Armed with *Patience, Suffering* an Emotion: Conceptualization of LIFE and SELF
Yeşim Aksan and Mustafa Aksan
Mersin University (Turkey)
Day and time: 31st May 9.40
Room: 8

Cross-cultural studies on emotions conclude that emotions are experienced differently in individualist and collectivist contexts. Conceptual metaphors of emotions (Lakoff and Johnson 1980, 1999; Kövecses 2005) provide us the most direct means of understanding the cognitive models and cultural preferences underlying emotional experiences. Turkish culture, most often identified as a collectivist culture, stands somewhere in between East and West. Historically, it has roots in the East that are very much alive and active. With the ever increasing contacts with the West over the last centuries, it has been exposed more and more to Western cultures. “Multicultural” in this sense, the result is a unique cultural synthesis, and its people seem to possess a dual or a hybrid psyche.

A number of recent studies on EMOTION metaphors (i.e., LOVE, ANGER) in Turkish have identified certain culture-specific metaphorical source domains (Aksan 2006, 2007; Aksan and Kantar 2007, forthcoming). Interestingly, these studies showed that in the most westernized collectivist culture like Turkish, it is possible to find not only the same source domains found in the individualist cultures, but also source domains that are historically originated from Sufism. For instance, under the generic-level metaphor EMOTION IS FORCE, Turkish speakers conceptualize LOVE as ÇILE ÇEKMekte (LOVE IS SUFFERING/PAIN):

(1) Aşk yaşayanların çile’si.
   'Love is the suffering/pain of people living on this earth.'

(2) Aşk acının sana zevk vermesidir.
   'Love is taking pleasure in pain.'

The complex concept çile, borrowed from Persian, refers to the experience of seclusion during forty days in order to gain self discipline and spiritual enlightenment. As opposed to the Western conceptions of it, “suffering” in this sense is internal, purposeful and even desirable. In line with Sufi conception of love, the modern lover is willing to undergo emotional pain caused by love as exemplified in (1) and (2). On the other hand, suffering for love is included in the “nonprototypical love model” (Kövecses 1988: 74-75) in English.

In conceptual metaphors of ANGER, a borrowing from Arabic, sabur plays an important role. A complex notion with no possible exact translation into English, it combines patience, forbearance, endurance, sufferance, and toleration. ANGER IS A FLUID IN A CONTAINER metaphor in Turkish entails the emotional power of an individual who is enduring gradual collection of anger inducing events as drops of fluid added into the container over time:

(3) Hepimiz sabur kükü olduk.
   'We all became patience jars.'

It is possible to argue that these two cultural key concepts, sabur ‘patience’ and çile ‘suffering’, both are borrowings from Eastern cultures, act as guides into the emotional...
experiences of individuals, conflating simultaneously both Eastern and Western cultural preferences.
The aim of this paper is to analyze the role of these two concepts in the conceptual manifestation of two target domains, SELF and LIFE in Turkish. More specifically, sabr 'patience' and cile 'suffering' will be identified as source domains that structure not only emotion metaphors but also take under their scope other target domains. To achieve this end, we will analyze a corpus of conventionalized metaphors of the defined source domains that surface in google searches, and M(iddle)E(ast)T(echnical)U(niversity) corpus of Turkish comprising two million words. Additional data from the contemporary dictionaries, from a corpus currently under construction at Mersin University, and from the BNC Web will be examined.

References:

**Spatial metaphors in economics discourse: a more ‘linguistic’ approach**
Rafael Alejo Gónzalez
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Day and time: 31st May 9.40
Room: 9

Economics discourse has received significant attention by both linguists and economists, who generally agree on the capital role of metaphor in this special language (Backhouse, Dudley-Evans, & Henderson, 1993; Dudley-Evans & Henderson, 1990; Dudley-Evans, 1993; Dudley-Evans & St John, 1998; Henderson & Dudley-Evans, 1990; Henderson, Backhouse, & Dudley-Evans, 1993; Hewings, 1990; Mason, 1990; Swales, 1993).

However, a review of the literature ( Lindstromberg, 1991; Boers, 2000; Henderson, 1986; Boers, 1997; Charteris-Black, 2001; Charteris-Black, 2000) shows that, in general terms, economists and linguists work at different levels of analysis and that they may have not been referring to the same thing, mainly because the latter have based their conclusions on journalistic texts, while the former have focussed on texts which, they argue, constitute the core of the discipline (McCloskey, 1985, 1994; Mirowski, 1989). In this paper I first propose to separate Economics discourse from other related
discourses and then to identify the spatial metaphors that can be derived from some of the most important models in economic thinking (e.g. the Circular Flow of Income). It also be shows that metaphor is not only a capital resource in the creation of terminology of this special language but yet another rhetorical device, like the passive voice or hypotheticality, used by economists to achieve the depersonalization programme, initiated by the mechanistic school with the intention of bringing the discipline closer to the hard sciences. A ‘linguistic’ approach (Cameron, 2003; Cameron & Deignan, 2006) to metaphor is, then, not only important for general texts but also for specialized ones, especially if one is dealing with one of the specialized discourses with greater prestige and influence on society at large.

References:
Language communication across cultures can involve different constellations of speakers. People can use a foreign language to communicate with native speakers of that language. In other situations neither or none of the interlocutors are native speakers of the lingua franca used. And sometimes the speakers share the same general language although they use different variants of it and belong to different speech communities. All these cases are common in the use of English, or distinct Englishes, and differences in idiomaticity as well as differences between cultural traditions can affect how metaphorical constructions are understood. Just one example is the observation that American English and English English in part tend to relate to different cultural experiences, say when it comes to using sports metaphors such as not cricket or get first base.

In this talk I will however focus on how people with Swedish as their native tongue may understand, or misunderstand, idiomatic metaphorical uses in standard English(es), including idioms – both when these occur in their canonical form and more incidental variations of them – and, in addition, how Swedish users of English sometimes borrow such uses as loan translations into Swedish. Moreover, I will consider instances when Swedes transfer culture specific Swedish idiomatic uses into English. There are examples of such uses for instance on the web.

The uses looked at will contain established metaphorical meanings of words or expressions describing people, but whose literal senses denote animals, such as fox or dog, or mythological creatures. An example of the latter is the idiom speak/talk of the devil, corresponding to the Swedish set phrase när man talar om trollen (då står de i farstun), which in a word-for-word translation into English becomes when you speak of the trolls (then they stand in the entrance hall). Other examples are the devil’s advocate, which has no obvious counterpart in Swedish, and occurring English correspondences

Interaction of culture specific idiomatic uses in English and Swedish in Swedish usage of both these languages
Christina Alm-Arvius
Stockholm University (Sweden)
Day and time: 30th May 9.00
Room: 10

as well as incidental transfers from Swedish of a number of standard Swedish expressions with *troll* in them, which for Swedish speakers evoke and draw on age-old and culturally salient concepts of such folklore beings.

In short, cultural conceptions in the native language, Swedish, may well colour or even confuse the understandings of English idiomatic uses. In addition, tempting nonce loan translations of Swedish idiomatic expressions into English will hardly be able to bring across the rich range of culturally dependent associations that are shared within the Swedish speech community, even if they may have an exotic or creative character in English.

**Understandings and misunderstandings of metaphors among minority pupils in primary school in Norway**
Norunn Askeland and Bente Aamotsbakken
Vestfold University College (Norway)
Day and time: 29th May 12.00
Room: 9

On the basis of ongoing research on pupil’s reading of textbooks in natural science and religion we want to discuss how metaphors are understood and not understood by pupils from cultural minorities in primary school. This literacy project has the title “Reading of non-fiction as a basic skill in various subjects” and is financed by the Norwegian Research Council (NFR) and conducted in a primary school with more than 75% pupils from cultural minorities.

In this paper we will give some examples from observations in the classrooms and interviews of pupils in pairs in order to show how the use of verbal and visual metaphors create understanding and/or confusion. We will also discuss how textbooks can be improved to communicate better for pupils in general as well as for pupils from minority cultures.

We draw upon literacy theories (Barton, Kress & van Leeuwen), reception theories (Eco, Iser, Jauss) and a varity of theories of metaphor including classical rhetorics (Aristotle), cognitive metaphor theory (Lakoff & Johnson, Lakoff & Turner, Kövecses) and literary metaphor theory (Richards, Black, Riceour).

**English native speakers’ interpretations of culture-bound Japanese metaphorical expressions**
Masumi Azuma
Kobe Geijutsukoka University (Japan)
Day and time: 30th May 10.20
Room: 9

Every language has its unique metaphorical expressions. This presentation discusses the features of culture-bound Japanese metaphorical expressions, the interpretations provided by English native speakers representing non-native speakers and the strategies they utilised in their interpretations. One of the features of the expressions included highly culture-bound elements, and so were problematic for non-native speakers, and the other feature included medium or low culture-bound elements, therefore, less
problematic. The interpreters seemed to activate their cognitive process, for example, resorting to the knowledge of their mother tongue, utilising schemas, and/or logical thinking as interpretation strategies; however, these cognitive processes may have ambivalent effects, especially on the interpretations of highly culture-bound metaphorical expressions in non-native languages.

This presentation is derived from part of my present study “Benefits and risks of the effects of mother tongue knowledge on understanding figurative expressions” funded by JSPS Grant-in-Aid for Scientific Research. It aims to contribute to inter-/cross-cultural understanding.

The study benefited from studies by Charteris-Black (2002) and Kovecses (2007).

Discussion points

(1) What phenomena did English native speakers show in the interpretations of culture-bound ‘raw’ Japanese metaphorical expressions? Were there any ethnic interpretative differences?

(2) What strategies were used in the interpretations and what were the causes and effects?

Study

Methodology: testing and interviews.

The targeted expressions consisted of 22 items: 16 items shared either concepts or wordings between English and Japanese; 6 items did not share concepts or wordings. These were approximately half of the 40 items included in the whole Metaphor Cognition Test in the funded study. Interviews took place to elicit further details of interpretations and to investigate interpretation strategies.

The reason for including culture-bound Japanese figurative/metaphorical expressions (literally translated from Japanese expressions, i.e., literal or ‘raw’ translations into English) was that the ‘raw’ translations convey meanings true to their origins, therefore, manifest linguistic and cultural aspects rooted in Japanese. Metaphorical Japanese expressions are usually translated in a broad translation to avoid confusion; however, the original nuance, which conceives original linguistic and cultural characteristics disappears and becomes prosaic.

Analyses:

Analytic variables: linguistic ethnic variables (American, Australian, and British Englishes), individual attributes, strategic variables.

Subjects:

English native speakers (22 American, 19 Australian, 18 British English speakers).

Results and conclusion

The culture-bound expressions that were interpreted with fewest problems were those that shared similar concepts between English and Japanese and/or those that produced strong mental images (e.g. a carp on the cutting board). Problematic expressions were those with concepts different from English concepts that had specific Japanese cultural traits (e.g., to wet eyebrow with saliva).

The main strategies employed by the interpreters were the utilisation of knowledge of their mother tongue, general knowledge or schemas, image associations and logical thinking.

References:

The importance of rescuing conceptual metaphor and its derived terminology for urgent treatment of Spanish masonry bridges
Eve Bauder
Universidad Politécnica de Madrid (Spain)
Day and time: 30th May 17.10
Room: 10

This paper proposes a cognitive linguistic approach, to help structural engineers - by means of making explicit what has always been implicit in their field: conceptual metaphor and its derived terminology - with the specific problem of rediscovering the knowledge of ancient construction techniques of masonry bridges as well as its relevant terminology, both essential for the delicate task of applying adequate criteria and measures for urgent treatment of a great number of these still existing old bridges in Spain. Although their qualitative (artistic and historic heritage) and quantitative importance (they represent 30% and 40% of all road and railway bridges, respectively, figures which, last but not least, increase the State’s interest in their maintenance, too) lies beyond any doubt, the present lack of structural and terminological knowledge of these bridges, even among structural engineers, constitutes the major obstacle to their preservation. The most important reasons for this loss of memory are to be found in an inexistent academic and professional education in this field, among others. That is why, at present, too small a group of structural engineers, converted into “self-made” experts on masonry bridges, is confronted with the need of finding urgent solutions to this set of problems. In the first place, this paper describes an empirical investigation (see E. Bauder’s doctoral thesis (2007)) showing how masonry bridge building experts, along time, have conceptualized their master pieces. The findings confirmed, despite the tacit assumption that engineers or architects base their constructions essentially on purely technical criteria (calculations, structural analyses, etc.) unrelated to humanities and therefore the terminology of technical disciplines is entirely made up of univocal terms, completely different and independent from common terminology and deprived of the possibility of sharing any discourse characteristics (polysemy, metaphor, etc.) with the latter, that in the field of masonry bridges at least, the opposite occurs. Metaphor from the human medical domain and its resulting metaphorical terminology are the major tools of expression used by these professionals to create and explain their knowledge. Thus, whenever the engineer or architect identify themselves with their masonry bridges, they design them in accordance with the very image of their own lives and as an extension of their own selves. They therefore assign and expect human qualities along the whole life cycle of these bridges, by adopting the role of creator, parent, defender, doctor or psychologist, according to the situations or problems their bridge-child may be involved in. This investigation was based on the analyses of the following three pillars: (1) all available specialized technical texts on masonry bridges, dating from 1857 to 2007, (2) conceptual metaphor, focused on Lakoff, G. (1972, 1977, 1980, 1987, 1987b, 1989, 1990, 1991, 1993), Lakoff, G. y Johnson, M. (1980, 1999), Lakoff, G. y Turner, M. (1989), Johnson, M. (1981, 1987), Turner, M. (1987, 1991), Sweetser, E. (1986, 1990), Sweetser, E. y Fauconnier, G. (1996), Gibbs, R.W. (1990a y b, 1999), Reddy, M.J. (1993), Grady, J.E. (1997, 1999), White, M. (1998, 2001), Ruiz de Mendoza, F.J. (1998, 2000, 2002, 2005, 2006), Steen, G. & Gibbs, R.W. Jr. (1999), among others and (3) terminology, mainly on Sager, J.C. (1990, 1993, 1994), Cabré, T. (1993, 1995, 1999a, 2003, 2005), Temmerman, R. (2000, 2001, 2006), among others. In
the second place, the main aim of this paper is to show the clear continuity of the previously confirmed systematic consistency of human metaphor and its terminological blueprint, based on the analysis of the above mentioned reduced group’s empirical written discourse (León, J. (2002, 2003, 2005, 2006, 2007), León et al. (2005, 2006, 2007). Thus, the practical findings and conclusions of this paper suggest that, in order to overcome all current problems finally related to the urgent final decision taking on sustainable action in the treatment of masonry bridges in a quicker and more efficient way, it is worthwhile encouraging present and future experts of these particular structures to become fully conscious of “the whole picture”, that is, all underlying metaphorical processes.

Telling one’s life story with metaphors: A corpus-driven investigation
Tony Berber Sardina
Pontifical Catholic University of São Paulo (Brazil)
Day and time: 29th May 17.00
Room: 10

The aim of this paper is to look at the metaphors that people employ when they tell their life story. A corpus of 32 personal narratives in Portuguese (about 25 hours of recording or 430 thousand tokens) were made available for this project by the Museu da Pessoa (Museum of the Person, www.museudapessoa.com.br/ingles), an organization based in São Paulo (Brazil) that gathers narratives told by ordinary people as a means for preserving oral history. The corpus was first processed by the CEPRIL Metaphor Candidate Identifier, an online tool (http://lael.pucsp.br/corpora) that screened the corpus for words with metaphoric potential. Based on this initial screening, a pool of words was chosen to be concordanced. The concordances were then hand-analyzed for linguistic and conceptual metaphors. A linguistic metaphor is a phrase, clause or whole utterance that has at least one word taken from one field to describe another; an example from the corpus is ‘no fundo dos olhos’ (‘deep in one’s eyes’), which is a linguistic metaphor because it includes ‘fundo’ (‘bottom’), a word relating to the field of CONTAINERS, to describe the eyes (which are not literal containers), thus turning the eyes into metaphorical containers for emotions. Next, conceptual metaphors were identified. Conceptual metaphors are abstract conceptualizations that underlie linguistic metaphors, such as LIFE IS A LOAD (‘vida pesada’: heavy life), LIFE IS AN OBJECT (‘vida toda’: whole life), LIFE IS A BATTLEFIELD (‘vida de luta’: life of struggle), LIFE IS A JOURNEY (‘levar a vida’: lead one’s life), and LIFE IS A BUILDING (‘fazendo a minha vida’: making one’s life). The paper will present the whole set of conceptual metaphors that was retrieved and will explore to what extent people make sense of their lives through metaphor in these narratives.

The Brazilian president’s metaphors: A corpus linguistic perspective
Tony Berber Sardina
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Day and time: 30th May 9.00
Room: 10
Luis Inácio Lula da Silva, president of Brazil, is considered a successful public speaker, who can establish rapport with the very poor. Having grown up in the poorest region of the country, he dropped out of school early and then moved to the more affluent southeast looking for work in the 1960’s; later he helped found the left-wing Partido dos Trabalhadores (Workers’ Party), which is now in power. One of the main characteristics of his discourse is the use of metaphors. This is so blatant that the media has picked up on it: comedians have talked about how his presidential airplane has special cargo space to carry his metaphors, and the Brazilian press has run stories about some of his metaphors. The aim of this paper was to find out to what extent metaphors were really present in his discourse, by looking at a corpus of 1.8 million words, containing 868 of his official speeches (in Portuguese) since he was elected, in addition to his participation on TV debates during the re-election campaign. First, the corpus was processed by the CEPRIL Metaphor Candidate Identifier, an online tool (www2.lael.pucsp.br/corpora) that screened the corpus for words with metaphoric potential. Second, a set of these words was concordanced and hand-analyzed for conceptual metaphors. The analysis revealed a number of key conceptual metaphors, such as the ECONOMY IS AN ORGANISM, GOOD IS BIG, IMPROVING ONE’S LIFE IS A WAR, OBTAINING RIGHTS IS A WAR, etc. The study concludes that (1) there are far more metaphors at play than are noticed by the press; (2) his choice of metaphors is coherent with his own life; (3) his choice of metaphors mirrors his life story, and in so doing gives his political career more credibility; and (4) his metaphors were better applied during the campaign than his opponents’.

### Does pictorial elucidation foster recollection of idioms?

Frank Boers, Ana Maria Piquer Piriz, Hélène Stengers and June Eyckmans
Erasmus University College Brussels (Belgium), University of Extremadura (Spain), Free University of Brussels (Belgium) and Erasmus University College Brussels (Belgium)
Day and time: 29th May 18.20
Room: 9

Experimental evidence suggests that pictorial elucidation helps learners comprehend and remember the meaning of L2 idioms (e.g. Boers et al., in press). In this presentation we address the question whether it also helps retention of the form of idioms, i.e. their precise lexical composition. In a small-scale experiment, the meaning of English idioms was clarified to students with reference to the original, literal use of the expressions. This was done with a view to stimulating dual coding, i.e. the association of the figurative phrases with images of concrete scenes (e.g. Boers, Eyckmans and Stengers 2007), which is believed to create an additional pathway for recollection of the idioms. For half of the idioms targeted in the experiment, photographs or drawings depicting the concrete scenes were added to the verbal explanations. The learners’ recollection of the content words of the expressions was subsequently gauged in a gap-fill test. Overall, the results suggest that the addition of pictorial elucidation contributes little to learners’ retention of linguistic form. Distraction by pictures may even have a detrimental effect when it comes to retaining unfamiliar and difficult words, and this seems to apply especially to learners whose learning style shows a predisposition for processing vocabulary through imagery (see also Boers, Eyckmans and Stengers 2006). Insofar as our findings are transferable to vocabulary learning in general, they may call into
question the rather indiscriminate and abundant use of pictorials in modern text books and CALL packages.

References

The role of phonology in the standardisation of figurative phrases
Frank Boers, Seth Lindstromberg, June Eyckmans and Hélène Stengers
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Day and time: 29th May 12.00
Room: 12

Theories of metaphor tend to focus on the semantic pole of metaphorical phrases, i.e. on the meaning of figurative expressions. Conceptual Metaphor Theory in particular has been quite successful at motivating the meaning of standardised metaphorical expressions (such as figurative idioms) by connecting the figurative meanings to overarching metaphor themes or to the experiential source domains from which the expressions are derived.

