

RESEARCHING AND APPLYING METAPHOR

RaAM | 12



Metaphor Across Contexts and Domains:
From Description to Application
Hong Kong, 27-30 June 2018

Book of Abstracts



WELCOME

We are delighted to welcome you to the Hong Kong Polytechnic University for the 12th International Conference for Researching and Applying Metaphor.

Since its inception in 2006, the RaAM association has actively pursued its mission to advance the research and application of metaphor to real-world contexts. A key reason for RaAM's success is its desire for international outreach through conferences and seminars. In this connection, we are proud to host you in Hong Kong, the first time a major RaAM event has come to Asia. We thank you for placing your confidence in us to host you over the next three days. You will see from the book of abstracts that we have a rich and diverse range of exciting presentations lined up.

The timing of RaAM12 coincides with the 20th anniversary of the Department of English, the host department of the conference, and the 10⁺ anniversary of the Faculty of Humanities, the Hong Kong Polytechnic University. Our department strives for international recognition as a leading centre of professional communication and applied English language studies. Even as one of the youngest faculties of humanities in Hong Kong, we are a leader, in both research and education, of applied language sciences and bilingual China studies in the Asian Pacific region. The QS World University Rankings in 2018 places us 40th in the world in the subject area of linguistics. As we continue to aim higher, it is fitting that we join hands with RaAM to realize our common objective of pursuing knowledge and its practical application to the real world.

We also take this opportunity to thank everyone who has been involved in the planning and preparation for this conference. They include the RaAM Executive Committee, fellow members of the Local Organizing Committee, department and faculty colleagues, and our team of enthusiastic student helpers. RaAM12 in Hong Kong would be impossible without your support.

We look forward to a stimulating and rewarding conference ahead!

Kathleen Ahrens & Dennis Tay
Co-Chairs of RaAM12

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Conference Information

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Plenary Speeches

A little taste of heaven: Metaphor in bodily experience

@TU201, June 28 Thursday, 08:45 – 10:00



Raymond Gibbs Jr.

Raymond Gibbs Jr. is former Professor in the Psychology Department, University of California, Santa Cruz. His research interests are in the fields of experimental psycholinguistics and cognitive science, ranging from questions about the role of embodied experience in thought and language, to looking at people's use and understanding of figurative language.

A common belief in metaphor scholarship is that many metaphorical concepts and verbal metaphors express mappings of bodily-based source domains onto a usually, but not always, more abstract target domains. A classic instance of this is seen in the conceptual metaphor LIFE IS A JOURNEY where our bodily, image-schematic knowledge of JOURNEY is mapped onto the target domain of LIFE, a process that gives rise to various metaphorical meanings or entailments regarding our understanding of LIFE. A key assumption of this view is that source domains are, once again, often embodied and that metaphor arises only via the mapping process. My aim in this talk is to explore the possibility that many source domains arising from bodily experience may themselves be inherently metaphorical. I will present a variety of examples from bodily experience which are likely understood in symbolic and metaphorical terms. Following this, I shall discuss some of the methodological challenges associated with further empirical study of the “metaphorical source domain” hypothesis and conclude by talking about the significant implications of this claim for contemporary theories of metaphorical thought, language, and expressive action.

Some extensions of Conceptual Metaphor Theory

@TU201, June 30 Saturday, 13:00 – 14:15



Zoltán Kövecses

Zoltán Kövecses is Professor of Linguistics in the Department of American Studies at Eötvös Loránd University, Budapest. He is currently working on the language and conceptualisation of emotions, cross-cultural variation in metaphor, and the issue of the relationship between language, mind, and culture from a cognitive linguistic perspective.

In recent years, I suggested some extensions of conceptual metaphor theory in order to remedy certain gaps in the theory (Kövecses, 2015, 2017). Two of them stand out in importance. One concerns the introduction of “contextual factors” in the production of metaphorical expressions in real discourse situations. I propose that the contextual factors can be grouped into four large categories, or types, of context: situational, discourse, conceptual-cognitive, and bodily context. The other modification has to do with the hierarchical nature of conceptual metaphors. I argue that we need to distinguish at least four different levels of schematicity in conceptual metaphor: metaphors at the level of image schemas, domains, frames, and mental spaces (over and above the level of metaphorical utterances in discourse). I conceive of the modified version of CMT as a contextualist and multi-level view of conceptual metaphors. In the talk, first, I introduce the two theoretical modifications in some detail. Second, I show some of the advantages of the modifications; for example, in the way we can handle more fully the issue of metaphorical creativity in CMT and how we approach certain methodological issues in CMT. Third, I present a detailed analysis of a metaphorical

example to demonstrate the power of the suggested modifications.

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Applying metaphor in healthcare

@TU201, June 29 Friday, 09:00 – 10:00



Elena Semino

Elena Semino is Professor and Head of the Linguistics & English Language Department at Lancaster University. Her research interests include stylistics, metaphor theory and analysis, and the medical humanities/health communication. .

In this talk I discuss the ‘real-world’ applications of research on metaphor by presenting three collaborative projects that are directly relevant to issues in healthcare: a study of the effects of the use of visual metaphors in clinical consultations about chronic pain¹; an analysis of the metaphors used by people with a diagnosis of schizophrenia to describe their experiences of hallucinatory voices²; and a corpus-based study of metaphors used by people with cancer to talk about their illness³. The three projects are currently at different stages of completion, but all three involve interdisciplinary research teams and interactions with clinical practitioners. In all three cases, the insights provided by systematic metaphor analysis have been used to raise awareness of the implications of metaphor use in healthcare settings and/or in the media, especially for the empowerment or disempowerment of people who are ill. In addition, in all three cases the metaphor analysis has led to a better understanding of the lived experience of patients, and has practical implications for better interventions and support. I will discuss particularly the ‘Metaphor Menu for people with cancer’, which

¹ 'Pain: Speaking the threshold', Slade School of Art, London.

² 'Power, control and the language of voice-hearing', University College London.

³ 'Metaphor in end-of-life care', Lancaster University.

is currently being piloted as a patient resource in a hospital in the North West of England. I will also reflect on the inevitable challenges, potential pitfalls and huge rewards of this kind of work, both from a professional and personal point of view.

How can metaphor studies be applied beyond linguistics?

@TU201, June 27 Wednesday, 16:00 – 17:30



I-Wen Su

I-Wen Su is Professor in the Graduate Institute of Linguistics, National Taiwan University. Her research areas include discourse analysis, pragmatics, and cognitive linguistics. She is particularly interested in the pragmatic account of language use, taking into consideration the importance of context and human cognition.

Does language have an impact on how people think and perceive the world? Do all people think the same way and just talk about it differently? These are the key questions asked by linguists as well as by scholars in philosophy, cognitive science and other fields. The simple fact that one may express or comprehend abstract concepts by way of habitual thinking makes it possible to believe that “Language reveals how people think.” Some in linguistics have tried to explore the answers to these questions via Conceptual Metaphor Theory, whose basic tenet allows one to grasp the abstract from the concrete in different domains via conceptual mappings.

Adopting a usage-based language approach, the present talk highlights the multifaceted functions of metaphor. Studies will discuss how metaphor plays a role in everyday conversation (e.g. conditionals), how it helps one to better communicate in specific settings (e.g. expressing pain-related concepts), how it enables multimodal interpretation (e.g. in music and painting), and how it facilitates cultural understanding (e.g. in conceptualizing time and proverbs).

Studies included in this talk will necessarily go beyond the traditional scope of linguistics proper to welcome an interdisciplinary perspective. It is hoped that this effort will aid researchers from other fields to better understand linguistic research on metaphor and value its contribution.

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Colloquia

Figurative framing

@Y410, June 30 Saturday, 08:30 – 09:55

Kathleen Ahrens, Christian Burgers, Jeremy Dodeigne, Julien Perrez and Min Reuchamps

Overview

This panel will examine the current state of the field in figurative framing experiments and discuss the methodological issues present in these types of experiments. Each speaker will present for 15-20 minutes, followed by 15 minutes of discussion from the panel and audience. In what follows, abstracts and potential questions from panel members are provided.

1. Figurative Framing: Examining Effects of Deliberateness and Congruency

Kathleen Ahrens

The idea that language determines a speaker's worldview is no longer considered tenable by most scholars. However, the hypothesis that language may influence thought and actions is still being assessed. One area of interest in recent years is the degree to which a particular metaphor may influence our opinion about a complex issue.

Recent linguistic research on this issue has employed a series of experimental studies using the Mechanical Turk experimental system for gathering participant data. One set of studies has shown that the conceptualization of an increase in crime in a hypothetical city influences people's suggested solutions to a particular social issue, with participants opting for an 'enforcement' solution when crime is conceptualized as a 'beast' but for 'treatment' solution when it is conceptualized as a 'virus'. These studies postulate that metaphors are part of our underlying conceptual system and activated

in ongoing discourse when metaphors are present (Thibodeau and Boroditsky 2011, 2013, 2015; Thibodeau 2016).

