TO A HIGHER POSITION is also identifiable (cf. raise doubts); it seems to be more salient in Lithuanian than English, especially in collocations with the prefixed verb sukelti (lit. 'to raise together with').

English as a Brand

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This paper identifies and critiques the dominant conceptualisations of English in Japanese social and educational contexts and their influence over Japanese ELT (English Language Teaching). As Tsuda (1998) has argued, Japanese ELT has become conceptualised in five different ways: Gakkou Eigo ('school English'), Juken Eigo ('English for exams'), Shikaku Eigo ('English as a qualification'), Homba Eigo ('authentic English', signifying English as a native language) and Eikaiwa ('English conversation'). In this study, I will analyse the underlying conceptualisations of three of them in particular, namely Gakkou Eigo, Juken Eigo and Eikaiwa, and argue that in these kinds of English teaching, the

language itself is represented differently. These representations may be seen in terms of the following conceptual metaphors: English is a tool in the case of Gakkou Eigo, is a weapon in the case of Juken Eigo and is a consumer commodity in the case of Eikaiwa.

Consequently, I have developed the notion of English as a brand, which is the representation of the complex interplay between these three conceptualisations of English. In brief, my conceptualisation of English as a brand represents a new social phenomenon in Japanese society, whereby English functions as a fashionable accessory or lifestyle. Through 'wearing' or 'sporting' English, Japanese people are proving their identity as 'internationalised' (Kokusaika), a notion which is highly valued socially in Japan.

Methodologically my approach combines the theory of conceptual metaphor with critical discourse analysis. Conceptual metaphor as a cross-domain mapping in the conceptual system to describe a target domain in terms of a source domain enables the revelation of deeper implications of the conceptualisations of English in Japanese ELT discourses. The wider social impact of English as a brand is also explored through an analysis of images in popular magazines.

The influence of conceptual metaphors on reasoning and attitudes

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Conceptual metaphors permeate our everyday expressions about complex and abstract ideas (Lakoff and Johnson 1980, 1999). Scholars have argued that metaphors can shape our reasoning in the domains like politics (Lakoff 1996, 2002). Recently, Thibodeau and Boroditsky (2011) have empirically demonstrated the influence of metaphor over reasoning in the domain of crime prevention. Building upon these previous studies, we will argue the following two points by way of two experiments. First, we support the findings of Thibodeau and Boroditsky by replicating one of

their experiments using Japanese speakers. Second, the other experiment shows that metaphors may have weaker effects on people's attitudes on issues like genetically modified (GM) products.

In experiment 1, we conducted a questionnaire survey consisting of a report describing crime problems with either of the two metaphors, crime as virus or beast, followed by a forced choice question on the kind of information to be consulted for solutions to the problem. 165 Japanese speakers' responses systematically varied according to the metaphor they read ($X2(1)=5.490$, $p<.05$).

In experiment 2, we conducted a similar questionnaire survey but the report described the use of GM products either as vaccine or virus, followed by a question asking participants' attitude toward policies on GM products. The results showed that the metaphors did not induce overall significant change in their attitudes toward GM products, though the vaccine metaphor alone contributed to positive shifts of attitudes ($N=102$, $X2(2)=6.085$, $p<.05$).

From these results we conclude that conceptual metaphors can influence people's reasoning about issues like crimes, but that the effects of metaphor on people's attitudes on GM products seem to be weaker. The influence of metaphor on people's thinking process may not be the same across topics and domains.

Failure and fatalism in Hungarian sport discourse

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In his discussion of the LOVE IS A JOURNEY conceptual metaphor, Kövecses (2005) observes that the Hungarian equivalents of the American expressions suggest an element of fatalism, or lack of control over the events- possibly a reflection of cultural beliefs. Notably, most of these expressions picture a negative scenario. The present study takes up this issue and investigates how metaphors are used to recount a negative element of life, failure, in naturally occurring discourse, Hungarian sport journalism. Considering the established metaphorical relationship between life and sports/games (Cudd, 2007; Kövecses, 2006; Segrave, 1997), this discourse not only provides a tractable focus, but

may also carry broader implications. Examples were collected from sports columns of Hungarian websites, and included journalists' comments, the words of athletes themselves, and longer interviews. Articles either dealt with underperformance at a certain event/game or discussed why an athlete's career did not blossom to its full. Analysis revealed that metaphorical expressions suggesting fatalism were recurrent in both types of articles, whether expressed in vocabulary ("elátkozott nap" –"cursed day") or both in syntactic form and vocabulary ("kiesés sorsára jutott"- "the fate of becoming eliminated has fallen on him", i.e., ""he was eliminated""). They were also often couched within the journey metaphor in the latter type of articles ("keserédes élettörténete rengeteg kanyart vett"-"his bittersweet life story has taken many turns"). The examination of the longer discourse context indicates that these expressions never stand by themselves as explanation, but are interspersed within a more "objective" narrative of the circumstances that led to the undesirable outcome. Thus, rather than providing a simple excuse, these culturally entrenched expressions seem to play both an intra- and an interpersonal role, making it easier for the speakers to come to terms with their failure, while also helping to justify it to their audience.

The Body Moral-Politic

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George Lakoff analyzes liberal and conservative worldviews in terms of family metaphors. Opposing models of family life ("nurturant parent" vs. "strict father") motivate contrasting sets of moral values, which become political by the Nation-as-Family metaphor. These worldviews thus concern "strictness and nurturance as ideals at all levels—from the family to morality to religion and, ultimately, to politics" ("Moral" x). Examining overlooked aspects of these worldviews, I argue that they should not be based directly on models of the family, but instead on contrasting basic muscle states (contraction and relaxation), and the contrasting bodily conditions they support (roughly, strength and flexibility). These muscle and body states produce contrasting image-schematic gestalts (a few image schemas and their extensions), which map metaphorically to worldview-relevant domains, generating inferences for moral-political

norms and values. The gestalts include two pairs of contrasts, pertaining to actions and objects respectively: closing/ opening and retaining/ releasing; and hard/ soft and solid/ fluid. These supply contrasting sets of metaphors for "life" and "the world," and for human psychology and society (its internal structure, and its relation to past and future). Both gestalts appear to assume a force-dynamic model of "energy" applicable across several target domains: life energy, psychological energy, social energy, etc. As well, they are more closely connected than family models to emotion and imagery. I sketch the contrasting body-mind states, discuss how they relate to metaphors of the Body Politic, then describe in detail the gestalts' elements, structure, and metaphors. I present evidence of metaphors in the etymologies of the words "liberal" and "conservative"; in language about worldviews (stance, posture, attitude, etc.); and moral and political language that Lakoff overlooks, including samples of discourse from three different genres and registers in which mixed metaphors cohere on the basis of the gestalts.