To our knowledge, however, little attention has so far been given to motivations for the precise lexical makeup of standardised figurative phrases, i.e. to their form. For example, why have expressions such as Go with the flow and It takes two to tango made it into the English idiom repertoire while literally near-synonymous Go with the stream and It takes two to waltz have not? We contend that considerations at the phonological pole of lexical units can help motivate why certain word combinations rather than others tend to win out in the ‘competition’ for standardisation (in the sense of rising to idiom status).

More specifically, we argue that assonance (most notably rhyme) and especially consonance (most notably alliteration) are far too pervasive in phraseology to be considered coincidental. The phenomenon of phonological repetition ranges from relatively long phrases, such as proverbs (e.g. When the cat’s away, the mice will play; He who pays the piper, ...), to relatively short types of phrases, such as binomials (fair and square; part and parcel) and similes (drunk as a skunk; fit as a fiddle), where about half of the expressions in English show consonance and/or assonance, and thus seem to
demonstrate patterns of lexical selection that are influenced by phonological considerations (instead of / in addition to semantic considerations).

Indirect evidence in support of our hypothesis comes from a series of applied psycholinguistic experiments we conducted with the aim of comparing the memorability of consonant/assonant word combinations in comparison phonologically ‘unpatterned’ counterparts. The results of the experiments univocally suggest that stimulus phrases that show phonemic repetition, such as alliteration, rhyme, and even weaker kinds of assonance tend to leave stronger traces in memory than unpatterned control phrases. Over time, this mnemonic effect at the level of individual language users is likely to give a head start to ‘euphonious’ word combinations in the competition for conventionalisation at the level of a language community as a whole.

Finally, we will demonstrate that phonology seems to play a part not only in the ‘choice’ of words to be combined, but also in the way a given word order gets frozen in so-called binomials (e.g. give and take; rough and tumble). Various explanations for word order in binomials have already been proposed in the literature, and collectively they provide fair ‘coverage’ of the phenomenon. Still, one explanatory variable (for which we will present evidence) has remarkably been overlooked in previous research, and that variable is comparative ease of articulation.

Ironic praise and ironic blame in written discourse
Christian Burgers, Margot van Mulken and Peter Jan Schellens
Radboud University Nijmegen (The Netherlands)
Day and time: 29th May 18.20
Room: 10

Many irony scholars have noted what Kreuz (1996) describes as the asymmetry constraint (e.g., Gibbs 1986a; Pexman & Olineck 2002). The asymmetry constraint means that readers are more likely to interpret ironic praise than ironic blame as ironic. In other words, an utterance such as “What gorgeous weather” when the weather is bad (ironic praise) is more easily interpreted as ironic than an utterance such as “What hideous weather” when the weather is good (ironic blame).

Kreuz (1996: 32-33) explains this phenomenon by linking it to situations; he says that ironic blame only occurs “under special circumstances”, i.e., when a speaker has negative expectations. When this does not happen and “default assumptions” are positive, Kreuz (1996: 33) argues that ironic blame is “typically not [seen as ironic], unless there is a clear victim of the remark” (see also Kreuz & Glucksberg 1989; Anolli et al 2002). Under this assumption, irony is used as a corrective when expectations are violated.

In this paper presentation, we provide empirical evidence to challenge Kreuz’ assumptions. We do so by reporting on a study of irony in a large corpus of contemporary Dutch written discourse. In the corpus, which contains 458 ironic utterances in 218 texts, we compare irony in newspaper texts (columns, cartoons, book and film reviews, and letters to the editor) with irony in advertisements (product, service and non-commercial advertisements and pamphlets).
Whilst authors of newspaper texts can express both positive and negative evaluations, a norm for advertisements is to present a positive evaluation of a product, service and/or corporation (Forceville 1996: 68). We therefore argue that the “default assumption” of an advertisement is that it always conveys something positive. Consequently, to support Kreuz’ assumptions, we should find fewer examples of ironic blame in advertisements than in newspaper texts.

Our results show that ironic praise was indeed used more frequently than ironic blame; the existence of the asymmetry constraint is confirmed. However, in contrast to Kreuz’s assumptions, we find that ironic blame is found significantly more often in advertisements than in newspaper texts. When taking a closer look at the advertisement texts, we find that ironic blame is found significantly more often in commercial (i.e., product and service advertisements) than in non-commercial (i.e., non-commercial advertisements and pamphlets) advertisements.

These results show that, in contrast to Kreuz’ assumptions, ironic blame is also used when default assumptions are positive. In an advertisement for Lotto, a Dutch lottery, for instance, participants are ironically “warned” that they “run the greatest risk” of becoming a millionaire, a prospect any lottery participant should relish; the default expectation that an advertisement contains a positive message is not violated. Rather, the reader needs to use it to interpret the ironic utterance. Therefore, in some cases, irony can be used to convey a negative evaluation of a positive situation, even when default assumption are positive and victims are absent.

References

Transcending boundaries in wine discourse: touching touch
Rosario Caballero and Ernesto Suárez-Toste
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Day and time: 31st May 9.40
Room: 10

In wine discourse, it is frequent to find a wine described as being “very pure and well-delineated, unfolding its slate, apple and citrus notes on a wave of bright acidity” or “still a bit jarring on the palate”, and as finishing soft, long, chewy, velvety, wide open
or warm—to list but a few of the adjectives used to evaluate a wine. Together with being highly metaphorical, these examples show the ability of certain figurative language to convey disparate sensorial experiences (here those of sound, touch, and sight). Such language is variously referred to as synaesthetic metaphor (after the cross-modal physical experience known as synaesthesias), cross-modal or inter-sensory metaphor (Ramachandran & Hubbard 2001) or intersense metaphors (Ning Yu 2003), and is subsumed in Brooke-Rose’s (1958) sensuous metaphor and in Friedrich’s (1991) image tropes.

In the present paper we shall focus on synaesthetic metaphors that draw upon the sense of touch and are used to describe the tactile impressions afforded by a given wine in the taster’s palate, that is, what is called in the field of wine tasting a wine’s mouthfeel. This concept encompasses the sense of taste as well as the tactile impressions perceived by the tastebuds—which are extremely rich in their capacity to register different touch nuances beyond the very simple and straightforward flavours bitter/salty/sweet/sour. Interestingly, in order to express these tactile impressions wine tasters often resort to figurative language that is oddly sourced from the experiential domain of touch itself. However, although this might suggest the absence of a metaphorical mapping and, hence, the non figurative quality of the expressions thus used, this is not the case. For there is a qualitative difference between what we are able to perceive through the nerve endings of our skin (e.g. in the palm of our hand) and the vast amount of information that we may obtain about a wine via our tastebuds. Indeed, a wine’s mouthfeel is crucial in estimating features such as its structure, balance (or lack thereof), and therefore its ideal drinking window and potential longevity.

The questions that have guided the research here summarized are the following:

1. Which qualitative differences in tactile perception motivate such expressions as hot wine, searing acidity, or drying tannin?
2. Are the same expressions indistinctively used to describe red and white wines? When this is the case, does it articulate the same meaning?
3. Which parameters does the concept of mouthfeel (and, therefore, touch via tastebuds) subsume?

In order to answer them, we have used a corpus of 12,000 wine tasting notes (i.e. reviews) divided evenly between red and white wines, and retrieved from eight specialized magazines. The importance of tasting notes arises from the consumers’ necessity for some kind of accurate guide to what they may expect from the contents of a sealed bottle. It is also here that synaesthetic language seems to be a most valuable tool.

References
Metaphor in the perception and communication of the risk of terrorism: A study across socio-cultural groups

Lynne Cameron, Robert Maslen and Zazie Todd
The Open University, University of Leeds and University of Leeds (United Kingdom)
Day and time: 30th May 9.00
Room: 8

This paper reports findings from a project funded by the UK Economic and Social Research Council into the perception and communication of terrorist risk. Metaphor analysis was a central tool in the project methodology, applied to spoken data collected across socio-cultural groups to reveal attitudes, values and conceptualisations about terrorism risk.

Since 2001, and particularly following the 2005 London bombings, terrorism and associated risks have become highly salient topics in public and private discourse. This project investigated ‘background risk’ i.e. how awareness of terrorism affects people’s feelings and decisions on a daily basis. Background risk was compared across participants from different socio-cultural groups, operationalised through four dimensions. Firstly, participants came from different UK locations, since the experiences of people living in London were thought likely to differ from those living in Leeds. Secondly, people came from different socio-economic groups, professionals and people with manual occupations. A third socio-cultural variable was religion: some groups contained Muslims, while others were non-Muslim; this division also allowed freer discussion of potentially contentious issues. The fourth variable was gender, with men and women interviewed in different groups.

Twelve focus group interviews were carried out. Each group discussion followed the same interview schedule, producing recordings of between 60 and 90 minutes, transcribed into intonation units for analysis.

Metaphor analysis begins from linguistic metaphors in the data and works ‘upwards’ to condense and summarise metaphorical language, using this to uncover attitudes, values and conceptualisations.

Linguistic metaphors were identified, using a combination of procedures set out in Cameron (2003) and pragglejaz (2007). Metaphors were then grouped according to the semantics of the vehicle terms to produce Vehicle Groupings, such as VIOLENT ACTION; BALANCE; CONNECT/SEPARATE. Metaphors were further coded for use in one of four ‘discourse topics’: TERRORIST ACTION; COMMUNICATION ABOUT TERRORISM; RESPONSES TO TERRORISM; SOCIAL GROUPS. Each linguistic metaphor then belonged to one of the ‘systematic metaphors’, i.e. a set of discourse-connected metaphors, such as COMMUNICATION ABOUT TERRORISM REQUIRES BALANCE.

Comparisons were made of systematic metaphors and Vehicle Groupings across the 12 focus groups, both qualitatively and quantitatively (using chi-square tests).

Metaphor clusters in the focus group discussions were also identified, following Cameron & Stelma (2004), on the basis that clusters of metaphors often signal talk on affectively or ideationally difficult topics. Clusters were compared qualitatively across groups for the topics and metaphors used.
The results of the metaphor analysis show significant preferences for certain metaphors according to the four dimensions of gender, religion, socio-economic status and location. For example, professional men used more VIOLENT ACTION metaphors to talk about terrorism, and Muslim groups used LABELLING metaphors to describe how terrorism had impacted on their communities. Several different metaphors contributed to expressing lack of agency and control in the face of terrorist risk, including metaphors of NATURE and GAME OF CHANCE, with different socio-cultural groups again showing different lexical choices.

We also reflect on using metaphor analysis in social science research and dealing with challenges posed by large amounts of spoken data and many thousands of linguistic metaphors.

The blackbird on the shoulder – gender & metaphors of “depression”
Jonathan Charteris-Black
University of the West of England (United Kingdom)
Day and time: 30th May 9.40
Room: 12

The purposes of this paper are as follows:

a) To identify metaphors that people use when talking about their experience of depression
b) To compare the metaphors of men and women talking about depression so as to determine whether or not the expression of depression could be said to be gendered.
c) To classify the metaphors identified in a) and b) above to reveal any shared conceptual and linguistic features.
d) To compare the findings of a-c above study with those of McMullen & Conway (2002)

The data for this study are transcriptions of 22 qualitative interviews with people who have been clinically diagnosed as having experienced depression held by DIPEx at Oxford University (www.DIPEx.org.uk). The purpose of the interviews was to provide publicly available information by designing a web site for those wanting to know more about illness experience from patients’ perspectives. In order to make valid comparisons I compare 11 ‘twinned’ male and female interviewees; a ‘twinned’ interview is a pair of interviews where a man and a woman are members of the same age and socio-economic class. The size of the corpus for male “depression” interviews is 145,900 words and the female “depression” corpus is 157,548 words (respondents’ speech only). This compares with McMullen & Conway (2002) who used taped psychotherapy sessions with 21 clients.

Analysis involves quantitative and qualitative techniques, supported by computer software. Initially I compare, by gender, words1 from lexical fields that McMullen &

1 A search was made for lemmas, that is all morphological variations of a root form, so ‘move’ includes ‘move’, moves, ‘moved’, ‘moving’ and ‘movement’.
Conway (2002) had shown to be associated with depression - these were DARKNESS; WEIGHT and DESCENT; this was undertaken initially with the assistance of the wordlist and concordance displays of WordSmith Tools (Scott 2005); gender comparisons are made using the keyword facility. The interview transcripts are also analysed qualitatively to establish whether the particular words and phrases in these semantic fields could be classified as metaphor (Pragglejaz, 2007). An additional methodological purpose is to establish how effective computational methods were in identifying metaphor, for example, the extent to which the frequency of words in these three lexical fields corresponded with what qualitative analysis revealed to be metaphors.

The metaphors were then conceptually classified by metaphor target and the source semantic field. Initial findings show evidence of DEPRESSION IS DARKNESS, DEPRESSION IS WEIGHT and DEPRESSION IS DESCENT; however, while McMullen & Conway (2002) found that 90% of metaphors occurred in the descent category, in this corpus this seems to depend on the treatment of ‘down’; other semantic fields such as DARKNESS show evidence of a wider - and possibly richer - range of metaphors types (such as depression as ‘the blackbird on the shoulder’). Initial findings also suggest little difference according to gender and that depression is a condition that may stretch across genders and possibly across cultures.


Scott, M. 2005 Wordsmith Tools 4.0 Oxford: Oxford University Press. (Available at http://www.lexically.net/wordsmith/version4/)

**WAR Metaphors in Legal Discourse: A Reminder of Their Perils**

Sheng-hsiu Chiu and Wen-yu Chiang
National Taiwan University (Taiwan)
Day and time: 31st May 9.00
Room: 12

Studies on metaphor in legal discourse have received growing scholarly attention in the past decade. Most of the studies undertaken so far have focused on the power that legal metaphors have to enhance our awareness of the nature of the law. While metaphors are indispensable tools for helping people in comprehending abstract concepts and abstruse legal doctrines, they may also limit understanding by selectively highlighting certain features of an issue while suppressing or marginalizing others.

Therefore, this paper seeks to explore the effects of metaphor as applied to statutes and judicial opinions in the Republic of China (Taiwan). WAR metaphors and its negative effects in particular are examined as an adversary system lies at the heart of Taiwan’s legal system, and because court procedures in Taiwan have been labeled in
such a way to imply fights or confrontations since the 2003 revision of the ROC Code of Criminal Procedure.

We adopt Charteris-Black’s (2004) Critical Metaphor Analysis (CMA), an approach incorporating Critical Discourse Analysis, Conceptual Metaphor Theory, and Corpus Linguistics, as the theoretical framework to identify the conceptual metaphors appearing in the corpus of R.O.C. statutes and judicial opinions, and to demonstrate that litigation in Taiwan is mostly represented and conceptualized by WAR metaphors. The result of high frequency of WAR metaphors in this corpus shows that decision-makers frequently rephrase terms such as “attack” and “defense” in their documents, and moreover, also shows that the negative characteristics of war, such as conflict, opposition, hostility and hurting others, permeate the legal context. By examining prevalent WAR metaphors in the legal discourse of Taiwan, we argue that WAR metaphors in legal discourse contain influential negative effects since metaphors illuminate, and can also be delusive. We propose that by taking into account the fact that WAR metaphors in legal discourse have their own attractions and dangers both positive and negative, the legal profession should be more reflective and careful in its linguistic behavior, whether oral or written. With this paper, we also urge people to reconsider how WAR metaphors affect legal culture and by extension, our lives as part of society.

Metaphors and Gestures Used in Music Classrooms
Ya-Chin Chuang
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Day and time: 31st May 9.40
Room: 12

Music is abstract and elusive enough that we are often forced to describe it using metaphors, attempting to describe music’s abstractions by referencing more concrete and familiar experiences. The purpose of this research is to apply the cognitive, sociocultural, and applied linguistic theories to metaphor use in music classrooms in Taiwan, where Mandarin Chinese is the official and most commonly used language in school. Through this preliminary study I seek to develop 1) the understanding of how teachers talk about, describe, and construct meanings of music as reflected by the use of metaphor and metaphorically-used gestures in music classrooms, and 2) the understanding of functions, distribution, and clustering of the metaphors used.

Three phases are included in the study. In phase one, metaphorically-used words in music sessions were identified by using the “Metaphor Identification Procedure” (MIP) developed by the Pragglejaz Group (Pragglejaz Group, 2007). Two coders were involved during the identification process. Identification problems were resolved by discussion, and notes were made of the results. Systematic metaphors emerged and functions of the metaphors were then discussed. In phase two, metaphor density, distribution and clustering were analyzed, with a focus on music metaphors which were defined as metaphorically-used words which appear in discourse referring to music or to the process of understanding music. Finally, in phase three, gestures are coded by using the classification system developed by McNeill (1992).

Although gesture coding is still under progress, results of metaphor analysis show that metaphor density is 25 metaphorically-used words per 1,000 characters. Systematic metaphor groups include: MUSIC (PERFORMANCE) IS A CONTAINER, MUSIC
PATTERN IS A PERSON’S CHARACTERISTICS, and PITCHES IN MUSIC ARE VERTICALITY IN SPACE. Music metaphor distribution can be found in agenda management, explication, checking information, and summarizing. Functions of the metaphors include: a) to transform the abstract to the concrete or something more familiar, b) to function as transition markers in classroom discourse to draw students’ attention, or have the topic changed, c) to evaluate or praise, and d) to summarize. The results indicate that metaphor is an essential instrument in teaching music.

References:

Creative Entrepreneurship: Using Metaphor in Words and Gestures to Access Imagination in Entrepreneurs’ Theories of Action
Jean Clarke, Joep Cornelissen and Alan Cienki
University of Leeds, University of Leeds (United Kingdom) and Vrije Universiteit (The Netherlands)
Day and time: 30th May 16.30
Room: 10

Entrepreneurship involves the intentional identification and pursuit of novel business opportunities (Shane & Venkataraman, 2000). Much recent research has sought clues about how entrepreneurs come to identify or create such opportunities. Specifically, entrepreneurs have been found to use counter-factual reasoning (e.g., Baron, 2000), mental simulation (e.g., Gaglio, 2004), heuristics of representativeness (e.g., Wright et al., 2000), prototypical reasoning (Baron & Ensley, 2006) and illusions of control (Simon & Houghton, 2002) to reason in the face of the future uncertainty of any particular business opportunity or venture.

These cognitive decision-making processes allow us to understand how in certain circumstances entrepreneurial sense-making may lead to action. However, such processes do not provide a sufficient account of (a) the often simultaneous, non-linear connection between thinking and action (Weick, 1995) and (b) the role of imagination in this process. Sarasvathy (2004) proposes that entrepreneurs often do not use simple heuristics or reproduce templates from their previous experience to think about entrepreneurial opportunities (e.g., Shane & Venkataraman, 2000) but exploit whatever knowledge and representations their cultural context provides to creatively imagine novel business opportunities.

In an attempt to understand the imaginative and non-linear aspects of entrepreneurship, researchers have increasingly turned to the metaphorical qualities of entrepreneurs’ talk. Pitt (1998) explored the conversational narratives of two entrepreneurs in an attempt to gain some degree of systematic access to their theories of action. Hill and Levenhagen (1995) propose that to make sense in unsettled conditions, entrepreneurs must develop mental models of how the environment works and be able to communicate this to others to gain their support. Dodd (2002) found that entrepreneurs often reached for a range of
metaphors, which collated around dynamic and often difficult human activities to give meanings to their lives, understanding entrepreneurship as war, passion or a journey. However these studies are characterised by a high level of abstraction from the discourse that was analysed, attempting to generalise metaphors found over broad stretches of the data.