However, another set of studies cautions against over-interpreting the strength of the previous set of results. These studies support the idea that metaphors are so conventionalized as to be no longer active in a conceptual system, unless they are explicitly and deliberately used metaphorically (Steen et al. 2014, Reijnierse et al. 2015).

This talk will present a newly-funded three-year project to address these two conflicting sets of findings. Two experiments are proposed, both designed to manipulate factors unexplored in the previous studies: first, by examining the possibility of an interaction between the deliberate signaling of metaphors and their degree of conventionality, and second, by examining the possibility of an interaction between the congruency of the metaphors used in a passage and a target sentence which manipulates the deliberateness of the metaphor. Feedback will be sought from panel members and the audience on how to best address the methodological issues inherent in an experiment of this type.

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2. Experiments on Figurative Framing in Political Communication: Theoretical and Methodological Challenges

Christian Burgers

Figurative framing is an important persuasive tool in political communication (e.g., Burgers et al., 2016). However, current experimental evidence on the effects of figurative framing shows mixed results, with some studies finding large effects and others finding small or no effects (for an overview, see Boeynaems et al., 2017). In the current contribution, I review methodological and theoretical challenges we need to address to push this line of research forward.

For methodological challenges, I will address the importance of choices in experimental designs and statistical analyses. First, for experimental designs, I will address the importance of including some sort of control condition. Such a control condition is necessary to present a ground for comparison against which to contrast the figurative frame(s) under investigation. Second, for statistical analyses, I will unpack the notion of ‘framing effect’ (O’Keefe, in press) and argue for the importance to focus on effect-size metrics when interpreting analyses.

For theoretical challenges, I will address the importance of focusing on moderators and mediators when designing experimental studies. Rather than asking *whether* figurative frames are persuasive (direct-effects approach), I argue that we can enrich the literature by asking *which* figurative frames are persuasive for which group of recipients through which psychological mechanisms. This ties in with the perspective of “differential susceptibility to media effects” (Valkenburg & Peter, 2013) as taken in the field of communication science.

Taken together, addressing these challenges can help pave the way for the next generation of experimental studies into the persuasive effects of figurative framing.

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3. The Belgian Tetris 3.0: An experimental study of the moderating role of political knowledge and aptness on the framing impact of political metaphors

Jeremy Dodeigne, Julien Perrez & Min Reuchamps

Recent research on the framing impact of conceptual metaphors in the political domain has shown varying results (cf. Reijnierse et al. 2015, Steen et al. 2014, Thibodeau & Boroditsky 2011, 2013, 2015), suggesting that the framing function of metaphors should not be considered as an automatic process. Rather, the question is not so much to know if metaphors have an impact on citizens’ political representations and decisions, but rather to understand under which circumstances they might influence them (Krennmayr *et al.*, 2014, p.67). These conditions should be understood as a series of parameters related to the nature of the metaphorical mapping itself (cf. deliberateness, aptness), to its realization in a given discourse (cf. extendedness) or to the frequency the citizens have been exposed to a given metaphorical mapping. In recent experiments, we also found that the level of political knowledge of the participants interacted with the framing impact of metaphors. This interaction suggested that the respondents with a lower level of political knowledge are those who are influenced by the metaphors, whereas the respondents with a higher level do not appear to be impacted (see Dodeigne, Perrez & Reuchamps in press, Vandeleene et al. submitted).

In this panel, we will present the results of an experiment on the impact of the Tetris metaphor on citizens’ representations and preferences about Belgian federalism, conducted among a representative sample of 500 Flemish and 500 Walloon citizens. Each language group was randomly divided into four conditions (125 each): a control

condition, a neutral condition and two metaphorical conditions, respectively BELGIAN FEDERALISM AS A TETRIS GAME, and BELGIAN FEDERALISM AS A DIVORCE. The aim of this experiment is (i) to check whether these two different metaphors have a different influence on the citizens' representations (cf. aptness), (ii) to evaluate to what extent this potential impact differs among the two language groups and (iii) to assess the moderating role of political knowledge on the potential framing impact of these two metaphors.

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Cinematic metaphor – Theory and application

@Y507, June 28 Thursday, 16:30 – 17:55

Dorothea Horst, Cornelia Müller, Christina Schmitt, and Thomas Scherer

Overview/Structure of the colloquium

First part // Theory: We will begin the panel with an outline of the concept of cinematic metaphor of 20 minutes length, followed by 10 minutes for questions and answers.

Second part // Hands-on Analyses: This will be followed by a 25 minutes hands-on analysis. We are going to show a report from a German political TV magazine and a Polish campaign commercial and do hands-on analyses by collecting people's remarks on what they think might play a role for the metaphorization process. The objective is to facilitate a vibrant exchange of ideas and perspectives between presenters and audience instead of solely presenting our analysis of the audiovisuals.

Third part // Method: We will present our methodological approach to cinematic metaphor with analyses of the two examples shown and discussed beforehand. For this last session, we calculate on 25 minutes for presentation, and 10 minutes for questions and answers - where results from the hands-on analysis can be correlated to our analyses.

Theory

How do we make meaning with audiovisual images? Ever since McLuhan's radical insight that the 'medium is the message' and not the 'information encoded' (McLuhan 1964, 23-35), communication and media studies have taken this assumption more or less for granted, yet, and most surprisingly, without taking the media characteristics as a serious starting point for theories and analyses of film, television, and other media. A position, which has influenced current research on metaphors in audiovisual media

(see the ed. volumes by Coëgnarts/Kravanja 2015; Fahlenbrach 2016; Forceville/Urios-Aparisi 2009).

Cinematic metaphor, in turn, takes the media-character of audiovisual images as starting point. It suggests a model that is based in the process of film-viewing, i.e., in the situated embodied meaning-making processes that take place in the communication of audiovisual images (Kappelhoff/Müller 2011 and forthcoming; Greifenstein forthcoming; Horst forthcoming; Schmitt 2017). It is grounded in a perspective of use and accounts for the specificity of audiovisual images as movement images. This is achieved by bringing together film studies' theories on cinematic expressivity, perception, and meaning making (Sobchack 1992; Kappelhoff 2004) with dynamic models of metaphor as discourse activities (Cameron 2011; Müller 2008).

With experience, affectivity and temporality as core characteristics, cinematic metaphor addresses an embodied thinking in images – a semiotic process modeled by the aesthetic organisation of perception. It accounts for the intertwinings of dynamic imagery by which audiovisual images communicate with their spectators as an aesthetic experience in the first place. Thus, audiovisual images are considered as concrete communicative contexts. From a point of view of Cinematic Metaphor, the *construction* of metaphors is at issue *not* the *instantiation* of pre-hoc existing concepts.

Hands-on Analyses

After having introduced the transdisciplinary theoretical basis of *cinematic metaphor*, hands-on analyses will be offered to illustrate how such a position affects the methodological procedure (cf., Müller/Schmitt 2015). Note, however, that although the notion of cinematic metaphor was first developed in the context of film theory, we argue that it captures the media character of audiovisual images as 'movement images' more generally. We thus consider it a genuine feature of audiovisual images across various media formats, which is reflected in the material we use in our hands-on analyses: political journalism and political campaigns. We will draw specific attention on how metaphorization processes play out in these two exemplary formats.

Resonating with the theme of RaAM12 we will involve the audience in an interactive manner to explore and experience our methodological approach to *cinematic metaphor*. In practical terms, this means that we are going to show a news feature from

a German political TV magazine and a Polish campaign commercial and will start the hands-on analyses by collecting people's remarks on what they think might play a role for the metaphorization process. The objective here is to engage participants in the reflection on the material by bringing in their own observations instead of exposing them to a finalized analysis. We expect the audience to be primed to attending to the experiential, affective, and dynamic aspects of *cinematic metaphor* (as an effect of the preceding theoretical introduction) and to therefore observe things they would not have paid attention to otherwise. For the presenters, in turn, this opens up the opportunity to engage with the insights from the audience and reflect upon their own analyses in that light. Due to such mutual openness, the analytical session is intended at facilitating a vibrant exchange of ideas and perspectives between presenters and audience, and serves as a productive transition to the panel's subsequent methodological part.

Methods

In the third section of the panel, we will present the methodological framework of cinematic metaphors. Analyses of the material discussed before will serve to illustrate how we analyze audiovisual images from the point of view of dynamic and embodied viewer experiences, and not as text or as representation of 'contents that move'.