More and Better Metaphors to Explain Dynamical Systems

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Long relied upon for learning about the unknown (e.g., Ortnoy, 1993:15; Brown, 2003) and in writing scientifically and technically accurate documentation (Giles, 2008), metaphors provide access to technical topics and may be key to making them comprehensible. The topic of dynamical systems is a particularly challenging one for learners and eminently in need of effective metaphors. But the conceptual metaphors so far found in several dynamical systems theory texts are much as found in non-systems discourse (Smith, in press). While providing an operative conceptual context, they over-simplify, misrepresent, or even ignore relevant detail known to experts. Seldom can learners either generalize effectively from such metaphors or form useful inferences and conjectures.

This paper reports a search for pedagogically more effective metaphors by studying literature emphasizing the quantum analysis of dynamical systems. Novel and often deliberately constructed and extended metaphors were found that more fully explain nonlinear dynamical systems and potentially enrich the reader's understanding. They

do this by elaborating the metaphor vehicles of, for example, NETWORK STRUCTURE to include putative characteristics of atoms and cells, INTERACTION to include biophoton transmission and reception, MOVEMENT portraying it metaphorically as three-dimensional ripples in wave motion, SELF-ORGANIZATION of SOCIAL and LIFE-LIKE entities describing them in terms of the coherence of brain waves, biological synchrony, and the ways that very low-energy magnetic fields may affect living cells. The disadvantage of these "quantum" extensions of previously reported "Newtonian" metaphors is that many learners will find the vehicles unfamiliar and learn little from mappings to the topic of dynamical systems. Strategies are discussed involving supplementary metaphors identified in these texts which, although entirely unexpected in the context and superficially (almost ornamentally) applied, ameliorate such lack of familiarity with quantum phenomena.

Metaphorical Visions in Postcolonial Works

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The presentation will discuss the elements of metaphor in the postcolonial works created by modern English writers. Numerous postcolonial protagonists with "blurred" identity and complex "double consciousness" find it difficult to cope with the surrounding reality. Therefore, they try to hide their feelings and strive for nirvana in different ways. Some of them try to escape from reality, setting off on what turns out to be a JOURNEY of discovery. Others use drugs or alcohol in order to induce the dreams in which they achieve some symbolic understanding of the world. Their thinking is ruled by the metaphors of DISTANCE and CLOSENESS, CENTER and PERIPHERY. All of them are aids allowing the subjects with biracial identity to reflect on their position and finally avoid being "stuck" between two worlds and two realities.

Is Bush a Strict Father and Obama a Nurturing Parent? Metaphor in American Presidential Speeches

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It has been suggested that American politics is guided by two contrasting metaphorical models (Lakoff 2002), the Strict Father model, emphasizing danger, protection, and hierarchical relationships, and the Nurturing Parent model, emphasizing potential, care, and horizontal relationships. The Strict Father model would capture the world view of the conservatives, the Nurturing Parent model the one of the liberals. Both models are presumably reflected by typically metaphorical language use deriving from source domains like STRENGTH, WHOLENESS, BOUNDARIES, PURITY and HEALTH (Strict Father) and HAPPINESS, NURTURANCE and GROWTH (Nurturing Parent). This theory predicts that there may be a relation between the lexis deriving from these domains and the vocabulary used in speeches by a conservative (Bush) and a liberal (Obama) American president. The present study aims to examine this prediction by means of a quantitative analysis of two sets of ten speeches divided by two topics ('health care' versus 'the war in Iraq'), testing whether Bush uses more Strict Father metaphors and Obama uses more Nurturing Parent metaphors.

The data comprises 20 speeches totaling some 60,000 words. Following Koller (2004), two sets of lexical target items were constructed, with 91 types for SF and 94 types for NP. The target items were roughly balanced for distribution across metaphor aspect (8 dimensions of each metaphorical model), word class (expression as noun, verb, adjective) and frequency (4 categories of color coding in Macmillan dictionary). All speeches were analyzed for incidence of these target items, which were then first categorized for metaphorical versus nonmetaphorical use (Steen et al., 2010), after which all metaphorical uses were categorized for their relation to SF/NP model (yes/no). Non-parametrical statistical analyses then tested whether there were relations between metaphor use, president, and metaphorical model for both sets of speeches. The paper will report the study and its findings.

The use of metaphor in trauma narratives

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It is often assumed that people whose experiences are difficult to describe will resort to metaphors. In Metaphors we live by (Lakoff and Johnson 1980), metaphors were no longer seen as rhetorical devices used mostly to create artistic effects but as conceptual frameworks that allow us to give concrete and understandable shape to abstract ideas or intense emotions. And yet, most narratives of trauma are almost completely devoid of metaphors. Whether it is a survivor of a catastrophic earthquake or a victim of sexual violence, their language is usually reduced to a detailed description of events. This papers tries to explain why a narrative account of a traumatic experience is unlikely to use metaphors and how the appearance of metaphors may be used as a diagnostic tool in determining how the victim of trauma is processing his or her experience.

Trauma can be defined as an injury that was inflicted either physically or emotionally, thus making it an area of study or intervention in both medicine and psychology. When metaphors are introduced into a narrative of trauma, it may be a signal of a transition from a description of events (an observer's perspective) to the formation of some conceptual frame or a story (the experiencer's perspective). Some metaphors may be transporting the emotional injury that the person is reluctant to reveal to the sphere of the physical trauma that is easier to empathize with and less of a taboo.

The authors combine linguistic tools of discourse analysis and conceptual metaphors with the expertise in trauma theory in clinical psychology and offer an insight into the process of developing a narrative of a traumatic experience. We use a corpus of children's trauma narratives and try to link the emergence of metaphors in these narratives with the development of coping mechanisms.