Building on the studies outlined above we explore the imaginative aspect of three British/English entrepreneurs’ theories of action through an examination of the metaphorical content of their talk in three video-taped interviews and one video-taped naturally occurring interaction. Rather than investigating common or high-level metaphors, however, we apply a much more grounded, inductive and linguistically based approach. We do this by identifying the verbal metaphors they use on a more fine-grained level, applying a variant of the Pragglejaz procedure (Pragglejaz, 2007). This includes not only creative expressions but also more conventional ones, which arguably can reflect the speakers' more deeply seated understandings about their work. In addition, we also investigate the entrepreneurs’ use of metaphoric gestures: those whose primary function is abstract reference — the characterisation of an idea, process, or relation by means of iconic depiction of a physical source domain (an object, movement, or location) (Cienki & Müller, in press). In cognitive linguistics and cognitive science, gesture is being studied with increasing frequency as a means to gain access to cognitive structures, as it is considered a less consciously monitored behaviour than speech itself (Núñez & Sweetser, 2006). By considering metaphoric speech and gesture jointly we hope to obtain an enhanced insight into the theory of action which entrepreneurs employ while thinking for speaking (McNeill & Duncan, 2000; Slobin, 1987).

References:


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**More than a journey: metaphors for learning in China, Lebanon and the UK**

Martin Cortazzi, Lixian Jin, Rima Bahous and Nola Bacha

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Day and time: 30th May 17.10

Room: 9

In all areas of the field of education, how students talk and think about ‘learning’ has significant implications for educational approaches and pedagogic practices in classrooms. Cross-culturally, whether there are commonly held ‘conceptual’ metaphors or variations in linguistic metaphors for learning is potentially significant, particularly in international and multicultural contexts where the metaphoric framing of discourse about learning and teaching may affect participants’ interpretations of practice. If, say, students see ‘learning as a journey’, then it is important to know just how they characterize the features of such a journey and how they envisage the role of the teacher (e.g. as a guide).

In this paper, we analyse the metaphors for learning elicited from students in China, Lebanon and the UK with a view to proposing models of students’ perceptions of learning. Using databases of over 2,500 tokens of metaphors from 700 Chinese students (given in either Chinese or English), 2,000 metaphors from 1,000 Lebanese students (given in English) and, to a lesser extent, 700 metaphors from 460 British students we classify the metaphors ‘conceptually’ and examine their entailments, as mentioned by students. Since a single ‘conceptual’ metaphor may have a surprising variety of different entailments, while similar entailments may be found in different metaphoric expressions, we seek to establish networks of multiple mappings of metaphoric characteristics of ‘learning’. Major networks are proposed as models which arguably illustrate underlying cultural concepts of ‘learning’.
The Chinese data can be characterized by the metaphor, *learning is a journey through hell to heaven*, but within a system of other ‘learning’ metaphors in China, such as ‘learning’ as *light, water, growth or tools*. The Lebanese learning journey is apparently more functional, with less emotional characteristics, and this journey is part of a slightly differently aligned metaphor system, including ‘learning’ as *light, water, a weapon* and *a key*. The British data show a learning journey with a different process and results characterized by a *roller coaster* or *an assault course* which is fun and interesting. We conclude by comparing network models of *learning* with *a teacher* for Chinese students, and comparing Chinese, Lebanese and British models of *learning*, with a discussion of their cultural contexts and the insights this analysis of metaphors offers to teachers and students in international contexts.

**Mistakes and Lies: Cross-cultural Evidence for an Interactional Account of Metaphor**

Eve Danziger
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Day and time: 29th May 12.00
Room: 8

The Mopan Maya, indigenous inhabitants of Central America, do not admire the production of novel metaphors, and outsiders’ efforts at metaphor may actually be interpreted as “lies”. I draw on my observations of Mopan discourse and discourse values to argue that the acceptability of metaphor in any society depends upon the existence of culturally particular philosophies about the relations between utterance meaning and Speaker’s mental state. This in turn, is good evidence for an interactional (Grice 1989) rather than an individual (Lakoff and Johnson 1980) account of the nature of metaphor in all cultures.

The interactional account of metaphor understands this figure as one strategy for the interpretation of falsehood under conditions of mutual knowledge. Here, metaphorical construal crucially depends upon a layered set of calculations by Hearer of Speaker’s mental state. For example, the Hearer must believe not only that the information uttered by the Speaker is actually false, but that the Speaker also knows it to be false. If not, the interpretation is not one of metaphor, but of mistake. And even if Hearer does believe that Speaker has knowingly spoken falsehood, we do not yet arrive at metaphor, for this is merely a deliberate untruth -- a prototypical lie – unmasked. It is only the final step in the calculus -- in which Hearer believes that Speaker believes that Hearer believes that Speaker believes that the information uttered is false -- which allows for a metaphorical construal. Distinguishing mistakes from lies is a logical prerequisite to this step.

Data to be presented in this paper will show that the Mopan Maya do not distinguish ‘mistakes’ from ‘lies’ when evaluating false utterances, because Speaker’s belief state is not felt to be a relevant aspect of such evaluation. Under an interactional account, Mopan speakers’ relative disinterest in the content of others’ minds is an adequate explanation for -- and in fact predicts -- the kinds of figurative language that do and do not occur among them. Controlled comparison of American and Mopan interpretations of false statements shows that novel metaphor is an interactional product that is deeply dependent upon a culturally particular view of language and mind that
suffuses speech with personal intention, and that licenses the ‘guessing’ of such intention.

References:

‘Chunking’ in metaphors in use
Alice Deignan
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Day and time: 29th May 12.40
Room: 12

Corpus linguists (for example, Sinclair, 1991) have observed that language in use tends to be formed of ‘chunks’, regular collocations of two or more words. If metaphorical language in use is merely the surface expression of metaphorical patterns of thought, there is no reason why it should differ in its formal linguistic properties from literal language. However, it seems that chunks may be especially common when language is used metaphorically: that is, metaphorically-used words may have a stronger tendency than literally-used words to bind with their linguistic surroundings and become part of larger expressions. No previous large-scale corpus research has studied the issue directly, but related studies on linguistic metaphor (for example, Deignan, 2005) would support this hypothesis. Stubbs (2002) gives examples of the most frequent collocations in two large corpora, a large proportion of which are metaphorical. This paper presents early findings from a corpus study tackling the question directly by analysing the relative frequency of metaphors and literal language in chunks. It moves on to consider the implications for models of metaphor production and processing, and for linguistic description.

Speakers probably store, produce and process chunks as single units (Sinclair, 1991, Wray, 2002). Further, it is possible chunks are acquired holistically, only later, if at all, being analysed into their component words (Wray, 2002). It follows that when speakers use chunks that consist of some metaphorically-used words, they may have selected them ready-made, and, at an earlier stage, acquired them as such. This calls into question the nature of internal metaphorical links for individual speakers. This research therefore complements and informs the discussion about whether speakers access conceptual metaphors during online processing (for example, Keysar et al, 2000).

Within the literature on chunking, it is generally held that chunks develop in the language for reasons of communicative efficiency (Wray, 2002). This would not explain their apparent relative frequency in metaphorical language; a re-examination of the special functions of chunks in contrast to freely-forming language may be required.

References
Ever since Lakoff & Johnson (1980) introduced their Conceptual Metaphor Theory, metaphor research has taken flight. Linguists, psycholinguists and psychologists alike have redefined what counts as metaphor and how it is manifested in language and thought. Special attention has been paid to the role of conventionality, the linguistic expression of conceptual metaphor as metaphor versus simile, and to the distinction between metaphor and metonymy. One phenomenon that has received little empirical attention, however, is personification. Lakoff & Johnson (1980) discuss personification as one of the ‘most obvious ontological metaphors’ and mention that it is not ‘a single unified general process’ (p. 33). Yet the examples are all limited to verbs while it is emphasized that ‘each personification differs in terms of the aspects of people that are picked out’ (p.33). Kövecses (2002) takes a similar approach, claiming that personification ‘occurs in everyday conventional language’ and that it is 'also used commonly in literature' (p. 49). Yet Kövecses gives the same verbal expressions as Lakoff & Johnson, in addition to such conceptual metaphors as TIME IS A DEVOURER and TIME IS A DESTROYER.

Steen (1994) has pointed out the need to take grammatical form, lexical structure and rhetorical form into account when analyzing the linguistic manifestations of conceptual metaphors. I will adopt a similar systematic and rigorous approach to personification. Using the Metaphor Identification Procedure (2007) as developed by the Pragglejaz Group and Steen’s (1999) Five-step Method, it is possible to construct a refined taxonomy of personification in natural discourse. These identification procedures allow us to systematically analyze where and how the personification occurs on the linguistic level, the conceptual level and the discourse processing level.

Our annotations of a 50,000 word sample of text excerpts from the BNC-Baby have revealed that personifications can occur as verbs (the pines bowing and shivering in the wind), as nouns (chairs with gilded spindle legs), as adjectives (the thirsty, insatiable soil), and even adverbs (the plane climbs reluctantly, one set of wings dipping drunkenly). They can be expressed as metaphors (see the examples above), or as similes (stunted trees squatted like old men in cloaks), or as idioms (look the facts in the face). They can be highly conventional (the stable door gave a view of the paved courtyard), or entirely novel (the rhythmic moaning of the sea). They can be metonymy as well as metaphor (when the CND office telephoned), or only metonymy (two happy events). And they can be simple or extended (the bottom was covered by aggressive pink hollyhocks, seemingly determined to fight their way inside). It is my aim in this paper to
present an ordered and integrated picture of this variety of aspects of personification which can be used as a tool for further discourse analysis.

References:

The use of metaphor by the Polish advanced learners of English. A corpus-based research.
Małgorzata Fabiszak
Adam Mickiewicz University (Poland)
Day and time: 29th May 17.40
Room: 9

This paper has combined interests in metaphor, language corpora and language teaching. It has been inspired in particular by Littlemore – MacArthur (2007) and Low (1997). The aim of the paper is to examine the use of metaphor in the essay writing by Polish advanced learners of English gathered in the PICLE corpus.

PICLE, compiled by Przemyslaw Kaszubski, is the Polish sub-corpus of the International Corpus of Learner English (ICLE). It contains about 330,000 words of running text (over 500 essays), all available in electronic form.

The two particular sub-goals of the corpus analysis will be to answer the following questions:
(1) How do Polish learners of English use metaphors to structure their texts, in particular
   a. do the metaphors appear in summarizing the main idea of paragraph and in transition between paragraphs (cf. Low 1997)?
   b. do they frame the text by the same metaphor appearing in the introduction and in the conclusion?
   c. do they chain a series of paragraphs (cf. Koller 2003)?
(2) What errors do they commit in the use of metaphorical expressions.

The first question will be answered through a qualitative analysis of texts, while the second will be aided by the use of concordancer on the error-tagged sample of the PICCLE corpus: 77 essays / 52,218 words. The error category of lexical errors (words, collocations, phrases, linking expressions) is the most promising.

The second stage of research will consist in applying the conclusions from part one in the classroom. Both types of results, from corpus analysis and from the classroom experiment will be reported.

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Deliteralization and the birth of 'emotion'
Dirk Geeraerts, Annelies Bloem, Michèle Goyens
University of Leuven, University of Gent and University of Leuven (Belgium)
Day and time: 31st May 9.00
Room: 8

The embodiment hypothesis, a cornerstone of much thinking in Cognitive Linguistics, has given rise to a renewed interest in the interaction between cultural factors and embodied experience. In the well-known studies on the concept "anger", an early assumption of a universalist physiological basis (Lakoff & Johnson 1987) gave way to a more nuanced approach when it was established that the emotion vocabulary in English is to a large extent determined by the historically traceable, culturally specific influence of the theory of humors (Geeraerts & Grondelaers 1995, Gevaert 2005; and see Sharifian 2003, Kövceses 2005 for current views).

In this paper, we will take the exploration of the influence of the humoral theory one step further, and show that the psychological reading of the word *emotion* itself, etymologically speaking, derives from the theory of humors (and hence, from an embodied conception of the mind).

Taking into account that *emotion* in English is a loan from French and that French *émotion* is itself derived from the verb *émouvoir*, we will primarily trace the emergence of the psychological meaning of *émouvoir*. Based on a corpus of roughly 4000 observations of the verbs *mouvoir* and *émouvoir* in Old and Middle French texts, complemented with 18000 attestations taken from 16th, 17th and 18th century sources, we will show the following.

1. Both verbs are largely synonymous in Old French and Middle French; the specification of *émouvoir* for psychological readings is a quantitative and gradual one, which reached its completion only in the Modern French period.
2. The development of psychological readings starting from the spatial senses of the verbs can be traced along two lines. One starts from a stationary type of movement, focusing on internal turbulence, and leads to expressions such as *ilz nous esmeuvent et alterent souvent les courages*. The other starts from a 'change of spatial position' sense, and leads, through a number of intermediate steps, to expressions such as *c'est la cause qui le corage fait a ire esmouvoir*. 
3. In both lines of development, humoral factors play a crucial role as bridging contexts between spatial and psychological readings: the movement of the humoral fluids in the body (according to either of the two literal types of movement that constitute the starting point for the two lines of semantic development) physiologically correlate with an emotive reaction.

4. The gradual specialisation of émouvoir for psychological meanings has its basis in the fact that in its literal readings, this verb refers more than mouvoir to stationary turbulent movements (and such movements are typical for fluid masses, like the humors).

5. The semantic shift towards psychological meanings correlates with a formal shift in the constructional patterns of the two verbs, defined in terms of the relative frequency of intransitive, transitive and reflexive constructions, and the type of arguments filling those structures.

6. Because they arise as a result of the demise of the humoral theory, any current metaphorical interpretations of emotion may be described as the effect of a process of deliteralization.

References


Towards metaphor identification in a wine tasting lexicon corpus
Margarita Goded Rambaud
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Day and time: 31st May 10.20
Room: 10

Tasting notes in wine tasting experiences are particularly good examples of lexical sensory descriptions. They relate perceived information coming from different sources. Visual, olfactory and tasting input conflate in the wine tasting experience and enologists and wine tasting experts put this experience into words in the form of wine tasting notes. This lexical domain combines the need of giving lexical format to multiple sensory experiences and the immediacy of its main referents such as wine, grape and other sources of the wine tasting sensory experience.

The data are Spanish and English wine tasting notes taken from various wine guides in both languages. Guía Peñín for Spanish wines and Robert Parker’s The Wine Advocate for English are, statistically, the main contributors to the corpus. Certain cross-cultural
characteristics together with some culture specific features can also be identified in both corpora.

The hypothesis that the current research is based on argues that a lexical field can be described in terms of the ontology of that particular field and that this description can take the form of a grammar which can, eventually, take the form of a descriptive algorithm. Because it is being held that these three theoretical constructs share the same basic structure it is argued here that they can be reduced to each other.

Based on the above, the aim of this paper is to present a contribution to the computational deduction of information relevant to the construction of metaphors. Firstly, some advances in testing the validity of a procedure for computational identification of the components that make up the meaning of expressions in WTN corpora is shown. This takes the form of a proposed descriptive algorithm which includes a number of tagging components. These components range from non linguistic ones, with taggers for “perceptual input” and “world knowledge” to a cognitive tagging accounting for “configuration markers” such as part/whole (σ), degree (δ), frequency (φ) or boundness (β) applicable to different types of ontological constructs such as entities or relations.

Secondly, a procedure to reduce the dimensions of the corpus has been designed. It has been labelled as “clashing identification” and it shows how, for example, the component “type of ontological construct”(σ) for wine or beauty will be <entity>, whereas for aggressive will be <relation>. The component “dictionary entry”(D) for aggressive and beauty will clash with the component “link to perceptual input” (α) and it will be ruled out and not included in the descriptive algorithm. This will help reduce the general corpus (Σ) to a manually taggable one (Σ - D). As a result, clashing of <world knowledge information> (ψ) with other tagging components can be expected to be linked to certain culture-specific metaphors.

The production of metaphors by adult learners of Norwegian
Anne Golden
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Day and time: 29th May 17.00
Room: 9

To what extent do learners of Norwegian use metaphorical expressions in Norwegian? What types of expressions are used, in which context, and by whom? What are the learners’ characteristics? Does their mother tongue influence their use of certain expressions? These are some of the questions asked in a newly started project ASKeladden, financed by the Norwegian Research Council, in which I participate. The data comes from the ASK corpus at the University of Bergen. This is an electronic corpus consisting of essays written by adult immigrants with ten different mother tongues collected from two official tests, which give candidates certifications of competence in Norwegian.

Words and expressions used in a non-basic sense are considered metaphorical – as in the Conceptual Metaphor Theory presented by Lakoff & Johnson (1980, 1999). In this paper I will focus on metaphorical expressions involving a few high frequency
nuclear verbs (e.g. ta, gi [English: take, give]) as well as a few action verbs (e.g. fylle, bryte, henge [English: fill, break, hang]). In addition I will present expressions involving metaphors examined in my dissertation – UNDERSTANDING IS SEEING and AGREEING IS CO-LOCATION (Golden 2005) – where comprehension by minority students in lower secondary school was studied. All the expressions are compared with frequencies of these expressions in written and oral Norwegian used by native speakers.


A Frequency-Based Collocational Approach to Determining Mapping Principles
Shu-Ping Gong and Kathleen Ahrens
National Taiwan University (Taiwan)
Day and time: 29th May 17.40
Room: 10

Many research issues concerning conceptual metaphors have been examined in recent years, including the method for determining conceptual metaphors (Stefanowitsch 2005), source domain determination (Chung 2007) and how metaphors are processed (Gibbs 1994, Gentner & Wolff 1997). However, few studies focus on the question of whether a general principle occurs between a source domain and a target domain.

In order to answer this question, this study examines whether Mapping Principles (MPs), which govern how concrete concepts in a source domain are mapped to abstract concepts in a target domain, are realized in large-scale corpus data. A Mapping Principle, proposed by the Conceptual Mapping Model (Ahrens 2002), is postulated to be the prototypical mapping in a source-target domain pairing. In this study, we propose that Mapping Principles can be determined based on the most productive collocate between a source domain and a target domain.

We explored the two metaphors, i.e. IDEA IS "X" and "X" IS A BUILDING. We used Chinese WordSketch, which was constructed by loading the Gigaword Corpus to the Sketch Engine and contains 1.12 billion Chinese characters (Huang et al., 2005), to examine Mandarin metaphorical expressions that use IDEA and BUILDING as a Subject, an Object, and a Possessor. Then, the lexical mappings with the same conceptual metaphor, e.g. IDEA IS A BUILDING, were grouped. Finally, a mapping principle was postulated based on the most frequent collocate between a target domain and a source domain.

The corpus data show that a mapping principle emerges from analyzing a source-target domain pairing via this frequency-based collocational method. For example, the lexical item jichu "foundation" in Mandarin Chinese is the most frequent lexical mapping in the IDEA-BUILDING domain pairing, which is in accordance with the
Mapping Principle that IDEA IS A BUILDING as it has to do with the notion of foundation.

In addition, the results support Conceptual Mapping Model's (Ahrens 2002) proposals. First, a target domain selects different source domains for distinct reasons. For example, we found that the target domain of IDEA selects the source domain of BUILDING in order to utilize the notion of foundation, while it selects COMMODITY for another reason, i.e. the notion of promotion. Second, the validity of a Mapping Principle Constraint can be verified through our corpus analysis. For example, we found that the same mapping principle will not be selected when the same target domain selects two different source domains. For example, the target domain of IDEA selects the two source domains of A RACE and WAR for different underlying reasons even though similar concepts such as "win", "lose", etc., are involved in the two RACE and WAR domains. Third, our data show that a source domain contributes different aspects of meanings to different target domains. For example, the different mappings for PROBLEM IS A BUILDING and LIFE IS A BUILDING are because the aspect of a key from the BUILDING domain is selected by PROBLEM but the aspect of reconstruction from the BUILDING domain is selected by LIFE.

In short, this research proposes a frequency-based collocational method to determine mapping principles and shows that the mapping principles underlie the source-target domain pairings for conceptual metaphors. This study thus leads to a better understanding how semantic networks are formed and represented in the lexicon via conceptual mappings.