Our methodological take on multimodal and audiovisual metaphor or – more generally to metaphor in audiovisual images – is based on eMAEX, i.e., the electronically-based media analysis of (cinematic) expressive movements (Kappelhoff/Bakels 2011). It takes a dynamic and multimodal perspective on audiovisual images and conceives of film as time-based and expressive medium (Kappelhoff 2004; Scherer/Greifenstein/Kappelhoff 2014). From this vantage point, audiovisual media can be segmented, described, and captured through an analysis of how the perception of viewers is shaped by the aesthetic composition of camera and actor movement, montage, visual composition, colour, light, sounds, and music. Hence, this film-analytical view provides a systematic mode of describing the interplay of the various audiovisual articulatory modalities as joint movement gestalts: temporal patterns that create sensory and affective experiences.

In the analysis of *cinematic metaphor*, this description and affective qualification of the temporal patterns of interacting expressive modalities is connected with a

reconstruction of the emergence and temporal unfolding of metaphoric meaning in multimodal interaction (Metaphor Foregrounding Analysis MFA, Müller 2008; Müller/Tag 2010). Metaphors are not conceived as isolated linguistic instantiations, but as emergent and dynamic processes of establishing metaphoricity from the interplay between what is being said and how this is being staged audiovisually. Thereby, verbal metaphors can become vitally experienced ‘*waking*’ as embodied and dynamic conceptualizations. Reconstructing this activation process of metaphoricity over the course of time, provides insight into the flow of metaphoric meaning making throughout a film, a news report, or a campaign commercial.

For the analytic process itself, this transdisciplinary approach to the analysis of cinematic metaphor (Müller/Schmitt 2015) entails a reciprocal perspective between different modalities that is not schematic: sometimes we start from verbal metaphor and its activation and then turn to the expressive movement, sometimes, we start from the staging of cinematic expressive movement and describe how metaphoricities emerge from them. This methodological flexibility allows for making cinematic metaphorizing describable in its varieties across different media contexts.

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Ecological cognition and metaphor

@Y304, June 30 Saturday, 08:30 – 09:55

Thomas Wiben Jensen, Linda Greve, Cornelia Müller, Simon Harrison, David Fleming,
Sarah Turner, and Jeannette Littlemore

The structure of the colloquium will be as follows: Each talk will only last 15 minutes, and there will be no break between the talks, which, in return, will allow for a longer and continuous discussion time (30 min) in the end. [name omitted] will participate in the colloquium as a general discussant providing input, reflections and questions to the presenters. Furthermore, as the talks proceed [name omitted] will make a graphic recording as a shared, visual abstract (she is quite a gifted drawer) of the central points of each talk. These graphic maps will be displayed for the benefit of the audience and hopefully they can spark new perspectives on the themes at hand and function as vantage points for the following plenum discussion involving the audience in cooperation with the presenters.

The idea behind this structure, combining short presentations with visual feedback and discussion, is to provide a format for a more stimulating and creative forum for intellectual and methodological discussions.

The colloquium is a continuation of the theme of the 6th RaAM Seminar in 2017 and the abstracts here will in turn be published in a special issue of *Metaphor & Symbol*.

1. An ecological approach to metaphor in multimodal interaction

Thomas Wiben Jensen and Linda Greve

This talk will open the colloquium and lay out the theoretical conditions for understanding and working with metaphor from an ecological perspective in relation

to multimodal interaction. In doing so we will initially describe how the notion of cognition has changed in recent years due to a shift in cognitive science often labelled 4E-cognition (embodied, enacted, embedded and extended cognition), or in short ecological cognition (Rączaszek-Leonardi et al 2016, Malafouris 2013). The basic claim is that cognition cannot be reserved to individual processes in the head (and body) only; rather cognition is seen as “a doing”. In this way, the notion of cognition is recast part of our active and explorative sense-making with the bio-social environment, rather than a mental precondition for it. Thus, cognition is increasingly investigated as part of the way we actively use the environment to solve problems and engage in socio-cultural practices. As a key ‘cognitive enterprise’ the study of metaphor cannot be left unaffected by this development.

In this talk we will present a preliminary theoretical model for an ecological account on metaphor focusing on 1) A move from representation to enaction and projection, 2) a move from content to affordances, 3) a move from conceptualizations to constraints. On an empirical level, we will make the point that a necessary first step towards an ecological account on metaphor involves a more thorough focus on how metaphoric language of any kind is deeply interwoven with the immediate and extended ecology. E. g. written language and multimodal interaction are interwoven with and constrained by very different types of environment that will result in different types of metaphoric production. The colloquium aims to investigate the environment of multimodal interaction in relation to metaphor in various ways and with different types of data.

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2. Metaphor is movement: the dynamics of intersubjectivity in embodied metaphor

Cornelia Müller

The paper targets temporal dynamics of intersubjectivity in embodied metaphor. A critical discussion suggests taking the intersubjective and temporal nature of embodiment in multimodal communication as starting point for theorizing metaphor. This theoretical point, will be illustrated with an empirical analysis of the dynamics of interactive embodied meaning making in a Tango workshop. While ‘enacting’ exercises, metaphoricity emerges as a result for the need to talk about a feeling for balance characteristic for tangoing. Difficulties in finding the proper words to describe this feeling is what drives the emergence of metaphoricity (Cameron 2009). Over the course of the lesson, different strands of metaphor emerge from different communicative affordances structuring the course of the workshop. Metaphoricity thus emerges in an interactive process between the co-participants and is a product of working out a shared feeling. What we learn about metaphor, when studying them in a ‘real’ life context of dance instructions, is that there is an ongoing negotiation about the dynamic grounding of metaphoric meaning in changing bodily experiences. This is what the Sheets-Johnstone (1999) has described as “linguaging of movement” (cf., Kolter et al. 2012), or what we have referred to as the affective grounding of metaphors in felt sensations in our work on Cinematic Metaphor particularly (cf., Kappelhoff & Müller 2011). The paper will conclude on the point that rather than being instantiated, metaphoric meaning is temporally orchestrated and grounded in embodied intersubjective experiences. This is of particular theoretical importance for an idea of ecological cognition and metaphor, since current uses of the term embodiment in metaphor research indicate profound differences in the respective understandings of

the term. From an empirical point of view this poses a challenge to those accounts that consider metaphor on the level of words or concepts, e.g. as isolated, fixed, static units of meaning.

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3. Embodied Metaphor and Gesture in the Language of Religious Belief

Sarah Turner and Janette Littlemore

It is well established that religious language is highly metaphorical (Ptzemyslaw et al., 1998) and that religious beliefs impact on embodied metaphor. For example, strong religious beliefs influence the way in which people interact with established metaphors such as good/moral is up (Li and Cao, 2017). Other studies have focused on the ways in which metaphors are used by people with different religious beliefs. Richardson (2012) analysed the use of linguistic metaphors of movement and proximity, which carry a strong embodied motivation, in testimonials produced by Muslim and Christian converts and found that they exhibited varying patterns of emphasis. These included a focus on a relationship with God derived from the language of intimate human

relationships in the Christian testimonials, as compared to a focus on a personal journey of research and reflection in the Muslim testimonials.

While Richardson's study exemplifies the potential for linguistic analyses to reveal differences in religious experience, Li and Cao's shows how a purely cognitive approach tends to emphasise commonality. A 4E approach to metaphor, as enacted in both language and gesture, falls between these two approaches, and provides additional nuance to the analysis as it gives due consideration to the constraints and affordances provided by the current and historical contexts in which the metaphorical ideas are both generated and shared.

In this paper, we report findings from a study in which participants with a range of religious affiliations or none were video recorded speaking about their beliefs. We investigated their use of metaphor in both language and gesture, focusing on shared and distinct metaphors and analysed our findings using a 4E perspective. We conclude by commenting on the potential of such an analysis to reveal universality and variation in spiritual belief.

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4. *Worlds within reach*: Ecological interactions in the real estate showroom

Simon Harrison and David Flemming

This paper examines real estate showrooms in China as ecological contexts for cognition, exploring them as pre-personal ‘set ups’ or sites for specific organism-environment interactions that encourage cognitive ‘doings’, in this case to derive transactional profit. We refer here to the embodied, situated, multimodal, collaborative routines that certain showrooms deploy to inculcate physical/conceptual experience conducive to the sale of yet-to-be-built lifestyle apartments.

In line with this panel, our understanding of metaphor is based on a ‘beyond skin and skull’ approach to cognition (Fusaroili et al 2014; Pruszyński and Johansson 2014; Wilson and Foglia 2017). Rather than residing in or emerging from ‘mappings’ between conceptual domains (Lakoff & Johnson 1980), the potential for ‘metaphoricity’ (Müller 2008) or more generally ‘doubleness of experience’ (Jensen & Cuffari 2014) is viewed as inseparable from the multimodal bodily conduct of visitors to the showroom (‘embodied’), the affective artefacts with which they must interact (‘distributed’), and the wider socio-cultural norms or practices from which they derive their logic (‘embedded’). Applying this approach to data collected from field visits, participant observation, and interviews requires not only scrutinizing the layouts, objects and practices in the showroom, but also analyzing face-to-face interactions while attending to micro-interactive phenomena, such as embodied participation frameworks (Goodwin 2007; Mondada 2016).