Metonymy-driven Polysemy in Health Discourse

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In the domain of health discourse, separate polysemous senses can become conflated. This process takes part in reinforcing speaker's ideas about the causes of health risks. For example, examples show that people conflate the adjective fat describing bodies and the food component fat. A consequence is that statements show that speakers assume they cannot get a fat body if they eat fat-free food; or, wording shows that speakers think that being cold leads to having a cold. In exploring what causes some senses to be conflated, this project investigated conflated senses found for multiple examples of eight pairs of polysemous terms in contemporary American English (cold, sweet, sugar, cholesterol, fat, hot, oil and stress). The corpus-based examples (Stvan 2011) suggest that while conflation indicates a tightening of meaning overlap in polysemous terms, the type of sense relations differ: some conflated senses are related by metonymy (e.g. the symptom of feeling chilly stands for the larger bodily experience of having a cold); others are connected by a connection whereby one aspect is shared across domains (e.g. the positive aspect of a sweet flavor stands for a positive aspect of a sweet personality); and some reveal a more complete iconic transferal between formerly distinct concepts (e.g. eating fat leads to becoming fat).

Since even one word form can show meaning changes via multiple strands of metonymic extensions (cf. Chelliah 1997), it is not surprising that this collection of polysemous words shows a variety of metonymic processes, since metonymic change has been shown to be determined by "human experience, perceptual selectivity and cultural preference" (Kövecses and Radden 1998: 63). The current paper details these processes by sorting out how connections between word meanings are projected onto discussions of cause and effect in health discourses.

Mode-specific metaphors in creative sign language

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This paper considers the importance of analysing linguistic metaphors as opposed to conceptual metaphors in creative sign language. Our work is based on exploration of the mode-specific features of metaphor in creative sign language, based on analyses of poems collected as part of a recently completed AHRC-funded project on British Sign Language (BSL) metaphors at the University of Bristol (July 2009 - June 2012). One over-arching finding is the importance of visual motivation behind metaphorical understanding of a poetic sign discourse. Instead of using a set of lexical signs to build a complex metaphorical scenario, Deaf poets utlise the visual form of individual signs as a metaphorical ground to produce immediate impact (as in the simile "Darkness flies like a bat", in which the shared form of the signs DARKNESS and BAT motivates their link). Metaphors in creative sign language consist more in the appearance of the signs than in their (pre-existing) meaning.

Cognitive linguists have been focusing on the underlying conceptual metaphor behind individual linguistic expressions. However, in creative sign language, linguistic metaphors are as insightful as conceptual metaphors, as the visual modality of sign languages provides a rich ground for creating a variety of individual, ad-hoc metaphors to represent the theme of the poem/story.

Taking a wide range of examples from our BSL Poetry Anthology, we explore the role of visual modality in the following three areas:

1. How visual modality influences the selection of sign parameters (handshape, location, movement, and nonmanual features) to produce metaphorical interpretation.
2. How visual modality motivates the arrangement of signs to relate two distinct concepts (symmetry, assimilation, metaphorical use of space).
3. What role visual modality plays in creation of neologisms in sign language poetry.

Limitations and extensions in poetic sign language metaphors

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In sign languages selected elements of an entity's form are mapped onto the human body. Using the work of sign language poets, we explore different possibilities for representation of entities, the linguistic and physical limitations to these mappings, and the implications of the resulting emergent spaces arising from them.

In 'transfer of person' (Cuxac 2003) signers' mapping of entities on to the body is determined partly by physical analogues between the body and entity, and partly by language rules and conventions: e.g. a dog's forelimbs and head map onto the signer's arms and head, but hind legs are not mapped onto the signer's legs for linguistic reasons, ears are only partly mapped for physical reasons and the tail cannot be mapped at all. Once the two spaces of human and non-human are blended, new elements emerge so that signers add human elements to the non-human, such as emotions.

Alternatively the whole dog may be mapped onto the signer's hand as 'transfer of situation' (Cuxac, 2003) using linguistically conventionalized handshape classifiers for animals. The emergent space arising permits different outcomes from transfers of person: movement of handshape in situational transfers conveys locomotion but transfers of person only convey locomotion if the signer locomotes, which is not linguistically meaningful; transfer of person allows the dog's emotions to be mapped onto the signer's face, whereas a handshape cannot express much emotion.

Both transfers may be used simultaneously though 'partitioning' (Dudis, 1997), where the signer's face shows the dog's emotions, while the handshape moves to show emotion. We show how signing poets use these two transfers to extend metaphors by pushing the range of permitted handshapes in transfers of situation, and selecting unusual body-parts for mapping in transfers of person.

Toward a discursive grounding of metaphorical meaning: the case of Polish discourse metaphors on the EU

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This presentation aims to address the situated and the discursive understanding of metaphor, the aspects which play little role in the Conceptual Metaphor Theory (Lakoff and Johnson 1980). As the most recent research shows, not all metaphors are transferred with fixed meanings. Some metaphors are not only used with slight differences trans-linguistically, but also context-dependent thematic shifts occur (Chilton and Ilyin 1993). It has also been argued that culture-specific metaphors may in fact co-evolve together with the cultures in which they are used, and not derive from experimentally grounded primary metaphors (Zinken et al. 2008). Supporting this research, my presentation analyses a number of culture-sensitive, context-dependent discourse metaphors such as the POLISH BETWEENNESS, the (COMMON) EUROPEAN HOUSE, and the POLISH MESSIANISM metaphors that have motivated EU-related discourse in Poland. Discourse metaphors work as well-negotiated culture-specific commonplaces deployed to play certain discursive goals. They may be thought of as threads linking new ideas with old locally shared knowledge through which these new ideas are supposed to be looked at. Successful discourse metaphors are repeated in certain discourses so that the audience is familiar with them and can identify them as triggers or prompts that direct the audience toward certain actions. In times of socio-political upheaval, public discourse might reveal certain dynamics which aims at preparing the audience to the reception of new perspectives. It is therefore anticipated that strategies employed to discuss new topics would encourage the addressees to (re)position themselves and to allow new insights. We will argue that discourse metaphors might be considered such strategies, and that investigating their discursive grounding can be achieved through the implementation of the Discourse Space Model (DSM) (Chilton 2004, 2005) that offers integration of the notions of embodiment, situatedness and perspectivisation of the speaker's perception.