Metaphor and Simile in academic writing in science and the humanities: Mediating between the “two cultures”
Christoph Haase
Chemnitz University of Technology (Germany)
Day and time: 29th May 17.40
Room: 12

This contribution focuses on metaphorical expressions in science papers and in the humanities. It thus represents an approach to “intercultural” communication in the sense of the so-called “two cultures” after C.P. Snow’s seminal lecture referring to the sciences and to the humanities as two different cultures. In modern academic discourse there is little transdisciplinary communication between sciences and humanities with only few fields bridging this gulf (e.g. some of the cognitive sciences). Thus, much of the mediation between the two cultures is done predominantly by hedge expressions and metaphorical expressions. In the contribution, metaphor is analysed against a Cognitive Grammar framework focusing on a source/target domain analysis according to membership of these domains in semantic ontologies. For that end, a corpus with texts from diverse natural sciences (physics and biosciences) and from the humanities (mainly psychology and literature) has been compiled, tagged and ontologically annotated using the WordNet ontology. We will define a quantifiable feature of metaphorical expressions – metaphorical propensity - and a quantifiable feature for the ontological complexity of the source/target domains. This allows a precise automated typology of metaphorical expressions and a subsequent mapping of the domains onto the original texts. Texts can thus be profiled according to the domains their metaphorical expressions tap into. This allows in a second step to classify the
conceptualisations behind the metaphorical usage. Together with the ontological intersections this enables us to generate maps in the sense of the blended structures suggested by Fauconnier/Turner, 2002. The presentation will include a demonstration of the software tools developed for this purpose.

References

**Metaphorical Construction of “Super Girl” in Chinese Internet Media Discourse**
Chong Han
The University of Sydney (Australia)
Day and time: 31$^{st}$ May 9.00
Room: 11

“Super Girl”, the first Chinese equivalent of “American Idol”, has become one of the most popular TV programs in China since its start in 2004. The unprecedented involvement of the audience through SMS and phone-ins has generated an on-going debate about its impact on Chinese society. The online news reports and online comments are permeated with metaphors describing, praising or criticizing “Super Girl”. This paper examines metaphors and their semantic associations constructed in and through the internet media’s coverage of this activity. My data comes from two types of online discourse: online news reports and online commentaries (including both news commentaries and posted online comments), over the period 2004 and 2006. The results show that metaphors differ according to sources, and often convey conflicting images. Using an integrated model of Critical Discourse Analysis (CDA), Conceptual Theory of Metaphor (CTM) and Corpus Linguistics, this paper aims to show that the choice of metaphors reflects the different interests and ideologies of three distinctive groups of people, namely entertainment journalists, news commentators and the experts they draw on, and audience members who comment online. The paper also argues that a better understanding of metaphor in media discourse contributes to a better understanding of the social and cultural situation in the contemporary China which is in transition.

**Contrastive patterns in the use of fixed expressions and idioms in English and Spanish business press headlines**
Honesto Herrera Soler and Michael White
Universidad Complutense (Spain)
Day and time: 31$^{st}$ May 9.00
Room: 9

The present paper sets out to address the controversial role of idioms and fixed expressions in language use from a number of perspectives. It is based on our own hand searched corpus of English and Spanish business press headlines and therefore, in the first place, operates on the grounds of real language usage. Secondly it is contrastive,
highlighting both frequency incidence as also similarities and differences between Spanish and English usage in this field. In this respect, consideration is not only given to structural paradigms but cultural issues are also taken into account. Thirdly, as well as canonical forms, it also addresses the crucial issue of variation in fixed expression and idiom (FEI) usage. This variation also shows internal differences and an analysis of these differences allows us to establish variation patterns which in turn show contrastive differentiation. Furthermore, checking our evidence against that of large scale corpora (BNC for English, CREA for Spanish), reveals the statistical significance of the variation found in our own corpus and the difficulty of detecting such variation in large scale corpora. Fourthly, it considers pedagogical implications. The idea that on a cost-benefit rationale, the fact that the incidence of any particular idiom, as demonstrated by corpus evidence is minimum (10 to 50 tokens per 100 million words, as pointed out by Langlotz 2007:226), attention to this feature in foreign language teaching should be correspondingly minimum is rejected for a number of reasons. On the one hand, our evidence on variation shows that corpus evidence may be underestimating idiom incidence and, on the other, the low incidence of any particular idiom has to be counterbalanced by sheer vastness in number of FEIs taken collectively and the essential role these play in naturally occurring language use. Fifthly, the communicative aspect of FEI usage is considered and this is seen to provide yet further support for attention to this phenomenon in a foreign-language-teaching scenario.

Selected References

... ‘And now Ireland flies on two wings’. Politics and metaphors, or on the construction of Ireland in the public sphere
Encarnación Hidalgo Tenorio
Universidad de Granada (Spain)
Day and time: 30th May 9.40
Room: 10

The present paper deals with a key issue in Irish studies: the problem of how the concept “Ireland” has been constructed both politically and linguistically, in particular in the last two centuries. The evolution of a nation always under question, from the so-called “Mother Ireland” to the “Celtic Tiger”, is of special interest. I will focus on the last two women presidents in the Republic and I will compare them with each other and other (male) politicians from Éire and Northern Ireland. My attention will be placed on metaphors (Lakoff & Johnson 1980; Lakoff & Turner 1989; Charteris-Black 2004a, 2004b; Musolff 2004). The idea is to study which patterns are recurrent in these politicians’ discourses, which scenarios or frames they invoke, and the types of meanings they encapsulate. Thus, I will be able to study two linguistic matters...
concerning these people altogether: how their gender (Holmes 1995, Cameron 1999, Thornborrow 2002, Eckert and McConnell-Ginet 2003) and how their ideological positioning as well may presumably influence the way they make use of language (Fairclough 2000, 2003; Chilton 2004). I assume that the worlds depicted by these men and women may be dissimilar, although it will be necessary to check this extreme when data are observed. In that respect, metaphorical pattern analysis (Stefanowitsch 2006) will turn to be a very efficient approach.

References

Spanish Conceptualization of Lust and its Applications in Advertising.
Alberto Hijazo Gascón
Universidad de Zaragoza (Spain)
Day and time: 31st May 10.20
Room: 11

This paper shows how Spanish conceptualizes the emotion of Lust from the perspective of Cognitive Theory of Metaphor (Lakoff and Johnson (1980), Barcelona (2002), Cuenca and Hilferty (1999), Kövecses (2000)). Although some metaphors seem to be universal, cultural variation plays an important role in conceptualizing abstract concepts and creating semantic extensions (Kövecses (2005), Ibarretxe Antuñano (forthcoming)). Thus, the study of metaphors is an important issue for cross-cultural studies. In this sense, the aim of this research is to study metaphors for Lust in Spanish from both a cross-linguistic (compared to English) and intra-linguistic (comparing dialects of Spain and Chile) point of view.
In the first part of the paper, a detailed description of Lust in Spanish is presented. Following Csábi's (1998) analysis of English Lust and her methodology, metaphors are drawn from three Spanish romantic novels. Furthermore, it is explained how each of the metaphors is (or not) applied to certain parts of the conceptual domain of Lust. Then, a contrastive comparison between English and Spanish Lust metaphors is offered. This highlights the differences in the conceptualization of Lust and its frequency.

In the second part of the paper, an intra-linguistic comparison is carried out between two dialects: Chilean and European Spanish, comparing the present corpus for European Spanish and Alarcón’s (2006) for Chilean Spanish. The importance of cultural variation in conceptualization will be shown not only between distant cultures but also within the same language community, in this case the Hispanic. Indeed, it has been found how a Chilean metaphor is not used in Spain and could hardly be understood by speakers of this variant.

Finally, an application of these results to advertising is discussed. Lust is important in the Advertising field since it is taboo in many societies. Moreover, it will be shown how some of the Lust metaphors discussed above are used in advertising, like for instance, the metaphor SEXUAL DESIRE IS DESIRE FOR THE OBJECT. Thus, cross-cultural and inter-linguistic differences in these metaphors should be taken into account in the Advertising world.

REFERENCES:


Metaphor idiomaticity in cross-cultural communication: Do differences at the level of linguistic metaphor matter?
Marlene Johansson Falck
University of California, Santa Cruz (United States)
Day and time: 30th May 9.40
Room: 9
This paper deals with metaphor idiomaticity in the English produced by Swedish university students of English. Questions addressed are a) To what extent, and in what ways, do differences between the usage patterns of English and Swedish metaphorical expressions pose problems for Swedish speakers of English? and b) What strategies do they use in dealing with the differences? The overall aim is to learn more about the role linguistic metaphors play in metaphor production.

As can be expected, English and Swedish, which are both Germanic languages spoken in similar cultures in the Western World, display many similarities with respect to what conventional conceptual metaphors are reflected in them. While making remarkable discoveries at the level of conventional conceptual metaphors unlikely, the similarities between the languages and cultures, give us possibilities to see how important the level of language is in metaphor production.

The present study is based on corpus-based dictionary data about the English terms road, way and path and their Swedish equivalents väg and stig. Moreover, it includes an extensive corpus investigation of metaphorical expressions including the terms road, way, or path and taken from the British National Corpus and The Uppsala Student English Corpus (USE), which is a 1,221,265-million-word corpus consisting of 1,489 essays written by 440 Swedish university students of English.

These expressions were chosen because they are all structured in a coherent way at the level of conceptual cross-domain mappings, that is, in line with the primary metaphor ACTION IS MOTION and one or more of conceptual motion metaphors such as LIFE/AN ACTIVITY/A RELATIONSHIP/LOVE/TIME IS A JOURNEY and PURPOSES ARE DESTINATIONS (see Johansson Falck 2005:202-221).

The BNC study was made to analyse the usage patterns of metaphorical road, way and path expressions that native speakers of British English have. These patterns were then compared with those of Swedish speakers of English in the USE corpus. Moreover, comparisons with dictionary data were made as well as internet searches to see how Swedish metaphorical väg and stig expressions are used.

On a specific level, this paper thus discusses if there are any systematic differences between metaphorical English road, way and path expressions produced by Swedish speakers and those produced by native ones. It investigates what kinds of mistakes Swedish university students make when using these expressions, and to what extent their mistakes reflect transfer from usage patterns involving similar Swedish metaphorical expressions. Moreover, important differences between English and Swedish are discussed, for example, how the low frequency of metaphorical stig expressions in Swedish affect the frequency of Swedes’ uses of English metaphorical path expressions, and if Swedes, in their uses of English metaphorical road, and way expressions are affected by the fact that Swedish has only one term väg where English has two. On a more general level, the study gives us more knowledge about the role played by linguistic metaphors in metaphor production.

References:
Metaphorical Constructions in a Cross-Cultural Company: A Source of Misunderstanding?
Lise-Lotte Holmgreen
Aalborg University (Denmark)
Day and time: 30th May 9.40
Room: 8

It is common knowledge that for any company planning to expand its activities across borders, culture and communication are major challenges. Consequently, these issues, also known as intercultural or cross-cultural communication, have been the object of much scholarly attention over the years. Hence, many studies have sought to explain the communicative challenges faced by companies through generalized, taxonomic models that list differences on a national cultural level, but have failed to take localized, communicative issues into account (e.g. Hall 1990, Hofstede 2006, Mead 2005).

However, there is indication that these latter issues are important in assuring a positive outcome of cross-border collaboration (see e.g. Pan et al. 2002); an aspect this paper will investigate more thoroughly by studying the use of conceptual and linguistic metaphors in intercultural business encounters. The background for this approach is the recognition that the linguistic realization of conceptual metaphors is much determined by contextual and cultural factors (Goatly 2007, Kövecses 2007) and therefore possibly a cause of misunderstanding and miscommunication when people from different cultures meet.

The data for the analysis are staff logs on intercultural experiences and encounters recorded by twelve staff members of a Danish-Ukrainian software company during early spring 2008. Over the years, the company has experienced continuous communication problems with their Ukrainian staff, leading to among other things a loss of orders. By studying how key members of staff from Denmark and Ukraine conceptualize and metaphorically communicate about issues, it is believed that inexpedient intercultural communication styles can be uncovered, first of all leading to recommendations on more effective ways of communication, and hence, possibly an improved bottom line for the company. Secondly, it is hoped that on a more general level the analysis will shed light on the ways conceptual metaphors are realized linguistically in different cultures, providing a background for further studies.

References
Cultural words in metaphor and translation
Iraide Ibarretxe-Antuñano
Universidad de Zaragoza (Spain)
Day and time: 29th May 12.40
Room: 11

Cultural words are lexical items grounded in one specific culture; they refer to specific conceptualisations of the world which are peculiar to a given cultural community. These words are quite problematic not only from the viewpoint of semantic theory, i.e. how to explain why they mean what they do, but also from an applied perspective, i.e. how to translate them into other languages. Without the appropriate knowledge about their cultural background, cultural words are bound to be misinterpreted and therefore, misused.

Gogo is not only a frequently used word in Basque, but it is also one of those words so culturally entrenched that are almost impossible to translate into a different language. This word can lexicalise multiple polysemous meanings such as ‘mind’ (e.g. gogo argi ‘bright mind’), ‘will’ (e.g. zerbait egiteko gogo izan ‘to feel like doing something’), ‘memory’ (e.g. gogoan izan ‘remember’), ‘spirit’ (e.g. Gogo Saindua ‘Holy Ghost’)… but it does not seem to have a unique equivalent in other languages such as English. The traditional Cartesian dichotomies of body and soul or body and mind are ‘melted’ or ‘blended’ in this word. Gogo does not seem to separate the rational from the irrational; quite the opposite, this word harmoniously unites these two ‘apparent’ contrary concepts in one. The result is a kind of ‘primitive thought’, where there is an intellectual reasoning process but based on intuition and emotion; or to put it in another way, an intellectual reasoning process prior to any distinctions between feelings and thought—which, in fact, implies that reason and feelings were not differentiated at all.

First, this paper discusses the conceptualisation of the Basque word gogo; its relation to embodiment and cultural grounding and the role that these two elements play in the metaphorical structuring of this word. Second, it examines the role of cultural words and metaphor in translation studies and why words such as gogo are so difficult to translate.

Vagueness, conventionality and abstraction: the nature of metaphor in spoken conversation.
Anna Kaal
Vrije Universiteit Amsterdam (The Netherlands)
Day and time: 30th May 10.20
Room: 12

The discovery of conventional conceptual metaphors has raised the problem of how to identify their linguistic manifestations in large sets of natural discourse. One solution to this problem has been the so-called MIP (Metaphor Identification Procedure) developed by the Pragglejaz Group (2007)3 as a general method of analysis for different registers of discourse. At VU University Amsterdam four PhD students within the research programme ‘Metaphor in discourse: Linguistic forms, conceptual structures, and cognitive representations’ have applied MIP to a sample of academic texts, fictional

texts, news texts and conversations derived from BNC-Baby, totaling almost 200,000 words. Having completed the identification of the linguistic forms that are expressions of underlying metaphorical mappings, the research has now turned to the systematic identification of the related conceptual structures through the discourse-psychological technique of propositionalization (e.g. Kintsch, 1998) to explicate how metaphorical mappings might actually work. At a later stage the focus will be on the cognitive evaluation of these conceptual analyses: how do people actually process different metaphorical manifestations?

Of the four different registers constituting the research data, conversation is the odd one out being the only register containing spoken instead of written discourse; whereas written discourse is static and the result of a long thought process, conversing is a real-time, interactive event in which participants rely on situational context, which is why they can afford to be less specific than in written texts. At the same time, the online production of speech increases people’s dependence on fixed, conventionalized packages. This influences the way language as well as metaphors are applied in conversation. Strikingly, conversation is least metaphorical of all four registers studied in our project. Examples of typical phenomena are nicknames (‘pet’), cases of vague language use (such as ‘thing’ and ‘stuff’) quantifying expressions (“It’s a load of rubbish.”), demonstratives (“Oh no, I just wanted to know if you wanted any that was all”) and idiomatic expressions (e.g. “To put one’s foot down”).

What these examples have in common is a highly conventionalized use of metaphor which is either vague, very general or seems to lose its connection to the basic meaning. In view of propositionalization, what is then the effect of conventionalization and vagueness on the conceptual structures of metaphor? How do conventionalization and vagueness influence the alignment of source and target attributes? Do they evoke skeletal mappings (such as the primary metaphor ABSTRACT = CONCRETE) instead of extensive ones? In my talk I will highlight the often vague and pre-fabricated meaning of metaphorical language for everyday conversation and use these illustrations from our corpus to suggest tentative answers to these questions.

Studying Metaphor in ATLAS.ti: How to make the quantitative and qualitative perspectives meet
Michael Kimmel
University of Vienna (Austria)
Day and time: 29th May 12.40
Room: 12.40

The aim of the presentation is to survey a set of software-assisted methods for studying metaphor that I have implemented in ATLAS.ti 5.2 (and that may be implemented in similar software tools). The presented approach flexibly combines qualitative and quantitative measures in a method mix. For illustrating the approach, I will draw on material from a project comparing metaphors in six short novels and from a project studying a British newspaper corpus on the EU constitution.

The introductory part briefly discusses the merits of tagging metaphor sources and targets separately and running co-occurrence searches to pinpoint the relevant metaphorical mappings. This contrasts with one-shot approaches that capture entire

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mappings and, theoretically, with approaches based on primary metaphors. I will also argue for the benefits of multi-tier coding of metaphorical source domain, i.e. tagging units with rich domains such as “journey” or “warfare” and image-schematic domains such as “path” and “force interaction” in parallel.

In the main part of the presentation, I survey a set of analytical routines for analyzing metaphor that become available through the outlined tagging approach. First, the standard analysis of general coherence patterns of metaphor in a text or a whole corpus is illustrated. This can optionally be carried out with frequency based pre-selections of patterns. Next, semi-automated routines are described that help locate, count, measure, and typologically differentiate metaphor clusters that are found in short text segments. (In addition, for the case of literary metaphor, I argue that studying image schema coherence under conditions of textual cohesion has special benefits, e.g. for understanding literary key themes). Finally, methods for studying quantitative metaphor distributions are discussed, which are available via ATLAS.ti outputs that gets processed in statistical software such as SPSS. The quantitative part closes with a discussion of co-occurrence data on metaphor embedding in wider theme units, which leads to a consideration of the role of metaphor in narrative cognition.

**Using systemic-functional grammar to find evidence for conceptual metaphor and metonymy**
Veronika Koller
Lancaster University (United Kingdom)
Day and time: 30th May 17.10
Room: 12

In this paper, I aim to demonstrate that evidence for some conceptual metaphors and metonymies is not only found in metaphoric and metonymic expressions but can also be corroborated through a systemic-functional analysis of a text’s grammatical structures (Halliday and Matthiessen 2004). Empirically, the paper is based on examples from branding discourse. Genres such as mission statements, company brochures and advertisements show evidence that corporate brands, i.e. the socio-cognitive representations (Moscovici 2000) of companies that corporate text producers communicate to their target groups, are conceptualised as persons. From a branding point of view, this is done to concretise the abstract entities that are brands and to foster brand loyalty by enabling the consumer to enter into a relationship with the brand-as-person.

At the level of individual texts, such personification is expressed, on the one hand, through metaphoric expressions drawing on the related source domains of LIVING ORGANISM (e.g. Porsche must grow) and EVOLUTIONARY STRUGGLE (e.g. survival depends on using the company’s future potential), which are complemented by the sub-domain HUMAN BEINGS (e.g. company XY is a reliable partner). Beyond that, however, a range of grammatical features also strongly suggest an underlying metonymy in which a company comes to stand for its employees. This metonymy shades over into the conceptual metaphor CORPORATE BRAND IS PERSON.

An analysis of social actors (van Leeuwen 1996) helps identify the central literal and figurative persons that feature in a given text and shows how they are referred to. Here, the fact that an ambiguous exclusive ‘we’ is used interchangeably with references to the company suggest a conceptual metonymy. Further, relating social actors to their actions
demonstrates that non-sentient actors engage in mental-affective process types (e.g. *our company thinks and plans*). An analysis of relational process types moreover shows how attributes typically used for human actors can evidence metaphoric personification by being allocated to non-animate actors. Finally, deontic and epistemic modality is drawn upon to show how a personified brand is endowed with values and beliefs.

I will close by discussing in what regards the personification of corporate brand is metonymic and what aspects of it are metaphoric. Ultimately, I argue for a comprehensive analysis of metaphor and metonymy in discourse that accounts for the accumulative evidence provided by grammatical structure.