In our presentation, affective objects from this setting will be described for their potential for latent transformations (see for example Brian Massumi 2014), that is, as potentially transformative objects whose agential qualities (e.g. tactility, heft, olfactory particles) serve to trigger doubleness or metaphoricity. Accordingly, we show how a range of cross-modal affective objects (e.g. to be touched, heard, tasted, smelled, etc.) and routines (e.g. waiting, following, uncovering, etc.) are deployed in the showrooms as ‘metaphorical devices’ (Mladenov 2006: 8) that operate at a level ‘below’, albeit enabling or ‘doing’ conscious thought and association.

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Metaphor in/and translation: Pushing back the frontiers of our knowledge

@Y303, June 30 Saturday, 08:30 – 09:55

Mark Shuttleworth, Jesús Meiriño-Gómez, Meifang Zhang, and Mohamed Alshniet

The purpose of the colloquium is raise awareness of some of the work on metaphor that is being conducted within the discipline of Translation Studies and to explore how interdisciplinary collaboration between Translation Studies and Cognitive Linguistics might bring benefits to both disciplines. During the colloquium each presenter will give one paper. The first of these makes proposals regarding possible directions for new research and also serves as an overview to some of the matters that are to be examined throughout the remainder of the colloquium. The other three present examples of research projects currently being undertaken, covering areas such as metaphor translation in different language pairs (Chinese > English, English > Arabic and English > Spanish), the study of specific categories of metaphor within diverse discourse types (politics and economics) or the use of new methodologies in metaphor research. Each paper abstract is followed by details of proposed input from two other panel members taking the form of comments, questions, issues and comparisons with their own research. Within the time allotted for each paper, twelve minutes will be for presentation and eight for discussion with other presenters and members of the audience. Thus, after each paper session, two other presenters will first share their comments with the presenter, after which the audience will have the opportunity to join in the discussion. Some closing remarks will be provided at the end, during which the audience will also be allowed to make further interventions, time permitting.

Opening words:

Brief introduction to metaphor in translation and explanation of the structure of the colloquium.

1. Metaphor in/and translation: Some suggestions for future research

The time is long past when scholars would complain that very little had been written on metaphor in translation: fifty years have now gone by since researchers started probing this topic, and a considerable body of writing now exists reporting on work already carried out. Given this situation, this paper aims to make a number of proposals about possible strategies for taking our investigation of the subject further.

In particular, the paper argues that work targeted at the following areas would be likely to move our understanding forward significantly:

- the use of further concepts from Cognitive Linguistics and elsewhere and theoretical approaches other than the Cognitive Theory of Metaphor
- metaphorical patterning in texts
- specific phenomena (e.g. metaphorical terminology, complex metaphor, mixed metaphor, punning metaphor, visual metaphor, multimodal metaphor and metaphor added in translation)
- new corpus-based and other methodologies
- metaphor in different types of translation such as interpreting, audiovisual translation and localisation
- translation process research
- metaphors of translation

While continuing to investigate metaphor in written translation, working in some of these other directions will allow us to expand our investigation into more areas of Translation Studies and will also help to connect it more closely to Cognitive Linguistics.

For Translation Studies, the subject is of importance because of the pervasiveness of metaphor and the manner in which it cuts across the linguistic, the cultural and the psychological; even if its translation is not always problematic as such, a different configuration of metaphorical expressions in the target text can alter its texture and, ultimately, the audience's reading experience and comprehension. Additionally, it is likely that work carried out within Translation Studies will contribute insights on the interlingual and intercultural variation in metaphor as well as providing metaphor scholars with data-based evidence on a range of concepts native to Cognitive Linguistics.

2. Translating the family metaphor from English into Arabic

Morality is a crucial concept in politics. In fact, it is the core of any political action as political agents need to give their views a moral basis. Although morality is a central theme in politics, it is also a contentious concept, and one of which different people have divergent perceptions. Indeed, our conceptual systems appear to differ in the way we evaluate morality. In his systematic study of political morality (1996; 2002) George Lakoff argues that our political perspectives are drawn from systems of moral concepts (2002:41). To explicate his theory, Lakoff investigates how American politicians (conservatives and liberals) link morality to politics through the metaphor A NATION IS A FAMILY. As conservatives and liberals embrace different views, their perceptions of the family are not identical, and consequently their metaphors differ as well. Conservatives' principle cognitive model of the family is that of the STRICT FATHER whereas liberals lean towards the NURTURANT PARENT one. These two models are not only responsible for giving coherence to people's political views but also guide their political actions.

This paper investigates the translation of family metaphors from English into Arabic. Since the source language metaphorical constructions result from contextualised social and political interactions, their transfer may consider the distinctive cognitive nature of the target language. Receptors of the target language metaphors belong to a different political system, and their views about society are not as a family but as a fabric. In what ways do translators adopt the source language conceptual metaphors into the new language and cultural contexts? Based on data taken from speeches delivered by George W. Bush and Barack Obama to the General Assembly of the United Nations, the analysis will reveal the extent to which the two languages frame moral issues using these same cognitive models.

3. Metaphor in political discourse and translation: With special focus on translations of President Xi's public addresses

Metaphors are inherently persuasive and are therefore very common in rhetorical and argumentative language such as political discourse. This paper sets out to examine metaphors in political discourse, in both original and translation, in relation to the present-day Chinese context. The conceptual metaphor theory (also known as 'Cognitive Semantics'), which was first proposed by Lakoff and Johnson (1980/2003), and Fairclough's (1992) three-dimensional model of critical discourse analysis will be used to account for the identification, interpretation and explanation of conceptual metaphor in political discourse and translation. The data under investigation comes from speeches by President Xi published in *The Governance of China* (2014). A corpus has been constructed for investigation consisting of all speeches by Xi included in the book and their English translations. The identification and analysis will be conducted on different types of metaphor such as 'building metaphors', 'plant metaphors', 'journey metaphors' and 'conflict metaphors'. The paper also attempts to examine the translation strategies and procedures applied in translating those metaphorical expressions from Chinese to English. The discussion proceeds primarily from the perspective of the discipline of Translation Studies. It also aims to reveal how metaphors in political discourse are linked to wider interpersonal, institutional and socio-cultural contexts.

4. Examining metaphor translation in popular economics books

The pervasiveness of metaphor in everyday language as well as in specialised discourse is irrefutable. Economics and, in particular, the areas of commerce and finance, are no exceptions (Mateo Martínez 2006; Mouton 2012). When translation comes into play, if the expected cross-cultural variation of conceptual metaphors (Kövecses 2005) is considered, it might be the case that different linguistic expressions from either the same or other metaphor categories need to be used for linguistic and/or socio-cultural purposes.

This paper considers the English > Spanish translation of popular economic books, with a view to examining how metaphor behaves in the process of transference, while delving into the possible motives behind translators' interventions. For this purpose, two 500,000-word corpora, an English > Spanish parallel corpus (freely available at http://sli.uvigo.gal/CLUVI/index_en.html

#scope) and a Spanish non-translational corpus comparable to the parallel one, were constructed. First, excerpts (i.e., paragraphs) from the original books were selected at random, and these were manually analysed for candidate linguistic metaphors through a modified version of MIPVU (Steen et al. 2010). Following this, a selection of the aforementioned lexical units was indexed using AntPConc and AntConc, and their contexts of use were examined. This allowed for the identification of semantic domains and conceptual metaphors, as well as the description of the translation procedures used for the analysis of the parallel corpus.

Given the high number of potential metaphorical lexical units involved, this presentation will focus on a selection of these in order to illustrate the variety of translation procedures used (either the same metaphor, a different metaphor, a non-metaphor, or 0) (Toury 2012: 108). At the same time, the result of analysis of the data extracted from the comparable corpus would be relevant to explain the approaches undertaken by translators.

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Elicited metaphor research: Moving the educational field from knowledge to action

@Y305, June 30 Saturday, 08:30 – 09:55

Wan Wan, Sonya L. Armstrong, Donita Shaw, and Jeanine L. Williams

The aims of this session will 1) offer an overview of the current state of elicited metaphor research and of the gaps/problems for scholars concerned with the use of elicited metaphor in educational discourse; 2) present the rationale for using eliciting metaphor to uncover the beliefs and/or conceptualisations of educational experiences; 3) investigate different metaphors used as groups/levels when they interact with each other in educational settings; and 4) suggest possible solutions for improving the validity of metaphor elicitation techniques and establishing the trustworthiness of the research.