Metaphor and meaning in mental health – a case study

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Metaphor has been increasingly recognised as a feature of the way individuals think about and express their experience of health issues, including mental health and distress. It has also gained increasing recognition as a key tool in therapeutic interventions to address mental health difficulties. This includes, for example the widely accepted approach of cognitive behavioural therapy. In this presentation I will share some emerging explorations to date of a single example – the use of trees in a metaphorical capacity in relation to mental health issues. Through this example I will reflect on issues such as the reading of meaning within the metaphor and implications for promoting mental health and wellbeing. I will welcome thoughts and contributions from participants which may support the development of this work.

Regimes and Metaphors of the Arab Spring

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The wave of mass demonstrations and revolutions in the Middle East known as The Arab Spring seemed to many to be a long overdue event. It needed to be presented, explained and evaluated to the Arab public. Al-Jazeera, as the most influential Arab news agency, was in the avant-garde of this process, not only in live television reporting but also through its Internet site. On the latter, al-Jazeera published a great number of articles under the category 'Studies and Opinions', the majority of which, up to early August 2011, I have assembled in a corpus of 275000 words. In this corpus I am particularly interested in the metaphorical representation of regimes considered oppressive and living conditions under them before the upheavals. I have identified a number of metaphors and metaphor clusters that render a vivid image of the situation before the Arab Spring began. These metaphors can be analyzed and

further grouped around several key concepts, such as 'stagnation', 'confined space' and 'container/restrainer of hazardous things', among others. One must try to understand how these metaphors express both description and assessment, whether they contradict or complement each other, and how they contribute to the cohesion of the text in which they occur. Do they succeed in making the events easier to comprehend, and in what way do they influence the reader's perceptions of them?

Theoretical Consideration on a Global Model of Conceptual Mapping in Metaphor Analysis

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This paper will look at the possibility of developing a global model of analysis in metaphor studies and the kinds of analytical challenges that arise in its conception. Such a global approach would have to take into account both synchronic/diachronic dimensions as well as intra- and inter-cultural/language aspects. It appears that six major parameters would be required: 1) conceptualisation processes at the conceptual-metaphor level; 2) the interface between conceptual metaphor and linguistic structures; 3) universal mechanisms; 4) culture; 5) salience and 6) cognitive domains (or semantic fields). Metaphors in language are all affected by these six parameters at some stage in their existence.

With the aid of examples from varying corpus data, the study will focus, albeit briefly, on some of the types of problems that arise not only in the attempt to construct such global models but also on complex formulations that become apparent in the specific parameters proposed. At the outset, certain features such as context may be difficult to fit into one or two categories of the overall model. Very often, contextual features are ubiquitous or, on the other hand, they may be predominant according to the cognitive domain selected in a given analysis. A problem may arise in the formulation of change in linguistic structures at the interface between conceptual and linguistic metaphor along the diachronic dimension. Quantification of salience at both the intra-/inter-lingual and diachronic levels poses another problem due to conceptual patterns in the lexis of each language or fluctuating events in society.

The conclusions of the study will propose that the formulation of a global model in understanding the overall nature of metaphor and its existence appears to be feasible and that such models highlight the kinds of problem areas outlined above which may not otherwise be apparent at first sight.

A cognitive-linguistic approach to visual metaphor in biology

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Research in visual metaphor is scarce in science and even scarcer when it comes to explaining specialised concepts through dynamic images. In coastal engineering, Prieto (2008) proposes a typology of pictorial devices according to their levels of iconicity, abstraction, and dynamicity. Nevertheless, this study does not address metaphorical representations.

To fill this gap, this paper examines: (i) pictures from a corpus of publications on environmental science; (ii) striking videoclips that feature animals and biological processes. These sources, which include expert and science popularisation materials, show that visuals often require or invite the construal of metaphors not only for pedagogical purposes, but also for theory-constitutive and heuristic purposes. Evidence is thus provided of the cognitive and semiotic potential of metaphor in this field, a potential which facilitates understanding specialised concepts and text comprehension.

For instance, the figure at http://flic.kr/p/aYcrN4, extracted from an academic journal article, explains the interaction between two wind drifts through four conceptual metaphors:

i.   IMPORTANT IS CENTRAL: H stands for high pressure, which is a major cause for winds to occur. For this reason, H is placed at the centre of the wind drifts on the map.

ii.   IMPORTANT IS BIG: the prominent size of H is hardly a coincidence. This is a common metaphor in everyday language too (Grady 1997).

iii.   COLD IS BLUE: blue arrows stand for cold currents, which helps the reader identify the nature of the winds on the map.

iv.   HEAT IS RED: red arrows stand for hot currents. The same claim as in (iii) is in order.

An example involving dynamic images can be consulted at http://www.youtube.com/watch?v=fhBZ40jIo4Q. This videoclip explains to laymen why the archerfish receives its metaphorical name.

Terminology, Etymology and Figurative Language

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This paper focuses on the function of figurative language in two related areas: (a) terminology formation and the development of a specialised lexicon, in this case medical vocabulary, and (b) variation between medical jargon, on the one hand, and lay talk about health and illness, on the other.

Using data mainly from English, the paper presents an overview of vocabulary enlargement, showing how metaphor has historically functioned in cases of coining, compounding, and lexical borrowing. Diachronic data on lexical construction, adoption and spread are then juxtaposed with recent research findings on medical discourse which, by and large, tend to highlight the power relations prevalent in medical encounters. Two recent phenomena are also taken into consideration: the increased availability of medical information to the general public, along with a changing culture that finds people less inhibited to discuss their own health conditions and medical symptoms.

In terms of methodology, three approaches are employed: corpus-based (investigating current usages of medical terminology), text or discourse-analytic (exploring demographic and register variation in the use of words for disease and illness) and experimental (examining how ill-health sufferers perceive and use referents to their conditions). In terms of theoretical frameworks, this study essentially draws from both metaphor theory and discourse analysis. It is shown that metaphor is an inherent element of conceptualisation and word manufacture, but it also depends on

context and acquires different functions within discourse. The often conflicting ideas of the cognitive paradigm, which views metaphor as thought, and other models that emphasise the communicative role of metaphor may indeed be seen as complementing each other. Concurrently, this paper highlights the need to pay attention to individual words themselves, often overlooked by discourse approaches which look for general patterns in text organisation and the underlying ideologies of whole texts.

Metaphors in a "Secret" Society. The Search for Metaphors in a Masonic Temple.