References:

**Computer assisted metaphor analysis using key semantic domains**
Veronika Koller, Elena Semino, Andrew Hardie and Paul Rayson
Lancaster University (United Kingdom)
Day and time: 29th May 12.00
Room: 10

This paper will present the preliminary results of our research into the computer-assisted analysis of metaphorical patterns in discourse. Corpus-based techniques have successfully been applied both to the investigation of general metaphorical patterns (e.g. Deignan 2005) and to the study of metaphorical patterns in particular genres and discourses (e.g. Charteris-Black 2004, Koller 2004, Musolf 2004). A methodological limitation of this work, however, is that it primarily relies on the concordancing of preselected search strings: analysts mostly use corpus techniques to find further instances of expressions they have already identified as worthy of study.

Our project exploits for metaphor analysis a software package (Wmatrix) that was originally developed by Paul Rayson for the semantic analysis of texts (Rayson 2003). The USAS tool within Wmatrix automatically allocates each word or multi-word expression in a data set to a semantic field, and allows the analyst to compare the frequency of semantic fields in a particular data set with their frequency in a relevant reference corpus. The semantic fields exploited by USAS can be seen as roughly corresponding to the domains of metaphor theory. In our approach, we are able to filter all possible candidate semantic fields proposed by USAS to assist in finding possible ‘source’ (e.g. MACHINES) and ‘target’ (e.g. EMOTIONS) domains, and we can then go on to consider the potential metaphoricity of the expressions included under each possible source domain. This method thus enables us to identify open-ended sets of metaphorical expressions, which are not limited to pre-determined search strings.
In order to test the applicability of this software for metaphor analysis, we have used USAS in combination with key analysis techniques in Wmatrix to replicate two earlier studies of metaphor that were conducted using different techniques, namely: a study of MACHINE and SIZE metaphors in Ken Kesey’s *One Flew Over the Cuckoo’s Nest* (Semino and Swindlehurst, 1996), and a study of WAR, MACHINE and ORGANISM metaphors in business magazines (Koller, 2004). On the basis of our results, we will propose that Wmatrix can indeed be exploited as a useful additional tool for the identification of metaphorical patterns in large data sets.

Acknowledgement
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References

**Identifying linguistic metaphor in news texts**
Tina Krennmayr
Vrije Universiteit Amsterdam (The Netherlands)
Day and time: 30th May 17.50
Room: 12

In the research program ‘Metaphor in discourse’ at VU University Amsterdam, we have identified metaphorically used words and phrases in news texts (excerpts from the BNC-baby corpus) using a reliable tool – the Pragglejaz Metaphor Identification Procedure (“MIP”). MIP compares contextual meanings of lexical units to their basic meaning, and, if these meanings belong to different domains but can be understood by some form of comparison, words are said to be used metaphorically. In “higher interest costs”, for example, high is not used in its basic sense, “large in size from the top to the ground,” but has the contextual meaning of large in amount” (Macmillan English Dictionary). The contextual sense can be understood in comparison to the basic sense, though, which therefore points to metaphorical use.

News is a register that is a particularly rich source of figurative language and, compared to other registers, one where the metaphor identification procedure is rather transparently applied. General world knowledge usually suffices to understand the text’s meaning, specialized terms are rare (unlike academic writings) and the discourse is coherent (unlike conversations). This is reflected by a high percentage of inter-coder agreement and overall good results in multiple reliability tests performed by four analysts, pointing to a low incidence of difficult-to-treat cases. Nevertheless, there are
some instances of ambiguity and difficulty. In this talk I will discuss a variety of problematic cases and data that reveal particularly interesting properties in applying the steps of the identification procedure. I will:

(1) address problems related to establishing the contextual meaning of a lexical unit, which may
   (a) occur for novel language use
   (b) be due to ambiguous interpretations of context
   (c) result from insufficient context, such as may occur in the excerpted texts we analyze. For example, without sufficient context, “down” in “The store is a good way down” can indicate either movement to a lower position (literal) or movement along a path (metaphorical).

(2) address difficulties in establishing the basic meaning of a lexical unit, a problem mainly related to using dictionaries as a tool for metaphor identification.

(3) address challenges related to comparing and contrasting the basic and the contextual meaning in order to establish whether there is potential for a mapping. For example, for the lexeme labour it is debatable whether the sense “work” and the sense “giving birth” are metaphorically related or whether the latter is just a specification of a general sense.

I will highlight instances of these difficult cases and demonstrate their treatment within the metaphor identification procedure, offering possible approaches and solutions using sample newspaper texts from the BNC-baby corpus.

References:


**Digital Ecosystem: how metaphors become real environments**

Oxana Lapteva and Frauke Zeller
University of Kassel and Technical University Ilmenau (Germany)
Day and time: 30th May 17.50
Room: 10

Successful metaphor identification is key to getting access to the specific knowledge existing in communities. Metaphors and their relationships convey knowledge and its structure across different subject fields (Way, 1991). Our work was inspired by the European Network of Excellence Project OPAALS (Open Philosophies for Associative Autopoietic Digital Ecosystems) dealing with building a sustainable interdisciplinary research community and developing the theoretical foundation for a Digital Ecosystem (DE) by integrating three different research domains: social science, computer science and natural science. By means of the metaphorical and conceptual representation of the OPAALS knowledge we state that the challenging task of building a ‘common language’ (i.e. a framework which enables all stakeholders to communicate despite their different domain specific languages) is regulated by the composite character of these
research domains. Metaphors play a central role in OPAALS and Digital Ecosystems: they do not only represent a specific linguistic form, they also shape how we perceive and interact in our daily lives (Lakoff & Johnson, 1992), which points to a socio-constructivist approach to language and DE. Furthermore, they carry a high potential regarding the communication of new and innovative ideas, such as ‘Digital Ecosystem’, which is itself a metaphor and therefore, simply speaking, aims at transferring certain well-known concepts in order to depict a new concept for the sake of making itself understandable.

The aim of our work is to provide a comprehensive socio-linguistic analysis of metaphors, their specifics, formation and development. Choosing a socio-constructivist approach to metaphors in OPAALS means that we are confronted with two dimensions: Firstly, the socio-constructivist potential of language/communication in general (including metaphors) which shapes and constructs our reality. This means that each partner of OPAALS automatically contributes metaphors from their daily (working) lives to the project community, often in a rather unconscious manner, which makes OPAALS a ‘razzmatazz’ of metaphors. Secondly, we deliberately try to build a DE concept by means of metaphorical constructs.

It goes without saying that the metaphor razzmatazz cannot exclusively be played by ear, as the different concepts, understandings, and actions need to be understood in order to work across different disciplines. Therefore, a structured and analytic approach to metaphor is necessary which would also enable us to apply metaphors to DE without creating misunderstandings or false expectations. The ‘structured’ part also refers to the application of a computational framework for metaphor analysis, which adds a promising perspective to our research in a twofold manner: Firstly, by means of computational tools for linguistic analysis (see for example Deignan, 2005; Martin, 1990; Zachary, 2004) we can add quantitative data results to our qualitative results and therefore expand significantly our comprehensive analysis in terms of integrating language data from all stakeholders and not focusing on a sample analysis. Secondly, applying computational linguistic methods should provide new insights into approaches to human-computer interaction regarding the challenging task of creating computational, formal frameworks for natural language processing and understanding.

References:

How Ubiquitous are Time Metaphors? A Study of Temporal Metaphor Use in Two Distinct Domains
Mark G Lee and Alan M Wallington
University of Birmingham (United Kingdom)
Day and time: 30th May 16.30
The expression of time constitutes an important aspect of language, both because of its ubiquity and because of the challenging nature of its analysis, and this has been recognised and studied in a number of fields. For example, in both the corpus linguistic and natural language processing communities several mark-up schemes have been proposed for corpus annotation, the most well known being TimeML (Pustejovsky et al. 2003), and various corpora analysed using such schemes, such as TimeBank (Putejovsky et al 2003): a corpus of 300 newswire texts.

Similarly, within cognitive linguistics, there has been much work in studying how temporal information is expressed through metaphor, such as the familiar MOVING TIME and MOVING EGO conceptual metaphors (see Evans 2004, Nunez and Sweetser 2006 for recent work). Indeed Evans and Green 2006 (p290) argue that it is hard to talk about time “without recourse to expressions relating to space or motion.”

This convergence on the problem of time suggests much useful collaboration. However, curiously, given the comment above by Evans and Green, the 2005 Oxford Linguistics reader on “The Language of Time,” (Mani et al) which includes many of the major papers on time, including the TimeML paper (op. cit), includes no papers on metaphor and does not even have any entries for metaphor in the index. Furthermore, there is no facility within TimeML for the annotation of figuratively expressed temporal expressions.

This discrepancy is worthy of investigation and towards this end, this paper will present two studies. The first is an analysis and corpus annotation of doctor-patient dialogues in a clinical setting. We will show that in this type of discourse temporally expressive metaphors are common and are in fact the most common type of metaphorical usage. We will contrast this with a re-examination of the newswire text of the type used in the development of the TimeML annotation scheme for metaphorical expressions of time to see if they are genuinely absent. We will note that there certainly are some metaphorical expressions such as the use of “before” and “after” and also the assumption of a “time-line” on which to order events. However, we will also note a big difference between the doctor-patient dialogues and the newswires. Newswires are narrative texts about different events and there are many means of conveying a relative temporal ordering, including the temporal conjunction of clauses describing the events.

Finally we will then discuss possible extensions to the TimeML annotation scheme to accommodate temporally expressed metaphor and conclude with some remarks concerning methodological issues related to cross-corpus metaphor analysis.


Complex dynamics of equivalence as a methodological tool for contrastive cognitive studies

María Lema and Juani Guerra
University of Las Palmas de Gran Canaria (Spain)
Day and time: 30th May 9.40
Room: 11

The concept of equivalence has been used and overused in 20th century language sciences, both from the point of view of Linguistics proper (Contrastive Studies) and Translation Studies. As an ontological concept, equivalence has fuzzy limits and, as has been extensively proved by scholars of all disciplines, reflects almost every problem related with the complex interaction of languages and cultures.

The degree of complexity of any scholarly attempt to define this concept is so high that many related studies explicitly avoid its use unless it is crucial for the goals of their research. However, there are cases where the design of experiments dealing with metaphor across cultures, cannot avoid dealing with mechanisms of equivalent constructions of meaning in different languages. Equivalence would appear, then, as a necessary category for identification and comparison of cultural models and cultural conceptualizations, especially when we want to test the universality of identified patterns.

A basic initial question we might pose would be: Are our experiments well-designed from this point of view? How do researchers cope with the difficulty of identifying mappings across languages? Can Translation Scholars help in this respect? If so how?

Our aim is to analyze the conceptual implications of using equivalent linguistic units as material for Contrastive Studies by looking closely at the design of experiments dealing with research on metaphor cross-culturally. Our research includes a preliminary listing of problems encountered in published research; it also launches a proposal of a working protocol about how we think cross-cultural cognitive metaphor experiments should be designed in order to avoid apriori accounts of equivalence at different levels of meaning construction.

How Ethics Is Embodied: A Case Study of Bodily-centered Opposites

Thomas Fuyin Li
Beihang University (China)
The aim of this paper is to explore how ethics is embodied through an examination of politeness value of the four pairs of bodily-centered orientational opposites in Chinese. These opposites are / (shang/xia, Up/down), / (qian/hou, front/back), / (zuo/you, left/right), and / (nei/wai, inside/outside).

The methodology consists of two steps. The first step concerns the study of their semantic patterns, embodiment, polysemous extensions, as well as the distributional features of each antonym in each pair. The data has been systematically collected from Zuozhuan ("Spring and Autumn Annals with Zuo's Commentaries", BC 772-481), a historical book collecting the records of important events in China history. The preliminary analysis has indicated that these four pairs of opposites are embodied in many ways including the character formation, their semantic extensions. Other interesting findings are also turned out.

The second step of the methodology concerns a detailed study of the four pairs’ semantic extensions into ethics area, especially in honorifics and litotes expressions in Chinese. The metaphorical polysemous meanings of these four pairs are heavily biased towards binaries of negative/positive, politeness/litotes etc. To be more specific, the first terms of the four pairs, shang/qian/zuo/nei/(up/front/left/inside/) tends to express positive meaning and show politeness; while xia/hou/you/wai (down/back/right/ outside), tends to be opposite. The analysis of the expressions attempt to support the conceptual metaphors including UP IS GOOD, FRONT IS GOOD, LEFT IS GOOD, and INSIDE IS GOOD. As another interesting finding, the meanings of the first group of lexical terms up/front/left/inside/ share some meaning intentions, while down/back/right/outside share theirs. Chinese expressions support the following conceptual metaphors UP IS FRONT, UP IS POLITENESS, LEFT IS UP, therefore LEFT IS POLITENESS, etc.

This case study tends to support the claim that human ethics is embodied in many important ways.

Investigating international encounters with figurative language in spoken academic and workplace discourse
Jeannette Littlemore, Almut Koester, John Barnden, Phyllis Chen and Graham Low
University of Birmingham, University of Birmingham, University of Birmingham, University of Birmingham and University of York (United Kingdom)
Day and time: 30th May 10.20
Room: 8

Figurative language is used in spoken discourse to perform a variety of functions. In educational settings, it is used to indicate topic change, classroom management, and perform a range of evaluative functions and in workplace discourse, it is used to create and develop understanding, to talk about sensitive issues, and to open up ways of dealing with potentially face-threatening situations. It is particularly prevalent in relatively informal settings that involve more than one interlocutor.

The comprehension and production of figurative language presents considerable problems for foreign language users of English and in some cases the causes of the
misunderstandings can be cultural as well as linguistic. Misunderstandings not only lead foreign language users to miss the main message that is being conveyed, but more importantly, the evaluative stance of the speaker towards what is being said.

Such problems in understanding and acquiring figurative language may act as a barrier, making it difficult for foreign language users to enter English-speaking educational and professional discourse communities. Discourse communities are often characterized by the use of specific lexis, much of which is likely to be figurative. One would expect metaphor and metonymy to be especially prevalent as they are the key forces behind the extension of word meaning; and metonymy is often involved in the type of referential shorthand that is employed by groups of people who work closely together. In some cases however, the use of figurative language may in fact aid communication and understanding between people from different cultures, and we are interested in this phenomenon too.

In this paper, we describe the initial stages of a study of the ways in which figurative language contributes to the creation of identity within two informal spoken discourse communities (one ‘academic’ and one ‘workplace’). We investigate foreign language users’ encounters with figurative language in these two communities, focusing on the problems and opportunities that it presents to foreign language users.

The long-term aims of our study are to:

- investigate a wide range of types of figurative language in informal spoken academic and workplace discourse settings
- identify the functions that figurative language performs in these settings
- understand the phenomenon from the point of view of foreign language users of English studying and working in these settings
- assess the extent to which misunderstandings of figurative language prevent foreign language users of English from acquiring the features of the institutional discourse employed by the community they wish to enter
- identify areas where native or proficient speakers simplify their use of figurative language when speaking to foreign language users of English
- investigate how the use of figurative language can contribute to understanding and relationship-building between foreign language users of English and native or proficient speakers

identify similarities and differences between the two settings in all of the above, giving us an idea of which phenomena are likely to be more general, and which are likely to be more situation-specific

Similes in conversational and more formal-style UK university lectures
Graham Low
University of York (United Kingdom)
Day and time: 29th May 18.20
Room: 12

Simile has long been used as a major stylistic and constructional tool by poets and writers of literary prose (Sayce 1954; Goatly 1997) and numerous examples have been
found in free conversation (see Carter, 2004). Simile seems particularly suited to explaining difficult concepts, so one might reasonably expect to find relatively frequent use of it in a range of types of educational discourse, both written and spoken. Support for this comes from Cameron's (2003) study of oral discourse in UK primary school classrooms and of samples of educational texts designed for young children. Applied to higher education contexts, a good hypothesis might be that simile would be used reasonably often in oral face-to-face sessions and in texts which are either aimed at students or are less formal than research reports in international academic journals. Two previous studies (Low 1997; Low, 2008), however, found almost no similes at all in, admittedly, small samples of academic book reviews, journal introductions and reports of science research aimed at non-scientists. The question thus arose of how far similes were actually used in university lectures.

The paper examines simile in four UK university social science lectures taken from the BASE corpus at the University of Warwick, two of which are conversational in style and two of which are more formal. The study builds on a previous examination by Low, Littlemore & Koester (accepted), which looked at the use of metaphors (but not similes) in three of them. Low et al. found metaphor was primarily used to resolve short-term 'local' problems of discourse or argumentation, rather than to create extensive overarching metaphors of the sort reported by Corts and colleagues in a sample of US lectures.

The first finding for the UK similes is that there are almost none at all in the data and where they do occur, it is only in the more conversational-style lectures. Secondly, they rarely if ever form part of long rhetorical sequences, where the writer or speaker is offering an extended explanation. Rather they are one-off items serving immediate and short-term rhetorical purposes, often associated with control of saliency and foregrounding at discourse level. In this, the speakers' use of similes parallels their use of metaphors. To the extent that the sample is at all representative of UK university lectures, it would seem that similes are both more limited in distribution and more restricted in function than one might assume from previous research literature.

References

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**What's in a Name? Country Metaphors in Taiwanese Presidential Speeches**
Louis Wei-lun Lu and Kathleen Ahrens
National Taiwan University (Taiwan)
Day and time: 30th May 17.50
Room: 8
Country metaphors have been extensively studied in political discourse. Past studies have generalized the conceptualizations of a country as a PERSON (Chiang and Chiu 2007; Kovecses 2002; Lakoff 1996), a BUILDING (Charteris-Black 2004; Chilton and Ilyin 1993; Lu and Ahrens, Forthcoming), etc. However, such generalizations are not detailed enough to capture the nuances between different names of a single country and their semantic associations. The present study takes different names of a country as synonyms, including taiwan 'Taiwan', zhonghuaminguo 'the Republic of China', guojia 'country', and woguo 'my/our country', and see how they are individually associated with different conceptualizations of the same political entity by examining a collection of Taiwanese presidential speeches. We also delineate the distinguishing feature of metaphor in presidential speeches by comparing the texts with a general corpus.

The general corpus employed is the Sketch Engine, which accesses Taiwanese news texts from 1991-2002. For presidential speeches, we chose Lee Teng-hui's talks because they were given in a similar period (1988-2000). We randomly extracted instances from p.1, 1001, 2001, etc. from the Sketch Engine search result to control for an equated size of the data, with 73/80 tokens of taiwan, 156/160 tokens of zhonghuaminguo, 222/220 tokens of guojia, and 20/20 tokens of woguo drawn from Lee's talks and from the general corpus respectively.

Our preliminary findings within the political genre are: taiwan occurs with few metaphorical expressions, and we suspect that this is because in the 90s, as a KMT president with the Chinese ideology, Lee tended to consider Taiwan merely a geographical area rather than a country. The distinguishing feature of zhonghuaminguo is its collocation with PLANT metaphors, which we argue is also due to an ideological concern. This is because if A COUNTRY IS A PLANT, THE PAST HISTORY IS ITS ROOT, which reminds the citizens of the country’s Chinese past. We argue that the function of PLANT metaphors is similar to that of retrospective BUILDING metaphors (Lu and Ahrens, Forthcoming), which are both used to instill a Chinese ideology. Guojia occurs with BUILDING metaphors much more often than the other lexemes, and we claim that this is because guojia focuses on the future development of the country and serves to appeal to the citizens for cooperation, which is similarly mentioned by Charteris-Black (2004).

A cross-genre comparison furthermore reveals that in the general corpus, taiwan has a slightly higher percentage of metaphorical expressions, and zhonghuaminguo has no PLANT metaphor. In the general corpus, guojia does not collocate with BUILDING metaphors, and thus the ideological preference associated with BUILDING metaphors (Lu and Ahrens, Forthcoming). A comparison between Lee's talks and the general corpus suggests that Lee's metaphor use is ideologically biased.