The session will be organized as follows:

Overview (5 minutes). In this overview, the discussant will (a) welcome attendees to our presentation, and (b) highlight the aims of this presentation.

Presentations [40 minutes; approximately 10 minutes per paper]. This modified presentation allows the panelists (see below) to introduce themselves and briefly showcase their research on elicited metaphors.

Panel [35 minutes]. The panel will be led by a discussant and address the issue of elicited metaphor research from a variety of perspectives. The goal of the panel is to engage the audience and presenters in an interactive discussion addressing the aims of this proposal.

Conclusion (10 minutes). The discussant will share some observations and summarize the event.

1. Triangulation of Elicited Metaphors: Introducing Retrospective Metaphor Interviews

One problem to be considered when eliciting metaphors is that researcher subjectivity may lead to misinterpretation (e.g., Armstrong, Davis, & Paulson, 2011; Low, 2015; Ritchie, 2003; Wan, 2011). A researcher cannot rely solely on metaphors as a complete understanding of a participant's conceptualizations. This problem can be overcome through the adaptation of a well-accepted qualitative research approach: member checking (Lincoln & Guba, 1985). Like member checking, metaphor checking is a triangulation method that incorporates participant feedback during data analysis (e.g., Armstrong, Davis, & Paulson, 2011; Armstrong, 2015).

One such approach, Retrospective Metaphor Interviews (RMIs), allows for a fuller examination of data through triangulation of the relationship between a learner's conceptualizations and that individual's own reported enactment of those conceptualizations in practice. This triangulation protocol will be introduced and examples will be illustrated using elicited metaphor data from a study of college students' conceptualizations of academic literacy (Armstrong, 2007, 2008).

This triangulation protocol provides an option for metaphor analysis researchers to better make the case for trustworthiness in their data analysis. Because RMIs provide opportunities to confirm researcher interpretations through extension of elicited metaphors into actual participant practices, this approach can work to minimize validity concerns in metaphor studies, especially those for which the source is a learning activity (e.g., reading, writing, etc.). It should be noted that, especially if the researcher is interested in an in-depth understanding of participants' conceptualizations, an RMI approach is far more time-intensive than a typical metaphor-elicitation study. Finally, RMIs can provide additional options and direction for addressing concerns of validity related to standard elicitation methods in metaphor analysis research studies.

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2. Developing and validating the “What was school like?” elicitation instrument for researching literacy metaphors

Most current research seeks to document respondents' self-reported metaphors such as life-history interviews and narrative accounts (Kelchtermans, 2005), portfolio essays (Parsons, Brown, & Worley, 2004), questionnaires and surveys (Minor, Onwuegbuzie, Witcher & James, 2002) and open-ended responses (Bozlk, 2002). While valuable, these methodologies are sometimes difficult to connect to educational theory and practice (Goldstein, 2005). Therefore, an instrument that has a long research history with cross-

cultural populations, established validity, and extensive research use (Yamamoto, Hardcastle, Muehl, & Muehl, 1990) suggests the participants are able to choose metaphors to accurately reflect their views while being given the opportunity to self-report their own metaphors if desired. Through a synthesis of research studies, this instrument has been modified to include dominant literacy metaphors, which align with theories of literacy (Tracey & Morrow, 2012).

The process of modifying the elicitation instrument to include literacy metaphors will be described through three research studies. For Study 1 and 2, 99 pre-service teachers at a university in the United States participated by self-creating open-ended metaphors for literacy. In Study 3 an elicited instrument was modified by replacing “Thinking about Life” metaphors with previously identified literacy metaphors from Study 1 and 2. The instrument was given to 144 adult learners enrolled in three diverse educational settings.

The significance of this study lies in the metaphor instrument’s connection to literacy education theory and practice. The elicited metaphor instrument derives metaphors from educational concepts and theories and this is the instrument’s principal quality.

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3. Cultivating Learners' Critical Thinking in Writing through Metaphor-oriented Activities

Many approaches have been employed to develop participants' critical thinking skills generally in education. One that has been repeatedly claimed to be effective involves using elicited metaphor. Participants are required to explain their beliefs and concepts relating to various academic practices via metaphorical conceptualisation (e.g., Low, 2015; Zapata & Lacorte, 2007). The hope is that the metaphor-oriented intervention can elicit a sense of engagement on the part of the participants and that this will in turn lead to increased critical awareness, help them identify advantages and problems with a particular conceptualisation, and ultimately persuade them to make some sort of changes to their thought patterns and/or associated behaviours (Low, 2008). However, while there appears to be a broad consensus about the value of eliciting one's metaphor as an effective means of helping participants think critically about their teaching and/or learning at a general level (Leavy et al., 2007), much less attention has been paid to its potential for cultivating critical thinking skills relating to academic literacy, and particularly to academic writing (Wan, 2014).

The presentation will be driven by the following two objectives: (a) investigating the effect of engaging participants in a set of metaphor-based activities on the development of their critical thinking skills and (b) discussing how and in what ways the sort of activities might have helped improve their academic writing.

In the study, 40 undergraduate students enrolled in the programme of English are asked to conceptualise their beliefs about academic English writing through a ‘think-of-one or more metaphors’ task, and to share and discuss personal metaphors for writing in group discussions. The study is primarily based on four sources of qualitative data: students’ responses to a metaphor elicitation task, participants’ written reports, in-depth interviews, and classroom observations.

The findings suggest that generating one’s own metaphor(s) for writing and then discussing individuals’ metaphors helped the participants develop critical thinking skills as regards their writing processes in at least four ways: (a) encouraging critical self-reflection on individuals’ writing experiences; (b) identifying personal writing problems, (c) synthesising concepts of writing and (d) formulating plans of action to change or alter writing practices.

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4. Metaphorical Conceptualizations and Classroom Practices of Instructors Teaching an Accelerated Postsecondary Developmental Literacy Course

Recent calls for reducing reading and writing remediation and for sociocultural models of instruction have spurred postsecondary developmental literacy course redesign across the U.S. This redesign shortens the pipeline to college-level coursework through accelerated models. Literacy course acceleration emphasizes academic literacy by integrating reading and writing instruction in one course with reduced hours (Edgecombe, 2011; Hern, 2010). This presentation highlights a study of metaphorical conceptualizations of academic literacy and classroom practices of instructors teaching in this new context.

Instructors bring to the classroom “a complex set of variables based on attitudes, experiences, and expectations, closely relating to their beliefs about the nature of the language-learning task and their conceptions about what their classroom roles ought to be” (Wan, Low, & Li, 2011). Instructors are positioned as authorities, and their beliefs often dictate the classroom environment (Wan et al., 2011). The theoretical framework, curricular structure, and pedagogical practices, largely driven by the instructor, shape the role that the classroom plays in student success (Braxton, 2008). Using conceptual metaphor analysis, this study answers: (1) what are the instructors' metaphorical conceptualizations of academic literacy? (2) how do these metaphorical conceptualizations relate to the curricular and pedagogical techniques employed by these instructors in an accelerated developmental literacy course? and (3) to what extent are the metaphorical conceptualizations and classroom practices consistent with sociocultural literacy models?

Results reveal that the instructors' beliefs and behaviors align with sociocultural theory. In addition, these beliefs are translated into classroom practices that are student-centered, critical and culturally responsive, and that actively engage students using multiple learning modalities. Consequently, the accelerated academic literacy course

that these instructors teach has the potential to more effectively foster student success and persistence, as is suggested in the research literature (Kinzie, Gonyea, Shoup, & Kuh 2008; Paulson & Armstrong, 2011; Williams, 2008, 2009, 2015).

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Paper Presentations

The discourse career of the Russian metaphor SOME SLAVIC ETHNIC GROUPS ARE BROTHERS

Ludmilla A'Beckett
University of the Free State

Room Y512, June 28 16:30 – 16:55

The purpose of this paper is the reconstruction of discourse patterns of the metaphor “brothers” over the two centuries of its use.

This investigation relies on a historical approach to critical discourse analysis (Reisigl and Wodak 2009; Wodak 2009; Engstrom and Paradis 2015) and a discourse dynamic framework for metaphors (Cameron, Low and Maslen 2010). The former helps to focus on historical circumstances, social contexts, identities of the metaphor users and metaphor referents. The latter assists in the reconstruction of recurrent discourse patterns of the metaphor application, i.e. paragons, scenarios (Musolff 2006, 2015, 2017; Koller 2017), contexts of rejection and negation.