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The aim of this paper is to present the outcome of a research on metaphor conducted using the elements found in a Masonic Temple to better understand the system of morality and symbolic knowledge that forms the basis of the masonic thought.

The relevance of this study is that although a great deal of speculative and independent studies have been published about Freemasonry and the design of their Temples around the globe, few academic researches on the field of applied linguistics and metaphors have been carried out about its symbolism. Moreover, this paper unveils the alleged secrecy of the masonic symbolism, describing the metaphors attached to the most significant items in their Temples.

Freemasonry uses symbols, pictures and other elements to help members in the process of internalizing the knowledge to be acquired and put into practice. In this fraternity, metaphors do "occur in other modes than language alone" (Forceville and Urios-Aparisi 2009: 4) and they are all around the Temple. In addition, masonic rituals make use of other senses than sight to transfer knowledge.

What through the eyes of laymen appears to be beyond comprehension is for freemasons nothing but the application of the Aristotelian method of placing images for the improved use of memory. Thus, metaphors in Freemasonry, as in

other iconographic based institutions, are represented in symbols that both conceal (from uninitiated individuals) and reveal (for initiated ones) their significance, which is part of an institutionally shared set of beliefs.

The methods used in finding metaphors in this study encompass both rhetorical approaches and the Conceptual Metaphor Theory, though the latter one is more relevant to this study since what matters more to this study is the understanding of the masonic thought.

"The interplay of metaphor awareness and text understanding: How texts can be made more accessible to ESL learners"

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Lakoff and Johnson's seminal publication 'Metaphors We Live By' provided new insights into the notion of metaphor, and demonstrated persuasively that metaphor is ubiquitous in not only everyday language but also thought. Similarly, a large number of researchers have showed experimentally the diverse multiplicity of roles of metaphor in discourse, whether it be naturally occurring spoken language or written texts. For instance, Gibbs and Nascimento (1995) conducted a study based on the assumption that readers find poetry more meaningful when they make inferences about the metaphorical relationships which underpin the poem. In a similar area, Picken's (2005) investigation was focused upon how metaphor awareness promoted foreign language learners with a tool to make sense of literature texts. The present research, which partly builds on the afore-mentioned studies, seeks to explore further the role of metaphor awareness in enhancing text comprehension. In this paper I argue that an enhanced awareness of metaphors can deepen L2 learners' text understanding. Learners' metaphor awareness was raised by utilising the Metaphor Identification Procedure (MIP, henceforth). Learners were explicitly taught different steps of the MIP, which enabled them to both identify metaphors in texts and gain understanding of the underlying metaphorical relationships. Three sets of data were elicited so as to tap into participants' progression of reading comprehension. The first set comprised a reading test –which contained a variety of metaphors, while the second involved audio-

recorded students' interactions while working on the application of the MIP into reading passages. The last set involved journal entries given to the learners aimed at capturing their views on their awareness and learning process. Analysis of the data revealed that L2 learners' text understanding substantially improved. More details about data analysis and results will be furnished in the presentation.

Common-Target Metaphors: When a target has multiple sources

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In my paper, I shall address the situation in which a single target concept or domain is associated metaphorically with a number of different source domains or concepts and I shall attempt a classification.

Firstly, different sources may highlight or hide different aspects of the target. For example, LOVE can be conceptualised as MAGIC, HUNTING or FOOD. Such cases are well studied and involve complex, domain-to-domain, mappings.

Secondly, different primary metaphors may share a target concept. For example, UNDERSTANDING associates (and may experientially correlate) with both SEEING and GRASPING (physically touching). Such cases do not involve the highlighting or hiding of different aspects of the process of understanding. Instead, they represent alternative construals of the target and, in at least some cases, the different sources can be seen as related at a more abstract level. Thus, both seeing and touching are means of acquiring knowledge of a physical object via the senses.

Thirdly, there are metaphors that also do not highlight/hide different aspects of a complex target, but which are not standard primary metaphors with a correlation between image and response content (Grady, 1997). With GENERIC-AS-SPECIFIC metaphors, the source and target share features (Grady, 1999). In principle, this allows similar features of the target to be found in many different sources. The situation can be illustrated with metaphors for disorder, disorganisation and incompetence (disorder created when order is required). All the following represent possible

sources: 'mess'; 'shambles'; 'muddle'; 'botched'; 'butcher's job'; 'dog's dinner', and I argue that they involve different specific instances - sometimes only historically- of physical entities being, what Douglas (1966) calls "out of place" and hence disordered.

In my talk other examples shall be given and I shall finish by discussing the relationship between these different categories of common-target metaphors and their repercussions for metaphor theory.

Using metaphor analysis to uncover the development of Chinese postgraduate students' conceptualisations of academic English writing in one-year Master's degree programme

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Most beginning ESL postgraduate students experience some form of writing obstacle as they make the transition to Master's level writing in one-year programmes. Although a few studies have begun to examine writing difficulties among ESL postgraduate students, very little writing research on this topic has exclusively considered how they develop their writing skills and make adjustments to meet the expectations of writing at Master's level.

The explorative study followed a group of seven Chinese MA students for a period of an academic year. To generate knowledge about students' understandings of academic writing, the study analysed the metaphors that they created in a metaphor prompt "writing is (like)…, because…" at different stages of the academic year. As a research methodology, metaphor analysis allows researchers to examine students' elicited metaphors as way of uncovering their conceptualisations of writing, including attitudes, understandings and personal writing strategies, based on the idea that identifying and discussing metaphor can bring implicit assumptions into conscious awareness, encourage reflection and as a result provide some insight into participants' thought patterns and understandings of a given topic. Additionally, by discussing personal metaphors with other participants, the paper will also examine how far students could learn from other people's writing metaphors and ultimately change their writing behaviours

positively. Data sources included observations of classrooms, interviews and student-generated metaphors of writing.

The results showed that (1) seven participants had widely varying conceptualisations of academic writing throughout the academic year; (2) by sharing and discussing metaphors with other participants, participants were able to modify and/or change their conceptions of writing and even formulated plans of action to implement their new views of writing in actual writing performance and (3) metaphorical conceptualisations improved students' ability to reflect on the processes and products of writing, and helped them identify their writing problems.