We argue that the president uses synonymous but different names of a country together with different metaphors for ideological reasons. Moreover, metaphors in the genre of presidential speeches are manipulated compared to metaphors in general, so as to impose certain world view and the president's own ideology onto the citizens (Van Dijk 1991; Fairclough 1995).

References


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**Translating metaphor between unrelated cultures: A cognitive-pragmatic perspective**

Zouhair Maalej

King Saud University (Saudi Arabia)

Day and time: 29th May 12.00

Room: 11

The talk purports to contribute to the following issue: How to conciliate the claim that metaphor is culture-specific and the claim that metaphor may admit transportability into another culture. Congruent with the insights of cognitive linguistics, the paper offers a knowledge-based model of metaphor translating between the Arabic and English cultures. To show this, the talk uses concepts developed in cognitive semantics, namely, the “Cognitive Translation Hypothesis” (Mandelblit, 1995), which postulates a “similar mapping condition” (SMC) and a “different mapping condition;” the concept of “comparative cultures,” which spells out four conceptual and linguistic metaphor combinations (Hiraga, 1991); the concept of cultural variation, which also differentiates these combinations in terms of cultural trends or preferences (Kövecses, 2005). The working hypothesis is that in translating metaphors metaphoric expressions tend to be kept under the same conceptual metaphors if the two cultures in contact share the same conceptual mappings and the same linguistic expressions. Here, the translator should show near-native, if not native, knowledge of both the source culture and the target culture. If, however, the two cultures do not share the same conceptual mappings, the task of the translator is even harder in striving to search for a linguistic expression that best expresses a metaphor in the target language pragmatically equivalent to the of the source language. Needless to say that SMC or DMC judgments cannot be possible and reliable without enough knowledge of source and target domains across languages and cultures (Kövecses, 2002). The paper applies the framework proposed to the translation into English of metaphoric stretches of discourse from a play written in Tunisian Arabic.

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**A cross cultural study of black and white metaphors in English and Spanish**

Silvia Molina Plaza
The goal of this paper is to establish the cultural differences underlying metonymic and metaphorical usages of phraseological units (Gibbs, 1993; 1995; Kovecses, Z. and Szabo, P. 1996; Teliya, et al. 1998;) containing the lexemes black, and white in English and blanco, and negro in Spanish. The corpus is taken from the BNC (British National Corpus) and the CREA (Corpus de Referencia del Español Actual). The phraseological units range (Sinclair, 1991; 2000; Cowie, (ed.)1998) from the abstract use of single lexical items to collocations, idioms and other multi-word expressions. In order to analyze the different kinds of cultural phenomena that underlie metaphorical multi-word units related to these colours we apply Pirainen’s taxonomy (2006:209) which allows a more cultural-linguistic organization and interpretation of the data.

References

Cross-cultural differences in the evaluation of visual metaphors in advertising: Spain, France and The Netherlands
Margot van Mulken and Rob Le Pair
Radboud University Nijmegen (The Netherlands)
Day and time: 29th May 17.40
Room: 8

In global advertising, advertisers often hope to be able to restrict themselves to visual communication: a picture paints a thousand words. However, little is known about the intercultural connotations that some pictures imply. Especially in the case of visual
metaphor, it is very well possible that some cultures process metaphors with more ease than other cultures. McQuarrie & Mick (1996) were the first to combine semiotic analysis and consumer response theories. Phillips & McQuarrie (2004) pursue this text-interpretive and reader-response approach and propose a rather complete typology based on visual complexity and semantical richness. On the axis of visual complexity, they distinguish juxtaposition, where both the source and target domain are visually presented separately, fusion, where the target and source domain are combined together, and replacement, where the source domain completely replaces the target domain, and in such a way that the present image calls to mind the absent image. Like Forceville (1996), and based on Relevance Theory (Sperber & Wilson 1995), Phillips and McQuarrie argue that more complex visual metaphors will be better liked and will have more persuasive impact.

With regard to the universality of metaphors, Kövecses (2005) notices that the broader cultural context may override the universal mapping in metaphors. The Spanish, French and Dutch cultures differ in the manner with which information is processed: the Spanish and French cultures are known to be high context cultures, where communication relies on the specific situational context to be properly interpreted, whereas the Dutch culture is more low on context, in that communication involves intensively elaborate expressions and requires clear, explicit verbal articulation (Hall and Hall 1990). Callow and Schiffman (2002) have shown that consumers from high-context communication systems are more apt to derive implicit meaning from visual images in print ads. One might expect then to come across similar differences in the preferences for visual metaphor.

In our paper, we address the following questions: do advertisers in three different countries differ in their use of complex visual metaphors in print advertising? A large sample of print ads (N > 900), collected in comparable opinion weeklies in Spain, France and the Netherlands, is investigated to answer this question. The second research question is: do consumers of three different countries differ in their judgment of the experienced complexity of and in their preferences for (more or less complex) metaphors in print advertisements? 60 participants per country took part in an Internet questionnaire and answered questions with respect to experienced complexity and appreciation of 24 advertisements, 18 of which contained a visual metaphor.

Results show that French advertisers use considerably less complex visual metaphors than Dutch advertisers, whereas the French and Spanish participants in our study indicate to have a distinct preference for more complex metaphors. Apparently, there is a mismatch between advertisers and consumers. Furthermore, we found that our participants did not experience the same degree of increasing complexity as was predicted by Phillips and McQuarrie (2004). Fusion was perceived as less complex than juxtaposition by the Dutch and Spanish respondents. In all countries, fusion was the most preferred type of metaphor.

Conceptual metaphor and the discourse of TESOL practicum supervision
Jill Murray
Macquarie University (Australia)
Day and time: 30th May 17.50
This paper reports on research into the figurative language used by TESOL\textsuperscript{5} practicum supervisors and trainees, and explores the underlying conceptual metaphors which reveal and potentially perpetuate beliefs about teaching and learning. The analysis is rendered more complex by the fact that choices of linguistic metaphor are influenced by factors other than underlying conceptual systems. For example, figurative language can also have interpersonal and discourse functions (Wajnryb 1994, Cameron 2003) and metaphor use can be both deliberate or conventional.

Prior research in the use of metaphor in teacher education focussed on two main areas: the purposeful deployment of metaphors by teacher educators as one aspect of scaffolding, (Woodard, 1991, 2001; Marshall, 1996), and studies exploring teacher beliefs through elicited metaphors (Cortazzi and Jin, 1999; de Guerrero and Villamil, 2002). Thornbury (1991) also noted some linguistic metaphors used spontaneously by trainee TESOL teachers when describing their own language learning experience, and suggested a connection between the use of certain examples of figurative language and beliefs about teaching. More recent work on educational discourse in non-ELT contexts (Cameron 2003) has considered the classroom as a complex system in which the use of metaphors, volitional or otherwise, can bring about opportunities for qualitative change in ways of thinking. In general, however, the area of linguistic and conceptual metaphor in spontaneous spoken or written discourse between TESOL trainees and their supervisors remains largely unexplored.

The corpus under consideration consists of 260 prac reports from 25 different teachers supervising prac students on a pre-service TESOL certificate course, plus around 8 hours of spoken interaction involving one co-operating teacher and two trainees.

Individual teachers showed a wide divergence in their use and choices of figurative language, with some using exclusively literal terms and others displaying a range of figurative expressions suggesting variations in their beliefs about teaching and learning. Evidence from the spoken data has been insufficient to draw strong conclusions, but has raised interesting methodological questions. This research has the potential to provide insights for teacher educators interested in examining their beliefs and improving their communication with the teachers under their supervision.

References

\textsuperscript{5} Teaching English to Speakers of Other Languages
In cognitive studies it has been generally established that figurative language is an integral part of human cognitive processes and that people think and conceptualise their experience in cognitive terms.

It is equally important to recognise the figurative pattern as a cognitive inference tool. The pattern, whether it is metaphor, metonymy, pun, hyperbole, oxymoron, allusion or any other figurative mode, is a cognitive mechanism and a mental stylistic technique, which is applied in new figurative thought representations. Though the patterns of figurative thought are shared across languages, there are differences in figurative use that are chiefly manifest in the preference of certain patterns and their frequency.

Another cross-cultural feature is the use of conceptual metaphors. Most of them are of universal character, and these are also part of the Latvian conceptual system. However, each language (or a group of languages) can boast their own original conceptual metaphors, which are culture-specific. One of the conceptual metaphors that is typical of Latvian culture and the Latvian mindset is LABUMS IR SAULE (goodness is the sun), which is steeped in Latvian folksongs (about one million in number, added to the UNESCO Memory List of oral heritage). This conceptual metaphor is part of the conceptual system of Latvian. It is also widely used in Lithuania and partly in Estonia, which can be explained by common features in the culture of the three Baltic Republics. One of the features of metaphorical representations that strikes the eye in Latvian is the use of inverted commas for metaphors in media discourses and advertisements. This approach reveals unsubstantiated fear that the reader may fail to perceive and comprehend the figurative meaning (e.g. „...saprast, ka naudas “atmazgāšanas” problēma ir aktuāla – to understand that the problem of money “laundering” is topical). Another undesirable trend is the demetaphorisation of terms in loan translation in the Latvian language. This stems from the linguistic tradition of prescriptivism, still lingering on from the 19th century, and the long-standing belief in Latvian linguistics that metaphor is inappropriate in scientific language, including terms, which should be neutral, monosemous and non-figurative. This may be explained by misguided goodwill to keep the Latvian language pure and clear, and, at a theoretical level, by a failure to recognise figurative language as a regular feature of the working of the human mind in abstract reasoning.
This is best seen if we compare the translation of metaphorical terms used in the EU institutions (the European Commission, the European Parliament) in a number of European languages (e.g. a sunset clause, a split vote, a key amendment, a three-line whip), and establish the loss of metaphor in the official Latvian translation. Thus, a cognitive approach is essential not only to create and interpret a metaphor, but also to translate it into other languages, as translation is part of cross-cultural communication.

Conversationalization and the role of metaphor
Tryntje Pasma
Vrije Universiteit Amsterdam (The Netherlands)
Day and time: 30th May 9.00
Room: 12

According to Fairclough’s (1994) conversationalization hypothesis, there is a tendency of ‘modelling public discourse upon the discursive practices of ordinary life, “conversational” practices in a broad sense’ (1994: 253). This tendency involves a broader sense of personalisation as well as the more specific use of linguistic features generally associated with conversational discourse in public discourse. Steen’s (2003) study of editorials in The Times has focussed on ‘the patterns of stylistic changes that are involved in the development towards a conversational manner of discourse’ (2003: 115). Using Biber’s (1988) quantitative multi-dimensional / multi-feature framework of variation, Steen showed that one genre of newspaper articles, editorials, changed linguistically over time, moving towards a more involved structure of discourse. One of the general conclusions was that editorials have a tendency for conversationalization that is in accordance with the general judgments advanced by Fairclough (2003: 123). A similar observation has been made by Pearce (2005) for UK party election broadcasts, in an empirical test of Fairclough’s claims about conversationalization of public discourse (2005: 68).

The abovementioned studies have predominantly concentrated on the manifestation of linguistic features such as identified by Biber in relation to conversationalization. The VU-Ster project on ‘metaphors in public discourse’ has as an aim to see if similar claims can be made in relation to metaphorical language use. Since Lakoff and Johnson’s (1980) work on conceptual metaphor we know that metaphorical language is ubiquitous in natural language production. Not all registers of discourse produce the same kind of metaphorical language, however. Face to face conversation, for instance, seems to contain more fixed expressions such as idioms than other registers, and a higher number of linguistic metaphors that are manifestations of more or less skeletal mappings such as the ABSTRACT IS CONCRETE metaphor.

For the VU-Ster project, we are conducting a comparative study of 50,000 words of current news articles and 50,000 words of face to face conversations, concentrating on the linguistic and conceptual structure and the use of metaphorical language. In the first stage of the project all metaphorically used words have been identified in the 100,000 word corpus, by using a systematic identification procedure (Pragglejaz Group 2007). In the current stage, we lay out the conceptual structures underlying the numerous linguistic metaphors. At the same time, we want to get an overview of how words are used metaphorically in the two registers, and to what extent they can be compared in the light of the conversationalization hypothesis. What we have seen so far...
is that idiomatic expressions do not only occur regularly in conversations, but also become more prominent in news. Moreover, skeletal mappings seem to be pervasive in conversations as well as news, and may point to a shift to vaguer language use in news. Also important in the light of conversationalization is the type-token ratio, specifically for metaphorically used words. All the abovementioned issues and examples related to possible conversationalization of public discourse will be discussed extensively in the current paper.


**Locating metaphor candidates in specialised corpora using raw frequency and key-word lists**

Gill Philip
Università degli Studi di Bologna (Italy)
Day and time: 29th May 13.20
Room: 10

Persuasive texts necessarily contain metaphors and other figurative language, because they exert an evaluative force that their literal counterparts can rarely match. In the close analysis of individual texts, these forms can be identified one by one, allowing a detailed picture of the rhetorical strategies used to be built up. However, such detail is difficult to obtain over a range of related texts such as those that together form a corpus of specialised or domain-specific language. Some scholars (Charteris Black 2004; Partington 2003) carry out partial analysis on a range of single texts before using computerised queries on the complete corpus, and while this approach is generally satisfactory, it tends to privilege repeated forms: forms already identified in the manual analysis stage and semantically-related forms. While the more significant conceptual metaphors can be identified using these methods, other, more fleeting metaphors inevitably get lost. These can belong both to the conceptual metaphor groups (for
instance, if they feature low-frequency and/or rare lexis) or to instances of linguistic metaphors (which may occur in isolation in one or more texts, or form clusters in a single text).

This presentation shows one method which can be used to extract linguistic metaphors from a specialised corpora of Italian political speeches, using statistically-based measures incorporated into most standard corpus query software – in this case, WordSmith Tools (Scott 1998). This method can be used alone or in combination with existing manual or semi-manual analyses such as those mentioned above. It is based on the observation that linguistic metaphors are quite infrequent in text (Deignan 2005: 40), and (ii) exploit semantic fields which are necessarily distinct from those of the core subject matter, because it is rare for a word to be used both literally and metaphorically within the same text or discourse (Hoey, 2005: 82ff). In the corpus of international trade and commerce speeches, the lexical items inherent to the subject matter, (e.g. tradable goods, nations, etc.) appear at the top of both frequency and key-word lists. At the bottom end of a word frequency list, and absent from the key-word list, are content words which are unlikely to be related to the subject matter, such as lupo (wolf), ombelico (belly-button) and impaludato (mired [in sth]). These are treated as potential metaphor candidates and concordanced in the normal way, to check that they are indeed metaphorical and to study their meaning in context. Potential conceptual metaphors are identified by grouping low-frequency content words semantically, then verifying their actual function through concordancing.

While software has been developed for the automatic extraction of metaphors in English (Rayson 2005), minority languages including Italian lack tools for semantic annotation and probability measures that underlie such applications. The method presented in this talk is intended for users who have no access to lemmatisers, semantic taggers, etc., and/or are working with under-resourced languages, for which no such tools are generally available.

References

**Metaphor and the vlog: A case study of YouTube discourse**
Stephen Pihlaja
Keiwa Gakuen College (Japan)
Day and time: 31st May 9.40
Room: 11

For the last 20 years, Computer Mediated Communication has grown to dominate the daily communication of many individuals all over the world. Given the mixture of
various forms of media and mediums embodied in CMC, what exactly CMC is and how it relates to traditional forms of discourse remains disputed. This paper will present a case study of internet discourse to address the use of metaphor in the medium of the 'video blog', the CMC medium in which individuals post videos of themselves giving spoken 'diary entries' to be commented on and replied to by other video bloggers. This case study will focus on an exchange hosted by the popular video site YouTube in which two personalities post related videos in the form of a dialog regarding a matter the two dispute. We will investigate the extent to which the video bloggers process their own perception of and emotions about the disputed matter using metaphorical language and the extent to which this metaphorical language is intertransactive and shared between the two. Findings will show that although cluster metaphor phenomena can be observed in some instances, the intertransactive metaphor usage typical of face-to-face spoken discourse is absent in this 'dialog'. These findings will be implicated in the discussion of defining CMC in terms of traditional discourse and the limitations of conceptualizing of video blogging as dialog.

Computer Mediated Communication
Stephen Pihlaja
Keiwa Gakuen College (Japan)
Day and time: 30 May 12.30
Room: 12

Conceptualizing Computer Mediated Communication (CMC) genres through metaphor is at the root of much language about Internet communication. But this conceptualization often leads to the over-simplification of Internet genres that blur traditional lines between written and spoken discourse. Although new genres within CMC (e-mail, blog writing, instant messaging, etc.) are often conceptualized through metaphors (e.g., e-mail as letter writing), they are largely inaccurate to encompass all the elements of the genre. Particularly, the conceptualization of weblogs as online diaries does not fully describe the breadth of the genre.

Weblogs (often shortened to 'blog') are webpages that feature entries posted in reverse chronological order. In personal narrative blogs, writers are frequently unfettered by traditional understandings of formal grammar and often produce blog entries in real-time with little editing. Texts are often left as they are typed, with the process of writing visible to the reader. These texts also often exist in communities with friends writing blog entries to be read by and commented on by other friends. The potential to observe cognitive processes and relationships between discourse narratives is high.

My research addresses issues of metaphor clusters in blog narrative. If blog writing is a kind of bridging genre then it should exhibit traits of linguistic metaphor typical of formal written discourse, but also metaphor clusters and 'interindividual' metaphor usage typical of conversation. The thesis primarily focuses on written texts produced on blogs, but could also encompass other means of communication employed by bloggers (i.e., images, linking, and video blogs).

In building a theoretical framework for blog narrative, one of the problems is that blog narrative is very diverse. As the blogosphere continues to evolve and stratify into a
diverse genre of subgenres, one key theoretical problem for researchers is how to define what exactly a blog is or whether it is even a genre. In different blog research, the trend seems to be to investigate blogs as something (e.g., journalism, social-networking, dairy writing) and define blogging as what best fits one's investigation.

Following research methodologies I employed for my MA study in blog discourse, I am building a corpus of blog entries. This corpus must be compiled in such a way that communities of bloggers and interaction between bloggers can be accurately identified and cataloged. Using the blog-hosting site 'Xanga.com' and an RSS reading program, groups of bloggers can be identified and followed over a given time frame. Relationships between metaphor usages can then be investigated through analyzing language used in posts around a given date and comments left by bloggers on related blog sites.

Key questions that I would like to discuss follow:
1. In building a corpus of blog entries, what advice would one give to assure that my corpus is representative? Would it be more beneficial to cull a random selection of blog entries or would it be best to look for groups of bloggers who seem to be interconnected through an online social network or as actively commenting on one another's blog?
2. Considering the nature of CMC and blog writing as an evolving and non-traditional discourse, should the text be approached as written discourse or spoken discourse? What elements of analysis used in both of these fields might be beneficial to the development of an analytical framework for CMC?

From associative to analogical reasoning: The ‘literal-figurative’ continuum in early EFL
Ana Mª Piquer Píriz
Universidad de Extremadura
Day and time: 29th May 13.20
Room: 9

The difficulties involved into establishing clear-cut boundaries between metonymy and metaphor-motivated word meanings has led some cognitive linguistics scholars (Radden 2000; Dirven 2002) to propose the existence of a cline from literal through metonymical to metaphorical senses. This ‘literal-figurative’ continuum (Dirven 2002) has been related to children’s acquisition of core and extended meanings of a lexeme in their L1. In a study on the acquisition of different meanings of get, Nerlich et al. (2003) found that children follow a sequential pattern from prototypical to figurative senses. The literal-figurative cline has also been taken into consideration when analysing learners’ grasp of polysemous words in an L2. MacArthur and Littlemore (2008) explore the usefulness of corpora in making learners aware of the referential flexibility of everyday lexical items and point out the importance of being aware of the figurative continuum in language use for advanced L2 learners. The aims of this paper are to explore whether the sequential pattern (from literal to metaphor via metonymy) is naturally present in young learners’ understanding of figurative meanings in an L2 (as has been shown to be in the L1) and what the pedagogical implications of this might be. In an attempt to shed some light on these
issues, young EFL learners’ understanding of differently motivated semantic extensions has been analysed. The results of this analysis seem to indicate that when trying to grasp non-literal meanings in an L2, children also go from concrete to abstract via metonymy and metaphor. In the data examined, these cognitive mechanisms are clearly grounded in the children’s sensorimotor experiences and their interaction with the environment and metonymical extensions seem to be accessible earlier, as predicted by cognitive linguists. However, the data also reveal that there are other factors involved in the process, mainly, the children’s growing knowledge of concepts. These findings will be discussed in relation to their pedagogical implications.