The data were collected from the general corpora of the National Corpus of Russian (NCR). NCR provided 133 contexts and 160 occurrences in these contexts of different grammatical forms of the cliché *Slavic brothers* since the first occurrence in 1849. The preliminary conclusions can be presented as follows. The concept *Slavic brothers* has been one of the central theses in discussions between prominent Russian intellectuals, writers, religious philosophers and artists. The metaphor was used to shape public opinions about the events of the Russo-Turkish War 1877-1878, Berlin congress 1885, WW1 and Soviet military interventions. In the 19th century, metaphor clusters have been formed around two distinct centres of the Russian intellectual thought, i.e. a positive assertion of the fraternal bond between Russians and Orthodox Slavs by Fyodor Dostoyevsky and its critical assessment by Leo Tolstoy. Other intellectuals basically join one of these two trends.

In terms of prominent discourse configurations of the source domain concepts, there have been found three main clusters: 1) an idealised scenario of relations between brothers in an “exemplary” family; 2) an extension of these relations to the actions of *fraternal assistance*; 2) skewed relations between *older* and *younger* brothers. These scenarios have been developed by official propaganda in the Russian Empire, by Soviet

authorities and by contemporary Russian revanchists. Subversive claims which dismiss the validity of the metaphor were suggested by Leo Tolstoy, and further developed by the Soviet writers, e.g. Svetlana Alexievich and Yuri Trifonov. The investigation of the discourse trajectories of the metaphor “brothers” assists in the recognition of salient cultural patterns in the metaphor use and in the finding of variations and continuity of both the discourse history and the concept history.

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Testing Metaphor Comprehension in Brain-Damaged Populations: A Case Study of Deep Dyslexia

**Hamad Al-Azary, Tara McAuley, Lori Buchanan
and Albert Katz**
University of Western Ontario

Room Y303, June 29 14:00 – 14:25

Testing novel metaphor comprehension in patients with acquired language disorders provides a potential window into the semantic processes required to make sense of metaphors. Typically, researchers focus on localizing the neural substrates of metaphor comprehension to see whether patients with damage to a particular brain area show difficulty in understanding a metaphor. Although interesting, this approach says little about the semantic processes which may be disrupted in brain-damaged patients and by extrapolation, does little to inform models of normal metaphor processing.

Here we present data from G.L., a stroke survivor who exhibits symptoms associated with Deep Dyslexia including the diagnostic symptom of producing semantic errors when reading aloud (e.g., reading weird as odd), along with difficulty reading aloud words that are abstract (e.g., religion). We report the first case study of a deep dyslexic's performance in a metaphor comprehension task. Our task involved asking G.L. to rate literal (e.g., a gorilla is an ape), metaphorical (e.g., language is a bridge) and anomalous (e.g., arrival is a shoestring) sentences for comprehensibility. The metaphors in our task varied on two semantic variables, the first being topic concreteness; metaphors either had abstract or concrete topics (vehicles were kept concrete). The second was semantic neighbourhood density (SND), which represents the number of close semantic associates for each topic and vehicle. The resultant conditions are [1] abstract-high SND (e.g., justice is a net); [2] abstract-low SND (e.g., indecision is a whirlpool); [3] concrete-high SND (e.g., a mosquito is a vampire); [4] concrete-low SND (e.g., a pond is a mirror). G.L. rated abstract-low SND metaphors to be particularly comprehensible, but interestingly rated concrete-high SND metaphors to be as nonsensical as anomalous sentences. Based on these data, we introduce a metaphor model that is based on existing models of semantic processing in deep dyslexia.

Investigating metaphor in the U.S. same-sex marriage discourse

Pongbodin Amarinthnukrowh
Chulalongkorn University

Room Y303, June 28 11:30 – 11:55

Through the application of corpus-based approaches and semantic annotation software, this paper aims to investigate metaphorical expressions used in web-based news articles regarding the legalization of same-sex marriage in the United States. 172 news articles on the topic in question from January to June 2015 extracted from The NOW (News on the Web) corpus (Davies 2013) constitute the data of this study. Upon the compilation of the corpus, the USAS (UCREL Semantic Analysis System) semantic taggers, which are embedded in the web-based tool for corpus analysis and comparison called Wmatrix (Rayson 2008), were used to find possible source domains of metaphorical expressions. Subsequently, each word in the significantly frequent tags, achieved by comparing the data to the BNC Sampler written informative corpus with Log-likelihood cut-off values at 15.13 ($p < 0.0001$), was analyzed manually by using a concordancing function in Wmatrix to find all metaphorical expressions. The metaphor identification procedure (Pragglejaz Group 2007) was employed to determine what should be counted as metaphor. Then, the metaphorical expressions were analyzed based on 'Conceptual Metaphor Theory'. It is hypothesized that conceptual metaphors play a pivotal role in conceptualizing particular messages or ideologies concerning the controversial issues of legalizing same-sex marriage. Thus, by demystifying those ideologies hidden behind the conceptual metaphors, it might enable us to see how news articles reinforce criticisms and discrimination against homosexuality.

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Rayson, P.)2008). “From key words to key semantic domains”. *International Journal of Corpus Linguistics* 13: 4, pp. 519-549.

Metaphors in applied linguistics: A corpus-based, multidimensional analysis

Tony Berber Sardinha
Sao Paulo Catholic University

Room Y410, June 28 17:30 – 17:55

The goal of this paper is to identify metaphors in the discourse of Applied Linguistics using a combination of a quantitative corpus-based, multidimensional approach (Biber, 1988) with a qualitative text-based metaphor identification procedure (Pragglejaz Group, 2007). The corpus comprehends a 70-year span of publications, containing the full collection of these journals: Applied Linguistics (since 1983), IRAL (1963), Language Learning (1948), the ELT Journal (1946), and TESOL Quarterly (1967). In all, more than 11 thousand texts were collected, totaling 46+ million words. The method comprises a three-step approach. First, a lexis-based multidimensional analysis was carried out on the corpus, which identified the underlying dimensions of lexical variation across the texts. The dimensions were determined via a factor analysis, which found the salient clusters of words present in the texts. The resulting dimensions reflect the major discourses in the field of Applied Linguistics from a diachronic perspective. Secondly, the most salient texts in each dimension were identified, by considering their scores on the individual dimensions. Because the texts can be ranked on the basis of their dimension scores, high scoring texts are the most representative of each dimension. The texts selected in this way formed a sample for the subsequent metaphor identification phase of the project. Finally, a qualitative analysis was conducted on the sampled texts in order to identify the major metaphors, using the Metaphor Identification Procedure (MIP; Pragglejaz Group, 2007) as a basis. The metaphors identified represent some of the major ways in which the discourse of Applied Linguistics employed metaphorical language in its 70+ year history. In addition, this combination of the multidimensional approach with metaphor analysis presents a principled approach for sampling texts out of large corpora (cf. Cameron & Deignan, 2003) with a view to hand-and-eye metaphor identification.

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The metaphorical construction of Hong Kong's Civic Square

Aditi Bhatia

The Hong Kong Polytechnic University

Room Y303, June 28 12:00 – 12:25

The Hong Kong Central Government Office, colloquially known as the 'Civic Square', was the site of a number of key protests, including the Hong Kong Umbrella Movement, until the grounds were barricaded in 2014, resulting in much public dissatisfaction. The debate about the right of public access and assembly at the Civic Square has recently resurfaced with the arrival of Hong Kong's new Chief Executive. Various discourse clans (Bhatia, 2015), including democracy activists, local law-makers, and pro-Beijing loyalists, have participated in a much-contested debate about the public's right to demonstrate at the Square, generating competing narratives that represent different versions of reality. Drawing on Bhatia's (2015) framework of the Discourse of Illusion (comprising three interrelated components: historicity; linguistic and semiotic action; and the degree of social impact), this paper will analyze a corpus of media voices, reflective of different participants in the debate, in order to explore the creation of discursive illusions by different discourse clans in their efforts to metaphorically conceptualize the Square as a symbol of threat and fear; a symbol of concession and goodwill; and, a symbol of freedom and rights.

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Grammatical Goths encircling our linguistic Rome: The discursive metaphorical frames of language in British and Serbian newspaper discourse

Ksenija Bogetic
University of Belgrade

Room Y305, June 28 12:00 – 12:25

The present study analyses the discursive construction of language and language change in British and Serbian newspapers, by adopting a rhetorical perspective on metaphorical frames in public discourse. In line with the view of metaphorical frames as promising more nuanced approaches to metaphor in discourse (Burgers et al. 2016, Semino et al. 2016), but also in response to the difficulties associated with the question of framing effects (Steen et al. 2014, Boeynaems et al. 2017), the study proposes a notion of a *discursive metaphorical frame* (DMF) as a frame of presentation identifiable across a public discourse, with rhetorical goals and ideology at its core. The passionate and amply metaphorical language debates in British and Serbian print media are found to provide fruitful ground for the discussion. The analysis focuses on the multiple levels of metaphorical conceptualization that contribute to a DMF of the language situation and the multiple ideological meanings conveyed therein. Overall, despite a similarity in the anxiety over language in British and Serbian newspapers, the findings reveal great differences in the ideological basis of the respective DMFs identified, pointing to very different concerns over language, social change, tradition and nation in the two contexts studied, confirming the view that ideologies about language are never about language alone (Woolard 1998). The benefits of the adopted approach are discussed with respect to existing perspectives on systematic metaphor use in discourse and with respect to the rhetorical nature of public discourse. More broadly, it is argued that a rhetorical perspective on frames and framing is an indispensable element of understanding how metaphors reflect and shape social discourse.