Visual metaphor and memory

Lisanne van Weelden *(L.vanWeelden@uvt.nl),* Joost Schilperoord, Marc Swerts, Diane Pecher, *Tilburg University*

To interpret a visual metaphor, we have to construct an "ad hoc" category under which the two metaphorically related objects can be subsumed. Previous experiments have shown that similarity in shape is one of the primary vehicles of "object" categorization (Van Weelden, Maes, Schilperoord, & Cozijn, 2011) and that it facilitates finding metaphorical relations between objects (Van Weelden, Maes, Schilperoord, & Swerts, submitted). To further investigate how shape is involved in ad hoc category construction, the present experiment explores the role of shape in semantic memory organization. We investigate whether people automatically use shape as category cue when trying to retrieve objects from their memory.

We used the Proactive Interference paradigm (Wickens, 1970). In this paradigm participants have to recall previously seen triads of same category objects after a retention interval of 25s filled with a backward counting task. In our experiment, both the control and the experimental group completed four of these trials with pictures of fruits. For the control group, the fruits of the four triads were depicted in such a way that they had a similar shape. The experimental group, however, received different shaped fruits on the first three triads and same shaped fruits on the fourth triad.

Wickens' paradigm predicts decreasing performance on the recall task as more same category objects have been presented, due to increasing interference. If, however, the category of objects in the last triad changes, the discriminability and accessibility of the objects increases, resulting in an increased performance. The results of our experiment show a trend of Group, indicating better recall for the experimental group. This suggests that people automatically store the shape of objects, rather than only the category. In my presentation I will discuss how this result supports the hypothesis that similarity in shape facilitates visual metaphor interpretation.

'Virtuous wives and kind mothers': a cross-cultural discourse analysis of gendered metaphors in the modern Chinese era

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In this presentation, we attempt cross-cultural discourse analysis of some of the most prominent metaphors used politically in the modern Chinese period, specifically those involving notions of 'wife' and 'mother'. We both adopt critical discourse analysis (CDA) and synthesize literature and corpus on gendered metaphors used by and for these female movers and shakers. In our usage, the term 'modern China' refers to the period starting with the fall of the Qing dynasty and continuing to the present. We take materials used by some of the most prominent female politicians in the first half of 20th century--Madame Chiang Kai-shek, Madame Sun Yat-sen, Madame Mao Zedong-- during pivotal socio-political transitions in China, Taiwan and the US, and compare those with metaphors used in China and Taiwan since the 1980s by other aspiring female politicians under circumstances of the island's rapid democratization and mainland economic reforms. We see metaphors as one of the most pervasive and persuasive linguistic devices influencing public perceptions. The importance of kinship metaphors in the Chinese world has been most evident when regimes have been searching for ways to mobilize citizens to defend a certain ideology (nationalism, traditionalism, democracy), to mobilize resources such as foreign aid in the name of modernization, and to inspire women among others to step outside of the familial domain. By deconstructing the socio-historical

complexities of how a gendered metaphor is appropriated and how it can be made to resonate with people, we will be able to see how nation and nurture can be made to mesh and become internalized as female virtues, further serving as effective though subversive ideological tools for nation building, modernization, and commercialization.

Metaphor and the Recontextualisation of Science: The case of Apoptosis

Julia T. Williams Camus (*jtwilliams.camus@gmail.com*), *Pompeu Fabra University*

This presentation is concerned with the adaptation of metaphor across genres (Semino 2011). In particular, it uses a bilingual corpus of press popularisation articles on cancer to explore the ways in which metaphor helps to recontextualise a complex biological process called apoptosis, which has been related to the formation of cancer (Hanahan & Weinberg 2000). Cancer cells have the ability to evade apoptosis, a process through which cells perish. As a consequence, cells outlive their normal life-span, remain in the body, and tumours may develop. In this presentation, I first describe the different metaphorical expressions for apoptosis which can be found in more specialised scientific genres and comment on the pitfalls which have been attributed to their use by experts in the field (Ameisen 2002, Melino et al. 2010). Then, I describe and analyse the metaphorical expressions identified to define or explain apoptosis in a corpus consisting of 300 popularisation articles drawn from the electronic sites of four quality newspapers: two English The Guardian & The Times and two Spanish El País and El Mundo. The analysis shows that the metaphorical expressions which appear in the corpus of popularisation articles are similar to those used in scientific literature, namely "cell death, programmed cell death and cell suicide", and that little creativity occurs in the process of recontextualisation. From a detailed contextual analysis I will argue that the metaphorical expression of cell suicide, which appears to be favoured in popular genres, may not help to elucidate the process of apoptosis too well since not enough information is provided in the co-text of the articles to overcome the potential ambiguities of the term.

Metaphor and the disclosure of the inconceivable in a classical Persian mystical text

Alan Vincent Williams (*alan.williams@manchester.ac.uk*), *University of Manchester*

The voluminous "Masnavi-ye Ma'navi" ('Spiritual Couplets') of Jalaloddin Rumi (1207-1273) is one of the longest mystical poems ever written. Having published a new translation of the first of the six books of this text, I am currently writing a literary-linguistic study of the poetry of the Persian text. Metaphor is not just a component of this text: it is its very subject. For the Sufi poet the myriad phenomena of this world are each an example or similitude (Persian "masal", plu. "amsāl") of the continual self-disclosure ("tajalli") of the truth ("haqq") which is called 'God' in human language. "Haqq" cannot be described explicitly but may be spoken of only in terms of such "amsāl". The term "masal" is not equivalent to the modern Persian literary term for 'metaphor', "este'are", but includes and encompasses metaphor, simile, parable, proverb, example, etc. In Sufi Muslim understanding, "masal" (and its cognates) defines the nature of imagination itself, and is theologically central to the creation and apprehension of reality. At the Annunciation Quran 19:17 describes the angel Gabriel as appearing to Mary as such ("fata*mathal*a"). The world is a constant stream of such metaphorical appearances "amsāl".

In this paper I explore this expanded notion of metaphor in the "Masnavi" in Rumi's treatment of story, analogy, narrative and all discourse as entirely metaphorical, i.e. as "standing for", or "bridging to", a higher reality which is otherwise ineffable and inconceivable. By paying attention to Rumi's pervasive use of metaphor in the text, I show how the mystical poet contrives to draw aside the veil of ineffability "by means of", not in spite of, words.