References

Metaphor and Text Cohesion: What Holds a Narrative Together?
Yanna Popova
Case Western Reserve University (United States)
Day and time: 29th May 17.00
Room: 11

Narratives, in both oral and written form, constitute a fundamental aspect of human experience. They are an ubiquitous instrument of thought that we use all the time to infer causality, attribute agency and make sense of our own lives and the lives of others. The ability to organize events in meaningful coherent wholes guides our understanding of what is happening (story, narrative) and forms the basis of our later recollection of what took place (memory).

This paper will examine the role of metaphor and figuration (conceptually understood) as a cohesive device in story comprehension. One fundamental characteristic of stories is the presence of a causal event structure. With literary narratives it is often left to the reader to decide why certain elements included in a narrative are significant. The attribution of goals, which is a fundamental aspect of how we infer causality, can be done once we have interpreted the events selected and recounted by the author. It will be argued that metaphor works to integrate such disparate information and thus helps achieve global coherence across episodes and events. This is evident, for example, in many metaphoric titles of stories where the very title stands for the (yet, unravelled) narrative goal. The particular interpretation given to the metaphor often serves to
attribute causality and guides how the sequence of events is subsequently constructed in
the narrative. The suggested relation between consistent topical metaphor usage and
coherence in narrative is developed within a cognitive framework whereby coherence is
seen to be the result of balancing text function and processing costs in memory. It will
be argued that in highly metaphoric narrative texts, where processing costs are
necessarily high, topical metaphor plays an important cohesive function. In this
presentation the relation between figure and story in narrative structure will be
examined on the basis of examples of short fiction and samples of narratives produced
by schizophrenic patients.

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Globalisation vs. cultural variation in the conceptualization of THE INTERNET.
Mª Dolores Porto Requejo
Universidad de Alcalá de Henares (Spain)
Day and time: 31th May 10.20
Room: 11

Since metaphors are embodied and all humans share the same biological and neural
functions, we tend to think that metaphors are universal, which is probably true at a high
level of abstraction. Still, there is some variation at the level of more specific,
subordinate metaphors because a number of factors influence the linguistic realization
of generic metaphors. Metaphors are conceptual, but conceptual also means social and
cultural, as human beings do not think, reason or learn about their world in isolation.
Anything, from the very physical environment to the broader social and cultural
context, as well as other features such as the particular communicative situation or the
individual creativity, concerns and interests can produce differential experience and
hence different metaphors (Kovecses 2005).

In spite of the recent, apparent globalisation, culture still plays a major role in the
development of specific instances of generic metaphors in different languages. This is
true even for such a “global” concept as the INTERNET. Both the concept and the
linguistic expressions by which we refer to it and its functions (netizens, e-mail address,
website, etc.) have spread all around the world and in many cases languages adopt some
of these expressions as loanwords, so there seems to be no big differences as for the
conceptualization of the INTERNET in different cultures. However, even when
superordinate metaphors like THE INTERNET IS A CONTAINER or the INTERNET IS A PLACE
are the same, subtle differences can be found in the more specific ones in English and
Spanish (THE INTERNET IS A CITY, THE INTERNET IS A SEA).

This paper analyses the possible causes of such variation. As Geeraerts and
Grondelaers (1995) and Kövecses (1999, 2005) suggest, social history may influence it,
but there are purely linguistic factors derived from the translation of English expressions into Spanish that can also affect the construction of the concept by Spanish speakers.

Finally, the question arises if the construction of so different mental pictures of the concept can affect the interaction of English and Spanish speakers with the Internet.


Heart Metaphors in Thai Language
Chatchawadee Saralamba
Thammasat University (Thailand)
Day and time: 30th May 17.10
Room: 8

The purpose of this paper is to present the analysis of /jai/ usage as a conceptual metaphor in Thai language and to compare the metaphorical meanings to the English language by the cognitive models.

In the Thai language, the word /jai/ which means “heart” in English is used as a metaphor in various meanings. It can be understood as diamond, fast, hot, lost, open, wet or worried. The Thai language has the Thai word for heart in hundreds of different phrases. Many of them are culture specific metaphor which cannot be translated word by word to English or other languages.

To understand the importance of “heart” is to understand the Thai way of looking at themselves and life. The word /jai/ in Thai originally means both ‘heart’ and ‘mind’. It is used as a conceptual metaphor which contains various meanings. When there is a cross-communication between Thai and English speakers, this leads to the problem of understanding. Since in the English language, mind and heart fall into two categories, “heart” in Thai does not travel easily across the cultural frontiers.

Politicians and individual variation in metaphor use: A case study from Italy
Elena Semino
Lancaster University (United Kingdom)
Day and time: 30th May 10.20
Room: 10

In this paper I discuss some salient differences in metaphor use in the discourse of two Italian politicians, Silvio Berlusconi and Emma Bonino. The importance of individual variation in the use of metaphor has been recently emphasised by Kövecses (2005), who mentions personal experience and interests as the main sources of idiosyncrasies in metaphor choice. In the political sphere, Charteris-Black (2005) has shown that the
speeches given by individual politicians can display salient and distinctive patterns in the choice and combination of source domains and in the use of particular sets of metaphorical expressions. The study I have conducted involves two contemporary Italian politicians who differ in terms of their gender, concerns, views and political careers. For each politician, I have assembled a corpus consisting of speeches and interviews, totalling approximately 60,000 words. A quarter of this data (i.e. 15,000 words per politician) has been analysed manually in order to identify relevant metaphorical expressions. The software program WordsSmith Tools was then employed in order to find further instances of these expressions in the whole of the data, as well as to identify other expressions that are likely to be used metaphorically.

Broadly speaking, both Berlusconi and Bonino exploit a range of source domains that are well known in Cognitive Metaphor theory for their wide scope, and that have been found in the discourse of politicians generally, such as MOVEMENT, WAR, SPORTS, and VISION. However, there are considerable differences in the ways in which particular source domains are exploited by each politician. I will consider specifically the use of SPORTS and WAR metaphors, where the contrast is particularly striking. Berlusconi’s SPORTS metaphors are not as frequent as in the early days of his political career (see Semino and Masci 1996), but are repeatedly employed to convey the efforts and successes of his political party/coalition, and of Italy under his leadership (e.g. ‘quel guizzo imprevisto, che ci fa riguadagnare il centro del ring ogni volta che siamo messi all’angolo’, ‘that sudden move, which gets us back to the centre of the ring every time we are pushed into the corner’). In contrast, Bonino uses SPORTS metaphors in less obvious and conventional ways to expose unfair rules and behaviour in politics (e.g. ‘l’assenza di regole ha consentito in passato e consentirà ancora a Bossi e ad altri opportunisti e/o avventurieri della politica di cambiare squadra e casacca nel corso della partita’, ‘the absence of rules has allowed and will still allow Bossi and other political opportunists and/or adventurers to swap teams and shirts in the middle of the match’). I will argue that these and other differences in metaphor use need to be explained in terms of a range of factors, including topics, goals, contexts, and personal and political identities.

References


Metaphor choice for ESP instruction
Hanna Skorczynska Sznajder
Universidad Politécnica de Valencia
Day and time: 31st May 10.20
Room: 9
This study raises the question of how metaphors should be selected for class instruction in an ESP setting, and particularly in English for Business Purposes (EBP) teaching contexts. Most scholars agree that metaphors should be included in ESP syllabi (Cameron & Low, 1999; Charteris-Black, 2000; Henderson, 2000; Caballero Rodriguez, 2003; White, 2003; Littlemore, 2005). However, it is still not entirely clear which metaphors should be taught. In the research presented here, a survey of published EBP textbooks served to choose I. MacKenzie’s (1997) “Management and Marketing” (MM) for evaluation, as it contains systematic vocabulary exercises instructing students in the use of metaphor. The metaphorically used words and expressions from three exercises, covering the source domains of sports, health and war, were compared for possible correspondences with the key vehicle terms from a 93,122 word sub-corpus of a one-million-word collection of business periodical and journal articles (BPJA). These key vehicle terms were searched for by hand and covered the same source domains as the MM words and expressions. In addition, the metaphorically used words and expressions from MM and the key vehicle terms mentioned were looked for in the BPJA corpus with the WordSmith Tools 0.4 concordancer in order to examine and compare their frequencies. The results obtained in this analysis show that the choice of metaphors to be taught in MM is only in part supported by the data from the BPJA corpus. First of all, there is a remarkably little overlap between the metaphorical words from MM and the BPJA key vehicle terms: two (player, playing field) out of 22 for the sports domain; three (suffer, healthy, casualty) out of 25 for the health domain; and, three (battle, war, weapon) out of 43 for the war domain. Secondly, regarding frequencies, an important percentage (32%) of the MM words, mainly from the sports domain, were not used on any occasion in the BPJA corpus. Thirdly, the remaining MM words show similar frequency variation in comparison to the key vehicles in the different domains, that is, the proportion of high and low frequency metaphorical words is in both cases similar. The results obtained in this study suggest that there is a broad range of metaphorical words and expressions that could be taught in an EBP classroom. The choice of teachable metaphors depends on the students’ general needs in learning the language of their future profession, on the one hand, and on the evidence from a representative corpus, on the other. The students’ specific needs in learning metaphors may, however, interfere in deciding which metaphors should be chosen. The necessity to learn common conventional metaphors in the same way as other relevant vocabulary of the business profession implies taking into account frequency data from a corpus. Other needs in metaphor learning —e.g. increasing students’ awareness of metaphor ubiquity or building their understanding of what metaphor is— suggest applying such principles as density or coherence of metaphorical expressions in a passage of text.

Love and marriage in the Csango community and Standard Hungarian
Veronika Szelid
Eötvos Loránd University (Hungary)
Day and time: 30th May 12.30
Room: 12

This is a study of the ways in which the speakers of one of the most ancient Hungarian dialects living on the eastern slopes of the Carpathian mountains conceptualize abstract concepts, based on their folksongs and on recent spoken dialect. As the process of collecting abstract concepts in a dialect other than the collector’s own encounters great
difficulties, the linguist has to pay particular attention to the problem that a concept entrenched in the conceptualization of the researcher himself might be present in a different way or completely absent in the mind of the informant.

The dialectal data for the analysis was gathered by questionnaires, deep interviews and passive observation. I could only rely on spoken language data. The method applied in the research is the investigation of conceptual metaphors and metonymies, following the theory of Lakoff and Johnson (1987), and the extended version of cultural variation discussed by Kövecses (2005), Yu (2003, 2007), Sharifian, Dirven, Yu, Niemeier (in press). It takes the double motivation of metaphors as a basis: physical and cultural embodiment. With the help of this, I have pointed out that the conceptual system of the Csangos forming a cultural, religious and linguistic island in an orthodox, Romanian speaking environment hides ancient traditions and unique features.

In spite of the fact that in most of the researched languages, also in Standard Hungarian, ‘love’ is taken to be an emotion and as such, conceptualized by the metaphor EMOTIONS ARE FORCES (Kövecses, 2000), Csangos seem to think about it in an utterly different way. Their organizing principle in the conceptualization of ‘love’ proves to be morality, according to which there are two types of love: moral and immoral. The first one is intertwined with the concept of ‘marriage’ and the latter one is outside of this category. Due to this fact, the most important aspect of ‘love’ is goal-orientedness or the lack of it. Speaking in metaphors, in the case of moral love, Csangos use LOVE / MARRIAGE IS A JOURNEY, while in the case of immoral love, they choose some negative emotion metaphors such as LOVE IS MADNESS, LOVE IS BLINDNESS. For ‘love’ resulting in marriage they also use the LOVE / MARRIAGE IS A UNITY or the LOVE IS POSSESSING metaphors.

Thus, unlike in other models (e.g. the American one studied by Kövecses 1988), romantic love and love as an emotion in general do not play an important role. Love is rather a relationship of two people having the same goals in life. These goals are, however, not in this world but in another one, due to their deep religious beliefs. According to this, the concept of love is based on morality metaphors, more specifically, those of the STRICT FATHER morality (Lakoff, 1996). It can be ascertained that beyond the rich erotic meaning emphasized by many folklorists (Bernáth 1986, Hoppál et al 1987), the metaphors of folksongs and recent dialect both reveal a complex system of the love relationship between two people and its moral aspects.

The limits of comprehension in cross-cultural metaphor: networking theory in drugs terminology
Richard Trim
University of Provence (France)
Day and time: 29th May 13.20
Room: 8

An examination of the highly productive field of drugs in metaphor creation reveals that the process tends to follow two major trends: those metaphors which have a universal nature and those which tend to be more cultural-specific (Trim: 1997). These findings would appear to confirm theories put forward by Lakoff (1987) that the former category
is very often based on physiological features and the latter on perception of the immediate cultural environment.

Further investigation reveals that not only do certain sections of a semantic field form parts of metaphor scenarios, according to Lakoff’s (1987) scenario theories, and similar to Naciscione’s (2004) theories on extended phraseological units in discourse, but each relevant conceptual metaphor can also multiply into vast networks. Research into the diachronic dimension of conceptual metaphors also shows that regular metaphor paths can very often develop. A process which may be attributed to this phenomenon is in the form of diachronic conceptual networking which illustrates the historical linking of conceptual metaphors (Trim: 2005, 2007a).

This theory can be clearly seen in synchronic patterns across languages. In the case of drugs, as in many other fields, different languages share similar conceptual metaphors and reveal the same networking patterns of clusters being linked to core concepts. However, this regularity can undergo considerable variation.

Networking may depart in different directions according to the cultural weighting of conceptual metaphors in a given language/culture. This automatically affects cross-cultural comprehension. In order to be able to interpret a metaphor in a foreign language, including in the mother tongue, contextual features are sometimes a necessary prerequisite. However, contextual features may not be sufficient in every case and the question of metaphor saliency comes into play. This is apparent in any language community of a given culture, similar to Traugott & Dasher’s (2002) model regarding the invited inferencing theory of semantic change, whereby the innovation of a specific meaning may only slowly be accepted by the speakers of a community. As far as saliency and comprehension between languages is concerned, this aspect is apparent when a translator may hesitate to literally translate a source-language metaphor, believing that it would not be acceptable to the target-language reader (Trim: 2007b). In many cases, a totally new expression may be required in order to communicate the meaning of the metaphor in question.

A further complication in cross-language communication involves fixed limitations of saliency in the same way as restricted metaphoric use in regional or social-class variants. A particular technical vocabulary or jargon, as in the case of drugs, may be created within a certain section of the language community. The result is that not only do metaphor images become incomprehensible across languages, they generate a low saliency level within the language of origin.

This paper will investigate the limits of comprehension in cross-cultural metaphor from the drugs field by analysing data from different European languages. By applying a conceptual networking framework, we are able to establish that, despite the many similarities, cultural-specific networking can take various paths from shared cross-cultural concepts. If we take into account the different parameters outlined above, it becomes clear that not only is the borderline between cross-cultural understanding and misunderstanding difficult to define, the causes of the problem are equally so.

References
Multimodal metaphors in Greek TV commercials
Angeliki Tzanne
University of Athens (Greece)
Day and time: 29th May 17.00
Room: 8

Based on conceptual metaphor theory (CMT) which defines metaphor as “understanding and experiencing one kind of thing in terms of another (Lakoff and Johnson, 1980: 5), and also drawing upon Forceville’s (2004, 2005 and 2007) work on multimodal metaphors, the proposed paper sets out to discuss the multimodal metaphors involved in two TV commercials advertising a Greek airliner. The commercials examined involve metaphors for the identification of which it is not possible to draw on shared ready-made categorisations and stereotypes. These metaphors, which have been called ‘new’ (Lakoff and Johnson (1980) or ‘creative’ (Black, 1979), point to a whole new way of thinking about certain entities.

The first aim of the proposed paper will be to examine the role of visual and verbal cues to the construction of the source and target domains of the metaphors involved and to attempt an explanation for the fact that what the target domain is suggested, but not clearly depicted in the commercial, until the very end, when it is cued visually and verbally. Furthermore, the paper will discuss the identified metaphors in terms of the generic features of multimodal metaphors in commercials, as outlined in Forceville (2007). It will be argued that the metaphors involved are particularly difficult to comprehend, in that (i) the target domain (the advertised product) is not explicitly represented in the commercial until the very last frame, (ii) source and target domain are cued simultaneously in equally noticeable ways, and, most interestingly, (iii) what is designed as the source domain is known to have lower status than the target domain in Greek society.

The paper will invite viewers’ responses concerning the path to the comprehension of the multimodal metaphors involved as well as their success in promoting the specific product. In particular, a sample audience will be asked to identify the source and the target domain of these metaphors, to check the accuracy of their interpretation against the advertised commodity which is presented explicitly only in the very last frame of the commercials, and to assess the extent to which these commercials promote the advertised product successfully.
References

Conceptual types of terminological metaphors in marine biology: An English-Spanish contrastive analysis from an experientialist perspective
José Manuel Ureña Gómez-Moreno
*Department of Translation and Interpretation, University of Granada (Spain): PhD candidate*
Day and time: 29th May 18.20
Room: 11

This presentation provides evidence that metaphor is pervasive in the domain of marine biology (DMB), thus reinforcing the claim that metaphor-induced terminologization is a widespread phenomenon that occurs to some extent in all specialised domains. A Cognitivist-Experiencialist approach to metaphor encompasses four aspects of analysis: (i) mechanisms of metaphorisation (ii) image metaphors vs multiple correspondence metaphors (iii) motivation for metaphorical transfer (iv) conceptual themes.

A bottom-up methodology was applied whereby metaphorical terms were pinpointed and analyzed from a bilingual corpus of specialised and semi-specialised texts. These terms were then applied the aforementioned aspects, which points to the following:

(i) Humans conceive of (metaphorical) concepts by projecting their bodily structure and sensory perception onto realia. However, interactional metaphorical conceptualisation also yields cross-linguistic conceptual differences. Sometimes they are in turn constrained by cultural aspects as well, which redounds to metaphorical conceptualisation and, ultimately, to linguistic formalisation.

(ii) An image metaphor (IM) is conceptually simple, i.e. only one conceptual item of the source domain maps onto the target domain. A multiple correspondence metaphor (MCM) arises from multiple mappings between two very rich and highly structured cognitive domains. While IMs reflect conceptual differences between English and Spanish, MCMs hardly reflect any.

(iii) IMs can be applied the traditional categories for metaphorical motivation:
- Resemblance to inanimate entities (object-like): shape, colour, functioning.
- Resemblance to animate entities (human-like, animal-like, plant-like): shape, colour, habits/behaviour.

Four types of interlinguistic IM pairs were ascertained:

- Exact pairs → same metaphorical motivation and terminological naming in both languages.
- Partial pairs → same metaphorical motivation, but named differently in each language largely depending on the degree of semantic specificity.
- Separate pairs → different metaphorical motivation in each language. A number of conceptual differences were identified that take root in cultural aspects.
- Unbalanced pairs → just one term of the pair is metaphorical. Culture-derived conceptual differences were ascertained here as well.