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The exploration of ROMANTIC LOVE, its aspects, and its metaphorization in contemporary spoken Swedish

Per Boström
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Room Y410, June 30 10:00 – 10:25

This paper explores the metaphorization of ROMANTIC LOVE in spoken Swedish, based on results of in-depth analyses of group conversations. The analyses depart from *Conceptual Metaphor Theory* (e.g. Lakoff & Johnson, 1980, 1999) but employs a *Discourse Dynamics Framework* (e.g. Cameron, 2003, 2011) as a way of exploring metaphorization in spoken language in use. The study deals with how the metaphorization flows within the conversations and how different source domains, sometimes a combination of domains, are actualized in the metaphorizations. The paper also shows that a more detailed analysis of ROMANTIC LOVE provides a better understanding of the metaphorization within and across the conversations.

LOVE metaphors have been analyzed from different perspectives during the past 30+ years. Kövecses (1986, 1988, 1990, 2000); Lakoff (2006); Lakoff & Johnson (1980) argue e.g. for the conceptual metaphors LOVE AS A UNITY and LOVE IS A JOURNEY. Tissari (2001) finds EXCHANGE and not UNITY dominating her data. In discourse between experts and laypersons, Beger (2011) finds CONTAINMENT and UNITY. Schröder (2009) identifies cultural variations in German and Portuguese (FUNCTIONING MACHINE VS. CONQUEST). LOVE is undeniably multifaceted, but is often treated as *one* concept. In order to broaden our understanding of ROMANTIC LOVE, its aspects, and its metaphorization, a more detailed picture needs to be painted.

The results indicate that ROMANTIC LOVE should not be seen as *one* concept, but as a concept containing different but related aspects, which are metaphorized variously. The aspect *Relationship* is metaphorized as a CONTAINMENT; the aspect *(love)Feeling* is metaphorized as UNITY or FORCE, and the aspect of *Partner* is metaphorized as POSSESSION. Furthermore, a combination of source domains is commonly reflected in the metaphorical expressions, highlighting the complexity of both ROMANTIC LOVE and its metaphorization.

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Trade metaphors over time in US Presidential State of the Union Speeches (1790-2016)

Christian Burgers

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Kathleen Ahrens

The Hong Kong Polytechnic University

Room Y306, June 28 11:30 – 11:55

In political discourse, abstract political topics such as economics are often discussed through metaphors (Alejo, 2010; Charteris-Black & Ennis, 2001; Fukuda, 2009). Many studies have demonstrated that such metaphorical frames can have important real-life effects, both by influencing individual voters and by dominating political discourse (for an overview, see Boeynaems et al., 2017). While such studies have generated important insights, various scholars have noted that the dynamic nature of frames over time has received less empirical attention (Lecheler et al., 2015). An important aspect remaining underexplored is how metaphorical frames for important societal topics themselves change over time.

We conducted a corpus analysis to model how metaphorical frames for the political topic of 'trade' change over time. Our corpus consisted of US Presidential State of the Union (SOU) Addresses from George Washington to Barack Obama (1790-2016), from the Hong Kong Corpus of Political Speech (Ahrens, 2015; 1,825,258 words). SOU Addresses are mandated in the Constitution and typically delivered once per year. This provides a unique opportunity of a diachronic corpus of 226 years containing relatively comparable political speeches.

We found 1,165 instances of the keyword 'trade' in the SOU corpus. After excluding proper nouns (e.g., World Trade Center), 1,127 instances remained. We focused on the 15 words preceding and following the keyword to determine if 'trade' was used in a metaphorical expression of which domain. We used historical dictionaries to determine the basic meaning of words. Inter-coder agreement was 'substantial' ($\kappa=.61$; Landis & Koch, 1977) for presence of metaphor and for whether a metaphor belonged to the physical-object ($\kappa=.69$), container ($\kappa=.77$), living-entities ($\kappa=.61$) and journey ($\kappa=.61$) source domains. First analyses reveal that the percentage of trade references that is

metaphorical decrease over time. By contrast, the use of trade metaphors from the container source domain increased.

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A bellwether or killer of free trade? Using a corpus to examine the evaluative function of metaphors in popular economic discourse on trade disputes among China, EU and US

Dongman Cai
University of Leeds

Room Y306, June 28 11:00 – 11:25

I focus on corpus studies of metaphor in economic domain due to the important role of metaphor in shaping public opinion and conveying evaluation indirectly in press. For instance, Liu (2015) finds that Renminbi is constructed as *a scapegoat* for problems of US in Chinese press, which criticizes the US, accusing it of wrongly blaming the yuan for trade imbalance. Renminbi is constructed as *a manipulated victim* in US press, which blames China's currency manipulation for US's economic woes.

I identified a gap between currently available corpora and the data required for my research, into how metaphor operates in popular economic discourse on trade disputes involving China, EU and US to convey stance. I have built a one-million-word corpus with three sub-corpora.

In my paper, I will first explain the procedures I took for building a representative and balanced specialized corpus. I discuss two strategies for achieving qualitative and quantitative representativeness: surveying popularity of English-language national daily broadsheets in China, UK and US to decide my sampling frame; using both core terms (trade disputes) and candidate query terms (e.g. protectionism) obtained via keyword list to decide included texts which are collected via Nexis UK. Then I explain the way I have tagged some sample texts for metaphor with the help of two online dictionaries and Wmatrix, which can be followed in other varieties.

I will describe how I tag 10% of metaphor in my corpus and give examples from my data to examine the evaluative function of metaphors. For instance, my pilot study shows that British broadsheets report EU and US's negative attitude towards granting China market economy status by constructing China as *a killer of free trade* while Chinese broadsheets convey a negative stance towards EU and US's decisions by constructing China as *a bellwether advocating free trade*.

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Translating metaphors in times of economic crisis: A case study from English into Spanish and German

Carmen Mateo Gallego
Heilbronn University

Room Y512, June 29 11:30 – 11:55

The reports of official economic institutions were especially relevant for society during the world economic crisis because they conveyed reliable information about the financial situation. These reports were originally written in English and contained several metaphors that must be translated into several languages to reach the target readers in other parts of the world. Especially in Europe, the year 2010 was marked by budget cuts, tax increases, financial bailouts and high unemployment rates. Therefore, the parallel corpus of this piece of research is the chapter about development of global markets belonging to the 2010 annual report of the International Monetary Fund (IMF) in English, Spanish and German.

The focus of this study lies on the typology of the metaphors found in the original version according to the three categories established by the Conceptual Metaphor Theory (CMT) (structural, orientational and ontological) and the way their linguistic representations were translated into both languages. The translated metaphors into Spanish and German were classified according to Dobrzyńska (1995). She describes three possible methods for the translation of metaphors, which are often addressed in many studies. The first is "metaphor by the same metaphor" ($M \rightarrow M$), the second is "metaphor by another metaphor" ($M1 \rightarrow M2$) and the third is "metaphor by paraphrase" ($M \rightarrow P$). This classification was also used by various scholars from the beginning of the 21st century, for the translation of metaphors in economic language such as Serón (2005) and Ramacciotti (2012).

It was found out that in the Spanish version, there is a tendency to translate the original English metaphor by another metaphor, even though there is an equivalent in the target language. On the contrary, in German, the metaphors of the original version are usually translated word by word. In addition, there are some omissions from the original text, especially in the Spanish version, as well as cases in which some information is added in the target text, giving rise to new metaphors, especially in German. By comparing actual translations from the European Union and the IMF, it will

be possible to draw conclusions about the methods employed by both institutions in America and in Europe.