Metaphor and knowledge-sharing behaviour in the real world of organisations

Jeroen Wittink (*jeroen.wittink@inholland.nl*), *VU University Amsterdam*

In this research, we explore the impact metaphors have on actual, real life behaviour in organisations. Conceptual Metaphor Theory (CMT) makes far-reaching predictions on the relation between metaphor, thinking and behaviour.

When we look at the field of organisational behaviour, this would mean that metaphors have an impact on how workers behave in the organisations they work. For instance, the metaphors they use to conceptualise their knowledge would have an impact on their actual knowledge-sharing behaviour. However, there are many rival explanations for workers to share (or not share) their knowledge, like individual attitudes, organisation culture, communication climate, commitment, availability of (ICT) tools and emotions (Van den Hooff & de Ridder 2004).

The first step in exploring the predictions CMT makes about knowledge sharing, is to relate metaphor to actual knowledge sharing in organisations. This has not been done in a systematic way before. Therefore, the main question of this research is: Is there a relationship between (a) the metaphors knowledge workers use to conceptualize their knowledge and (b) the actual behaviour they show within knowledge-intensive organisations regarding knowledge sharing?

First, we present a conceptual model of knowledge sharing within organizations that incorporates predictions made by CMT regarding knowledge sharing. Second, we describe how we are going to explore these predictions within the real world of organisations. We specifically look at rival explanations for sharing knowledge and how to deal with those in this research. Then, we present the results of two case studies we did within different organisations. Our metaphorical analysis is based on the MIPVU procedure (Steen et al., 2010) to elicitate metaphors and a dual dynamic approach to define broader metaphor patterns (Wittink 2011). Finally, we discuss the implications and limitations of the results and explore the broader question how metaphors impact (organizational) behaviour.

Modified idioms with HAND: A corpus-based study of the metaphor-metonymy interplay

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This paper deals with idiomatic expressions with the lexical component HAND whose motivation consists in metonymy intertwined with metaphor. The target items are idioms with at least two content words (apart from

HAND) and the same grammatical form, a verb followed by a complement which comprises the lexeme HAND. They are chosen from four idiom dictionaries, Collins Cobuild Idioms Dictionary, Cambridge Idioms Dictionary, Longman Idioms Dictionary, and Oxford Idioms Dictionary for Learners of English.

The aim of this project is, firstly, to specify the metaphor-metonymy interaction in the selected expressions. It is shown that the four types of 'metaphtonymy' distinguished by Goossens (2002), metaphor from metonymy, metonymy within metaphor, metaphor within metonymy, and metonymy from metaphor, frequently demonstrate more intricate patterns where cumulative and integrated metaphtonymies are combined. Secondly, the actual occurrences of the idioms extracted from the EnTenTen corpus of the English language are analysed with a view to finding variants of the canonical form. It is also investigated whether contextual source-domain and target-domain modifications of the stated expressions affect the metaphor-metonymy interplay in these expressions (and, if so, in what ways), or whether, on the contrary, the motivation remains the same as in the case of canonical forms. Last but not least, the occurrences of idioms in the corpus are compared with the definitions and examples in the idioms dictionaries in order to identify lexical, semantic and formal change, dated uses or neologisms.

A Search for Explaining the Gap between the Lexical Concepts and the Ad Hoc Concepts

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Empirical investigations on 'metaphor' interpretation (Zanotto & Palma, 2008, Zanotto, 2010) have produced evidence of inferential work performed by readers to get from the incongruities of the 'metaphor' vehicle to the ad hoc concepts (Carston, 2002; Gibbs & Tendahl, 2008, Tendahl, 2009). These Investigations were developed within the interpretive paradigm (Denzin & Lincoln, 1998), according to which objectivity results from intersubjectivity. The main technique is the Group Think-Aloud, which is a reinterpretation of Verbal Protocols of Thinking (Ericsson & Simon, 1984) according to the theoretical framework of dialogism (Marková et al., 2007) and Vygotskyan psychology. This activity is also tuned with the Freirean-inspired critical literacy (Freire, 1970), whose essential assumption is to give

room for the students' voices and subjectivities, allowing them to exercise the power of being active readers dealing with figurative language in poems. As poetic figurative language presents new semantic and/or pragmatic incongruities that constitute "a destabilizing intellectual challenge" (Schneuwly & Dolz, 2004:103) for the reader, the practice of Group Think-Aloud provides favorable conditions to solve them. In this presentation, data generated by a group of students reading a poem by a Brazillian poet will be discussed, within the framework of relevance-theory combined with cognitive-linguistic account of metaphor (Gibbs & Tendahl, 2008; Tendahl, 2009), with the aim of contributing to explain what can happen in the gap between the lexical concepts and the ad hoc concepts. The data showed privileged moments of online co-construction of a "collective reasoning"(Pontecorvo, 2005) on the incongruities of the final verses, which generated chains of metonymic inferences culminating in a cumulative and, at the same time, integrated metaphtonymy (Goossens, 2002; Barcelona, 2007). The inferential chains constitute evidence of the search for relevant readings that coud solve the incongruities of the lexical concepts, which guided the construction of ad hoc concepts.

Embodiment and conceptual metaphor: Restrictions on craziness

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'He's off his head' 'He's off his tree' Is he 'off his shoulder'?

Embodiment is the notion that language cannot be understood without reference to the organism itself, the brain, and the body, all of which exist within a particular physical and social context (Lakoff and Johnson, 1980; Heine, 1997; Bergen, 2007).

This paper investigates the role of embodiment in expressing an unsound, or crazy, mind. The conceptual metaphor 'He's off his head' consists of a basic frame: personal pronoun, preposition, possessive pronoun and noun. Variant forms involve a change in the final noun and include tree, rocker and trolley.

The body is proposed as the source domain because all potential variants have either the property of height or a base; craziness is the target domain.

Lakoff and Johnson (1980) explain the relationship between the head and the mind or brain as container/contained. Thus, the head is the base for the mind and is also the highest point on the body. It follows that the word shoulder would be rejected as it is not the highest point on the body, nor is it a base.

This paper proposes that the two embodied properties of height and base are prerequisites for any potential variants of this metaphor. Furthermore, it is proposed that the preposition 'off' contributes a spatial relationship of distance between the person and sanity.

Data analysis involves questionnaire responses which test the usage and acceptability of potential variants of the metaphor, such as variations in height and the presence of a base.