(iv) MCMs are structures including general conceptual themes that can be readily pinned down. Our study provides four conceptual macro-metaphors which form a part of the DMB’s conceptual backbones in both languages:

- MARINE HABITATS ARE COMMUNITIES
- LIFE/SURVIVAL IS WAR
- MARINE VITAL ACTIVITIES ARE ECONOMIC ASPECTS
- MARINE BIOLOGICAL PROCESSES ARE A CYCLICAL FLUX

Three sub-metaphors were likewise found:

\[
\begin{align*}
\text{MARINE HABITATS ARE COMMUNITIES} & \quad \downarrow \\
\text{THE BODIES OF MARINE LIVING BEINGS ARE HOUSES}
\end{align*}
\]

\[
\begin{align*}
\text{MARINE HABITATS ARE COMMUNITIES + LIFE/SURVIVAL IS WAR} & \quad \downarrow \\
\text{MARINE COMMUNITIES ARE STRUCTURES THAT STRUGGLE FOR SURVIVAL}
\end{align*}
\]

\[
\begin{align*}
\text{MARINE COMMUNITIES ARE STRUCTURES THAT STRUGGLE FOR SURVIVAL} & \quad \downarrow \\
\text{MARINE COMMUNITIES ARE MILITARY STRUCTURES}
\end{align*}
\]
The preliminary results presented here will be conducive to a study with a much wider scope, which will ultimately present a corpus-based, fine-grained account of conceptual metaphors underpinning the DMB in English and Spanish.

References:

Sensorial perception as a source domain: a cross-linguistic study
Javier Valenzuela and Cristina Soriano
Universidad de Murcia (Spain) and University of Geneva (Switzerland)
Day and time: 31st May 9.00
Room:10

CTM (e.g., Lakoff & Johnson 1999) argues that one of the main features of metaphors is the fact that conceptual projections tend to occur from concrete, experientially rich domains onto more abstract ones. Additionally, the principle of embodiment claims that metaphors are ultimately based on (situated) physiological experience. The domain of SENSORIAL PERCEPTION should, for both reasons, be particularly rich as a source to structure other less well delineated domains. Linguistic examination in English seems to confirm this hypothesis: basic-level perception verbs like see, smell or touch are highly polysemic and their senses metaphorically expand beyond the realm of sensorial perception. But are these extensions universal or are they rather culture-specific? Twenty languages from different families worldwide have been investigated using dictionaries and questionnaires. At least two basic-level perception verbs were investigated for each sensorial modality (e.g., see, look), as well as idiomatic expressions of the same domain (to turn a blind eye). The results are discussed in terms of universal and culture-specific mappings, the reasons behind these tendencies, and the role of metonymy in metaphorical extension.
Universality-culture specificity in advertising olfactory metaphors
Marisol Velasco Sacristán
Universidad de Valladolid (Spain)
Day and time: 29th May 18.20
Room: 8

Different investigations into metaphors in multi-modal types of discourse show that ascriptions of metaphor as merely a linguistic phenomenon are false and that language never occurs in isolation. This communication expands on this type of research by exploring how culture-specific some non-verbal instantiations of metaphor are, more specifically olfactory ones, in a concrete type of multi-modal discourse, advertising. It is our intention to show how the universality-specificity continuum works with regard to olfactory metaphors in print ads for perfume with oozing inserts.


It is our contention that olfactory metaphors used in print advertisements for perfume can be analysed in term of Gibbs’ universality-culture specificity “distributed perspective”, according to which the physical world is not separate from the cultural one in the sense that what we see in the physical world is highly constrained by our cultural beliefs and values, suggesting that perhaps both universal and cultural metaphors could be two poles of a ‘universality-culture specificity’ continuum with intermediate cases of crosscategorisation. In this sense, we argue for the idea that olfactory metaphors based on a chemical sign (odor) of a direct bodily basis, and hence universally entrenched often becomes crossculturised, that is, kept and/or changed in different cultures due to the influence of sociocultural forces like marketing and advertising. The almost impossibility of describing the smell precisely, which is apparently what matters, prompts advertisers to make odors, more properly fragrance scents, to function metaphorically in perfume and/or print ads for perfume since they symbolize something different from the direct, physical and probably universal odor conveyed by the perfume. Therefore achieving the proper balance between a fragrance ad and scent is
necessary for its continual market success and this balance seems to be culturally created.

This paper is structured as follows. First, we will present universal and cultural metaphors along with the universality-culture specificity continuum. Second, we will discuss the metaphoric nature of odors and scents and illustrate the presence of olfactory metaphors in perfume advertising. This will lay the foundation for the subsequent exploration of the universality-culture specificity continuum with regard to advertising olfactory metaphors in the following section. Finally, we will draw conclusions on the universal and cultural nature of olfactory metaphors in print advertisements for perfume with oozing inserts.

‘Metaphor niches’ in discourse: investigating figurative language as an argumentative resource
Solange Vereza
Universidade Federal Fulminense (Brazil)
Day and time: 29th May 17.40
Room: 11

As a move away from research approaches characteristic of the so-called ‘cognitive turn’, whose evidence for their findings comes mostly from decontextualized examples, a recent trend in metaphor research has stressed the importance of investigating figurative language in discourse or naturally occurring language. Discourse-oriented studies on metaphor have contributed significantly to the understanding of the cognitive, linguistic and social nature of figurative language in discourse (Cameron 2003, 2007; Cameron and Deignan 2006; Charteris-Black, 2004; Chilton 1996, 2004; Koller 2005).

Following this strand, this paper examines the discursive role of metaphorical language in argumentative texts (editorial columns and critiques), focusing on particular metaphor groups which we have termed ‘metaphor niches’. A metaphor niche can be understood not merely as a cluster of semantically related linguistic metaphors found in a particular text (a metaphor cluster or group), but, like the source concept (the ‘ecological niche’), as a group of elements in a system (the ecosystem/the text), with a particular function, which interact with one another, thus defining and, at the same time, being defined by its environment. The term, then, was found to be conceptually adequate as the notions of ‘interaction’, ‘function’ and ‘environment’ (the micro and macro contexts) have proved to be central in our research.

The methodology was based, firstly, on metaphor identification (Cameron 1999; Crisp, Heywood and Steen 2002; metNet 2006, Pragglejaz Group 2007). Metaphor niches were then identified and their relationship with the overall organization and coherence of individual texts was established.

The last stage of the analysis, drawing on the pragmametrical approach to argumentation (Van Eemeren, Grootendorst and Henkemans 2002; Van Eemeren and Grootendorst, 2004; Van Eemeren and Houtlosser 2005), consisted of an examination of the argumentative role and nature of metaphor niches. To this end, the argumentative structure of texts, i.e., the standpoint and the ‘discussion stages’ (Van Eemeren and Henkemans 2002) was identified and its relationship with the metaphorical niches examined.
The analysis revealed the important role that metaphors play both in the establishment of local and global textual coherence and in the process of persuading the reader of the acceptability of a particular standpoint, thus resolving “a difference of opinion occurring in an argumentative discourse or text” (Van Eemeren and Grootendorst, 2004).

The analysis has also indicated that the specific contribution of metaphorical language to argumentation seems to be founded on an articulation between the semantic-pragmatic features of particular texts and the more abstract, socio-cognitive and culturally determined domain of meaning. The frequently found associations between particular metaphorical niches, characterized by either/both novel or conventional metaphors, and conceptual metaphors (Lakoff and Johnson, 1980) seem to evidence the close connection between socio-cognition and language in use. Investigating figurative language in argumentation has, therefore, shown that a multi-disciplinary analytical perspective, combining elements of a pragmatic-based theory with a discursive-cognitive approach, may contribute to the understanding of the complex nature of metaphor in discourse.

A Cross-cultural Study of Colour Metaphor
Chongying Wang and Ann Dowker
University of Oxford (United Kingdom)
Day and time: 30th May 17.10
Room: 11

This study was an attempt to investigate the cultural and age differences in understanding colour metaphors by Chinese and English children and adults.

253 participants equally divided according to gender at each age level, including eight- to eleven-year-old children and eighteen- to forty-year-old adults, took part in two experiments: explication task and multiple-choice task. Ten metaphoric sentences were designed with colour terms, which were selected from the eleven basic colour terms by Berlin and Kay (1991) for the convenience of experimental control: red, green, blue, yellow, black, white, orange, grey, purple/violet, and brown. The topic of the metaphor is proper name of a person.

The results in experiment one showed that metonymic interpretations of colour metaphors are very prevalent among Chinese children. Chinese adults gave more positive interpretations than Chinese children and English children and adults to metaphors relating to red, green, yellow and orange. English participants gave more negative interpretations than Chinese to metaphors relating to red, black, grey (more than Chinese children only) and purple.

The results of the multiple-choice task demonstrated that metonymic interpretations of colour metaphors were more frequently chosen by Chinese people than by English people, among whom Chinese children gave more metonymic interpretations than Chinese adults. Chinese people chose more positive interpretations than English children and adults to metaphors relating to red, green, yellow and orange. Both Chinese and English participants chose negative interpretations to metaphors relating to red, black, grey, purple/violet and brown.

It was concluded that metonymic interpretations of colour metaphors were more frequently used by Chinese people than by English people, and that Chinese children gave more metonymic interpretations than Chinese adults. Chinese people gave more
positive interpretations than English children and adults to metaphors relating to red, green, yellow and orange. Both Chinese and English participants gave negative interpretations to metaphors relating to red, black, grey, purple/violet and brown in both experiments.

Lost in metaphor and metonymy translation? A corpus-based study of the translation of metaphors and metonymies of FEAR between English and Chinese.
Ding Yan, Dirk Noël and Hans-Georg Wolf
The University of Hong Kong
Day and time: 29th May 13.20
Room: 11

The reality of cross-cultural variation in conceptual metaphor and metonymy makes the question of what happens to metaphors and metonymies in translated text a very relevant one. This is especially true because translations add another factor to the equation, since it has been established by corpus-based translation research that translated text has its own regularities (Baker 1993, 1999). Translations tend to be more explicit and to use language less creatively than originals (Vanderauwerda 1985), for instance, and it has been observed that professional translators commonly use superordinate expressions when there are no equivalent hyponyms (Baker 1993). This paper will address the problem of the effect of translation on the expression of conceptual metaphors and metonymies through a case study of metaphors and metonymies of FEAR in translations between English and Chinese. The study will connect three strands of research: 1) the corpus-based investigation of metaphor and metonymy (Deignan 2005; Stefanowitsch and Gries 2006), 2) the cognitive study of metaphor translation (Mandelblit 1995; Maalej 2003; Al-Zoubi et al. 2006) and 3) the corpus-based investigation of translation universals (Baker 1993, 1999). Our specific research questions will be the following:

1. Are the expressions of a conceptual metaphor/metonymy in the source language (SL) translated as expressions of the same conceptual metaphor/metonymy in the target language (TL) when the conceptual metaphor/metonymy is shared by the two languages?
2. If only the SL has the conceptual metaphor/metonymy, how will a metaphorical/metonymical expression of this conceptual metaphor/metonymy be translated: literally, using an expression of a superordinate metaphor/metonymy, using an expression of a different metaphor/metonymy at the same level of abstraction, or using yet another strategy?
3. Are translated metaphorical/metonymical expressions more explicit and conventional than original expressions?
4. What other patterns can be discerned in the translation of metaphorical/metonymical expressions?

With a view to answering these questions we will first establish networks of FEAR metaphors and metonymies in English and Chinese based on Kövecses’ (1990, 1998, 2002, 2005) research on FEAR in English, and Bao’s (2003), Zhang’s (2000), Zhou’s (2001) and Ding’s (2007) research on FEAR in Chinese. Conceptual metaphors and metonymies will be categorized and arranged into different levels of the network
according to their degree of abstraction. Then English and Chinese parallel corpora will be used to extract FEAR-related metaphorical and metonymical expressions and their translations according to the extraction methods provided by Stefanowitsch (2006). The extracted expressions and their translations will be analyzed qualitatively and quantitatively to identify patterns of translational practice. Finally, we will point out some of the theoretical and practical implications of the analysis.

References
Working dialogically on reading of literary texts in the classroom setting, while allowing space for the student’s voice and subjectivity, requires that the teacher be prepared to deal with the issue of multiple readings of metaphors, which constitute a case of semantic indeterminacy. Indeterminacy refers to all cases in which meaning is not clearly determined, in other words, it “encompasses a large range of semantic phenomena such as homonymy, polysemy, ambiguity, vagueness, generality, metaphor, and so on.” (Zanotto & Moura, 2002:2). Therefore metaphor is conceived as a different type of indeterminacy.

However, empirical studies I have been carrying out have pointed to the existence of polysemic metaphor (Zanotto and Palma, in press), or ambiguous metaphor (Zanotto and Palma, 2007), or vague metaphor (Zanotto, 2006). This finding has led me to propose the hypothesis that metaphor is not simply another type of indeterminacy alongside polysemy, vagueness and ambiguity, but rather presents all these types, as does literal language.

Given the work has involved data generated (Cf. Mason, 1996) by several groups of readers, these investigations can be characterized as instrumental collective case studies (Stake, 1998), with interpretive methodology (Denzin and Lincoln, 1998). The current study presents the analysis of the readings of one metaphor by the second group of a case study in construction.

Development of an empirical study of this nature, investigating how real human beings understand metaphor, a highly indeterminate phenomenon, reveals such complex data that they made me confront some of the challenges raised by Gibbs (2006): What do metaphors mean? How do we count or individuate the meanings of any metaphorical expression?

In addition to these questions, there remains the research question regarding the hypothesis: What type of indeterminacy characterizes the result of interpretation?

The data obtained provide evidence that ‘meaning is always meaning to a person’ (Lakoff & Johnson, 1980: 227). In other words, allowing space for the subjectivity of the reader makes this appear in the data and, if cancelled out in the analysis, then this becomes an objectivist analysis. Thus, in order that the analysis and discussion of the data may take account of these subjectivities in the constructed readings, it has been adopted the distinction proposed by Vygotsky (1934) between meanings and senses to enable discussion of the issues of individualization of the readings and indeterminacy of the metaphor. As there is some tension between meanings and sense, the role that cultural models (Kövecses, 1988, 2005) play in the construction of meanings will also be considered. In addition it will be discussed how to deal with crystallized meanings and subjective senses (Liberali, in press) in a classroom reading.
A Dynamic model of metaphor comprehension—— Inspired from two cross-cultural web-based empirical studies on metaphor comprehension
Dehui Zhou and Edgar Heineken
University of Duisburg-Essen (Germany)
Day and time: 30th May 16.30
Room: 9

There are abundant cognitive theories which can be applied to explaining metaphor comprehension, including the conceptual metaphor theory (Lakoff and Johnson, 1980), the salience imbalance theory (Ortony, 1979), structure mapping theory (Gentner, 1983), the domain-interaction theory (Tourangeau and Sternberg, 1982), the attributive categorization theory (Glucksberg & Keysar, 1990), the conceptual blending theory (Fauconnier & Turner, 1998, 2002), and etc. Recently, Bowler and Gentner (2005)’s career of metaphor hypothesis suggests that less conventional metaphors are more likely to involve processing of comparison while conventional metaphors are apt to be processed through categorization. In the author’s opinion, how conventional and apt a metaphor is estimated by a person and in which context the metaphor is provided largely influence the cognitive process he or she takes in comprehending the metaphor. In order to test the hypothesis, two cross-cultural web-based studies are carried out. The primary objective of the study I is to measure how the concepts teacher, candle, captain and shepherd are generally understood by the Chinese and the German participants. In study II, both the Chinese and the German participants are asked to comprehend three teacher metaphors in different context (no communicative scenario, communicative scenario with positive feedback or communicative scenario with negative feedback). The three teacher metaphors include “the teacher is a candle”, which is estimated by the Chinese subjects as the most conventional and apt teacher metaphor but by the German as a less conventional and less apt teacher metaphor, “the teacher is a shepherd”, a metaphor estimated by the German as the most conventional and apt teacher metaphor, but by the Chinese as a less conventional and less apt metaphor, “the teacher is a captain”, a metaphor estimated by both Chinese and German as a less conventional but apt teacher metaphor. Altogether 240 complete valid data sets were collected from those studies, which involve 480 participants from two German universities and two Chinese universities. The results obtained from the self-assessment manikin (Lang, 1980), and the cluster analysis and the network analysis of the features suitability estimation reveal the dynamic nature of metaphor comprehension. Inspired by Cowan (2005)’s theory on attention and working memory and the relevance theory (Wilson & Sperber, 2004), a dynamic view of metaphor comprehension is presented.

Are metaphors problematic for cross-cultural understanding?
Jörg Zinken and Andreas Musolff
University of Portsmouth and Durham University (United Kingdom)
Day and time: 29th May 12.40
Room: 8

In this presentation, we want to take issue with the statement made in the call for papers that “metaphor and other figurative phenomena may […] pose great problems in cross-cultural communication.” Our starting point is the observation that metaphor often seems to be a bridge to new understanding. This contention will be supported with data
from two projects. The first project investigated the spatial understanding of time in Amondawa, a Tupi-Kawahib language with approximately 150 speakers living in the Brazilian Amazon (Da Silva-Sinha et al., submitted). In Amondawa, a general concept of ‘time’ understood as an abstract additional ‘landscape’ does not exist, and we were unable to find spontaneous uses of spatial terms in temporal contexts. Nevertheless, speakers had no problems in using paper plates to symbolise temporal units when asked to spatially represent their ‘calendar’, i.e. in using ‘space’ to talk about ‘time’ in a way that was appropriate to the context of the interaction. The second project investigated the role of metaphors in adapting one’s life story to changing circumstances (Zinken et al., in prep.). Texts written by patients with HIV/AIDS as part of an ‘expressive writing’ study were analysed for the metaphors that had been used. Participants who benefited from the expressive writing used vivid metaphors to talk about themes that were important for all participants, such as the lack of control over the progress of the illness. This suggests that metaphors do play a role in developing new understanding in changing circumstances.

Problems for cross-cultural understanding might result not from metaphor as such, but from different conventions of using established metaphors. Evidence for this suggestion comes from a study on the use of body politic metaphors in European languages. For example, the different discourse histories of the body politic concept in France and in Germany mean that the metaphor can still be used to evoke a sense of solidarity in French public discourse, whereas in German discourse it is strongly linked to the Nazi (ab-)use of the metaphor for genocidal ends, and cannot be used without evoking such associations (Musolff, in print). Therefore, problems for cross-cultural understanding are posed not by the metaphorical or figurative quality of a metaphor, but by aspects of its conventionality.

We conclude that metaphor does not pose problems for cross-cultural understanding. On the contrary, metaphor is the prime example of the openness of human beings to new understanding.

References


The conceptualisation of the ‘Eye’ and ‘Heart’ as non-verbal modes of communication in Tunisian Arabic and English.

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Day and time: 30th May 17.50
Room: 10

The present paper is a cross-linguistic exploration of the conceptualisation of two body organs, the ‘eye’ and ‘heart’ as non-verbal modes of communication in Tunisian Arabic (TA; hereafter) and English. While cross-cultural, cross-linguistic studies carried out on
the ‘heart’ have shown that this internal body part seems to universally stand for the HEART IS A SEAT FOR EMOTIONS metaphor, the ‘eye’ has been found to stand for the conceptual metaphors SEEING IS KNOWING/UNDERSTANDING/THINKING in Chinese as well as English cultures (Yu, 2004) and SEEING IS UNDERSTANDING/KNOWING/SPEAKING in Tunisian culture (Maalej, 2007a). In TA, the ‘eye’ and the ‘heart’ are perceived in terms of, and metaphorically referred to, as ‘organs of speech’, thus standing for the conceptual metaphors: EYE IS A SPEECH ORGAN and HEART IS A SPEECH ORGAN. The reference to these two body parts in non-literal expressions in TA seems to reveal two different levels of communication: an intra-personal level and an inter-personal level. Accordingly, the cognitive-linguistic analysis of these two main conceptual metaphors and their sub-categories is an attempt to answer the following research questions:

**Research question one**: how is non-verbal communication structured in TA by:

(i) ‘the eye’ at an inter-personal level, and

(ii) ‘the heart’ at inter-personal and intra-personal levels?

**Research question two**: Are these two main conceptual metaphors shared by the English language/culture? Or are they specific to Tunisian culture?

This study is carried out within the growingly influential view of ‘cultural embodiment’ (Gibbs, 1999; Maalej, 2007b) whereby the socio-cultural motivations that lie at the basis of these two conceptual metaphors are closely investigated. By exploring and comparing metaphorical expressions relating to the ‘eye’ and ‘heart’ in both TA and English, the present study aims to contribute to the mainstream research on the universal and specific aspects of our embodied cognition via body parts across languages and cultures.

References