In addition, mental simulations (Bergen, 2007) of this metaphor, and its variations, provide an insight into the central notion being expressed: distance between the person and the object.

Results will be discussed in relation to embodiment and the mind.

A Comparative Analysis of Metaphorical Representations of Beijing Olympic Marketing Programs in Chinese and American Popular Business Discourse

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 A comparative analysis on metaphorical representations of Beijing Olympic Marketing Programs (BOMP) between Chinese and American popular business discourses is carried out to explore whether Olumpics-related business activities will witness the integration as well as clash between different economic ideologies. The findings show an overarching similarity of predominant metaphorical patterns, which can be explained by the international nature of BOMP and reflects the impact of free-market ideology on China in its course of internationalization. However, diverse

scenarios constructed within the same conceptual domain, different or exclusive metaphorical patterns for the same entity or event and different functions of the same metaphorical pattern reveal different views and opinions of these two media. This research demonstrates the vital role of lexical and grammatical analyses and shows the necessity of examining such social structures as cultural heritage and political background for the full interpretation of metaphor use. In addition, it further blurs the boundary between conventional and novel metaphors in revealing specific perspective of different media in the representation of BOMP.

A comparative study of metonymy for PERSON in English and Chinese

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This paper studies the possible metonymic sources for the target category PERSON in English and Chinese. In Cognitive Linguistics, much research has been done to establish the universal existence of metonymy in languages (Radden, 2005; Radden & Kövecses, 1999). In line with this approach, universally valid source domains have been suggested for specific target categories, e.g. ATTRIBUTE/CLOTHING/BODYPART for PERSON (Kleparski, 1997; Yu, 2003). However, the culture/language-specific diversity, which has been widely recognized as relevant for metaphor research (Geeraerts & Grondelaers, 1995; Kövecses, 2005), is still largely ignored in metonymy research (for exceptions see e.g. Charteris-Black, 2003; Sneesby, 2009). The aim of this paper is to answer the question: To what extent are the metonymic sources for PERSON in English different from Chinese and why?

We extracted 1821 Chinese metonymic expressions for PERSON from diachronic Chinese metonymy dictionaries, and manually coded their sources and sub-targets (e.g. SOLDIER, SERVANT) at different levels of schematicity. The Historical Thesaurus of the OED was used to build the English equivalents by translating the sub-targets from Chinese into English and then searching them, as well as the lemma "person", in the thesaurus. We finally collected 1330 English metonymic expressions for PERSON. Descriptive statistic techniques were employed to compare the distributions of different sources between two languages, in relation to the different sub-targets of PERSON.

We found that English and Chinese may share similar principles governing the selection of the preferred sources for certain sub-targets, e.g. ATTRIBUTE for BEAUTIFUL PERSON. However, for many sub-targets, the preferred sources between two languages hardly overlap, e.g. English prefers ATTRIBUTE for SOLDIER, ACTION for SERVANT, while Chinese prefers CLOTHING for SOLDIER, CLOTHING for SERVANT. We argue that the divergence is culturally-socially motivated. Thus, an awareness of the cultural-social factors influencing our cognitive patterns is indispensable for metonymy research.

Exploring the cultural and ideological implications of war metaphors in English and Chinese business discourse

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This paper focuses on the comparison of war metaphors found in two corpora of English and Chinese business discourse. The main aim is to investigate how these war metaphors reflect the cultural and ideological variations in the conceptualization of business activities in English and Chinese.

Previous studies of metaphor in business discourse have recognized the prevalence of metaphors on war and evolutionary struggle (Koller, 2004; Charteris-Black,2004), but most of them are based on western languages. By contrast, this study devoted attention to identifying war metaphors in a self-compiled Chinese business corpus and they were compared with other types of metaphors in the corpus to examine whether war metaphors occupy a dominant proportion. The study further compared the war metaphors in the Chinese corpus with those in an equivalent English corpus. The findings show that war metaphors are also prevalent in Chinese business discourse, and the lexical items falling under the domain of war can be classified as defensive actions, aggressive actions, the process or weapons of war. The study also finds that cultural and ideological differences help to explain the differences between the English and Chinese war metaphors. More idioms related to the culture's war history are exploited as metaphors in the Chinese corpus than the English one and most of them relate to the strategic winning

of war (business competition). One possible reason for such metaphorical use is the influence of The Art of War written by Sun Tzu, which is a Chinese masterpiece on military strategy. The frequent use of war metaphors involving strategy reflects that the tactics and philosophies mentioned in The Art of War have found their wide applications in the business world. On the other hand, the war metaphors found in the English corpus are less diversified and most are related to hostility and aggression."

The men-women love relationship in Tunisian Arabic: An embodiment-via-body-parts perspective.

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This paper attends to the conceptualisation in Tunisian Arabic (TA; hereafter) of the love relationship between men and women from an embodiment-via-body-parts perspective. The analysis of love-relating metaphorical expressions in TA shows that the Tunisian society conceives of the emotion Love in terms of "powerlessness" and "submissiveness" on the male lover's part, whereas the same emotion is perceived as a tool of "empowerment" and "manipulation" that is used by women. By attending to the role played by the human body parts in the conceptualisation of the love relationship in TA, I argue that the Tunisian society/culture construes this emotional/psychological experience basically in terms of the following conceptual metaphors: for men, TO BE IN LOVE IS TO LOSE POWER and for women, TO BE LOVED IS TO GAIN POWER.

The analysis of the data suggests that the love experience in Tunisian Arabic is construed as a dangerous enterprise for men where men surrender and women dominate. This unbalanced relationship is further reflected in the four main conceptual metaphors below:

    a)   TO BE IN LOVE IS TO LOSE ONE'S MENTAL/PERCEPTUAL FACULTIES
    b)   TO BE IN LOVE IS TO BE RANKED AT A SECOND POSITION
    c)   TO BE IN LOVE IS TO UNDERGO THE BELOVED ONE'S MANIPULATION
    d)   TO BE IN LOVE IS TO ENDURE THE BELOVED ONE'S CRUELTY

This paper demonstrates that the role played by the body parts/organs as source domains cannot be dissociated from the cultural component. Indeed, the use of certain body parts in metaphorical conceptualisations of the love relationship seems to be largely influenced by the ideological load that is embedded in the Tunisian cultural, ethical and social values and beliefs.