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Conceptualisations of housing in Hong Kong political discourse over time: A bottom-up approach

Wing shan Ivy Chan

University of Hong Kong

Kathleen Ahrens

The Hong Kong Polytechnic University

Room Y305, June 30 10:30 – 10:55

The analysis of conceptual metaphors in political discourse using the top-down approach has been a prolific research area, not only in Western regions but also in Eastern countries, including China (Chen, 2014), Taiwan (Lu and Ahrens, 2008; Chiu and Chiang, 2012), and Hong Kong (Flowerdew and Leong, 2007). Under this approach, keywords are selected within a particular source domain, then searched with the aid of corpora-based tools and evaluated as to whether such usages are metaphorical or not. In this case, only those metaphors relating to keywords can be identified. For other metaphors, it is possible that they will not be discovered. To examine a wider range of conceptual metaphors in political discourse, this study takes a bottom-up approach to analyse Hong Kong Chief Executives' annual Policy Addresses (Chinese version) from 1997 to 2017 following Pragglejaz's (2007) Metaphor Identification Procedure (MIP). These addresses were chosen because of their high political significance. Of the different social issues discussed, housing policies (including housing demand, supply, and prices), a major concern for everyone in Hong Kong, are the first and overriding priority in these speeches. More importantly, Hong Kong housing prices have experienced both the worst and best performances over the past twenty years. During the outbreak of SARS in 2003, housing prices steeply declined; however, they rebounded after the region's economic recovery. To reflect the changes in HOUSING conceptualisations as documented in the Addresses from 1997 to 2017, this study identifies (1) the source domains mapped to the target domain HOUSING and (2) the connotations of HOUSING entailed in Hong Kong political discourse over time. Results show that metaphorical linguistic expressions underlying the HOUSING target alter significantly within one political discourse before and after the economic recovery. This study concludes by suggesting source domains and keywords left unexamined for the HOUSING target.

Keywords: political rhetoric, Hong Kong, Chinese conceptual metaphors, bottom-up approach, HOUSING target domain

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Metaphor in Motion: Interpreting metaphoric depictions in sports celebrations

Yu (Elaine) Chen
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Room Y305, June 29 12:00 – 12:25

Despite the numerous studies published on metaphor and gesture from many different disciplines, this large body of research has not properly explored metaphoric movements beyond our hands, nor has it sufficiently addressed metaphorical gestures that depict concrete events. My research within cognitive science examined people's interpretations of sport celebrations in which athletes engage in concrete-referential metaphorical depictions involving full-body movements. The results of three experimental studies reveal that people observing sports celebrations by athletes who have just made great plays during the course of a game recognize that many bodily actions express symbolic messages. People specifically see metaphorical meaning, and pretense, when they viewed actions related to source-path-goal events that refer to the successful completion of a goal in some other sporting event (e.g., a football player who celebrates scoring a touchdown by slam dunking the football over the goal post as if he just dunked a basketball). Thus, people interpret many sports celebrations as conveying more than the simple expression of positive emotions. Other celebratory actions, such as mere dancing, are not viewed as conveying metaphorical meaning given that they do not refer to source-path-goals events. These studies are not only the first to empirically investigate how people understand full-body metaphorical gestures, but also are among the first to explore metaphorical depictions with concrete referent. My findings show the strong human tendency to perceive life events in metaphorical ways and offer new insights into real-life metaphorical performances in a novel, nonlinguistic domain of experience (i.e., sports celebrations).

Keywords: Metaphor, gesture, depiction, sports, symbolic meanings, Dynamical system theory

Metaphor and identity construction in *One Belt and One Road* discourse: A contrastive analysis of *China Daily* and *New York Times*' respective reports

Qin Chen
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Room Y305, June 28 11:00 – 11:25

The article aims to adopt a contrastive analysis of *China Daily* and *New York Times*' reports on China's *One Belt One Road* Initiative from the perspective of critical metaphor and identity construction. The analysis shows that: 1) While promoting *One Belt One Road* Initiative, *China Daily* strives to construct to the world a positive "Self" Chinese identity such as architect, driving force, traveller, performer, friend, partner, gardener, by adopting conceptual metaphors like architecture, transportation tool, journey, performance, a community of shared future, plant and etc; 2) *New York Times* impacts the world's cognition of China's *One Belt One Road* Initiative by adopting an important function of metaphor- framing, and conceptualizes *One Belt One Road* Initiative as push, plan, ambition and other negative concepts, so as to construct to the world a negative "Other" Chinese identity such as expansionist, threat, deep pocket and military supplier; 3) Both *China Daily* and *New York's Times*' selection of metaphors and metaphorical functions and the construction of Chinese identities are based on their ideologies.

Key words: Critical Metaphor, Identity, Construction, *One Belt and One Road*

From radical idealism to moderate pragmatism: Metaphors in Chinese economic discourse (1949-2008)

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Room Y306, June 28 12:00 – 12:25

This paper examines the socio-cognitive function of metaphor by exploring the metaphorical system in Chinese economic discourse from the diachronic perspective. Based on the evidence extracted from two medium-sized corpora dated respectively from 1949 to 1978, and 1979 to 2008, two historical periods after the Liberation, which is demarcated by the Third Plenary Session of the 11th Central Committee of the C.P.C in 1978, the study intends to investigate ideological dispositions of the discourse community in different historical contexts underlying the (sub)differentiation in metaphorical systems framing the economic discourses of two periods. Following MIP (Pragglejaz Group 2007), it identifies and concludes the dominant metaphors manifested in the data of two periods, the metaphors of WAR, JOURNEY, HUMAN BODY, HEALTH, MEAL recurring in the discourses of both periods and the metaphors of SATLLITE and MACHINE only characterized by the first period and the second respectively. The exploration into topological aspects of the source domains complemented by a quantitative analysis sketches out their distributional features with finer granularity, the coverage differences in instantiating the same source conceptual element in discourses of two periods. The findings reveal that the differentiation in metaphorical instantiations at different conceptual levels is related to the corresponding socio-cultural realities under different economic systems (the planned economy and the market economy) on the one hand, and the shift in ideological preferences of the discourse community on the other. The corpus-based study shows an investigation into the differentiation in both instantiations and frequencies of domain-mappings is a useful aid to the study of metaphor.

Analysing media discourse metaphors in the Deepwater Horizon oil spill

Tommie Chen

Hwa Chong Institution (Singapore)

Room Y305, June 28 10:30 – 10:55

This paper focuses on the metaphorical framing of the Gulf of Mexico Oil Spill that transpired from April 20 to July 28, 2010 in American Online Newspaper Discourse. The scale and impact of the disaster has captured the imagination of popular culture – as encapsulated in the 2016 release of the American disaster film, “Deepwater Horizon”. Specifically, this paper aims to examine the range of metaphors framed by liberal and conservative broadsheets through the use of integrated corpus-based tools, WMatrix (Rayson 2008) and Sketch Engine (Kilgarriff *et al.* 2004) respectively. This study focuses on the comparative analysis of the portrayal of BP and the Obama Administration in the context of foregrounding American nationalistic interests in the NYT [New York Times] and WP [Washington Post]-corpus. This will be done via a comparative analysis of the pre-eminence and the nature of the WAR/CRIME/THREAT conceptual keys in the corpora.

Metaphor and expressing evaluation toward socially contested issues: The educational reform in Lithuania

Jurga Cibulskiene
Lithuanian University of Educational Sciences

Room Y303, June 28 11:00 – 11:25

From a functional perspective, metaphor may communicate different messages depending on the discourse genre it is used in. A heuristic or representational function, where metaphors frame aspects of the world and simplify them in order to make them intelligible (Charteris-Black 2014: 201, Semino 2008: 31), is most likely to be the core function of metaphor but not the only one. When socially sensitive issues are discussed, metaphors also perform a predicative function (Charteris-Black 2014: 204-207; Musolff 2016: 4), which implies expressing positive or negative evaluations. Taking into consideration Fairclough's idea that discourse is socially shaped and socially shaping (1995: 131), the paper aims to study how predicative function of metaphor manifests in the discourse of contemporary social concerns, i.e. the paper looks into how internet-based social networking shapes prevailing public attitudes via metaphors when addressing educational reform in Lithuania, a burning and highly controversial issue.

The study is carried out within the framework of Critical Metaphor Analysis (CMA), the term coined by Charteris-Black (2004), later refined and extended by such scholars as Musolff (2004, 2016), Hart (2010), De Landtsheer (2009), etc. A three-step metaphor analysis procedure (Identified→ Interpreted→ Explained) was employed in order to determine how metaphors reflect and shape favourable or critical attitudes towards the educational reform in Lithuania. For this study, a corpus of social networking texts comprising 51, 012 words was constructed. The first step – metaphor identification – was performed using Antconc programme and applying a manual search. The second step – metaphor interpretation – metaphors were interpreted by relating them to possible conceptual metaphors they were motivated by. Both steps provide statistical data. In the final stage – explanation – metaphors were analysed from a rhetorical perspective, which means that it was attempted to look into types of constructed metaphorical scenarios and how they communicate evaluations of the analysed social phenomenon. The findings of this evidence-based application grounded in

contemporary social concerns demonstrate that the scenario of the journey metaphor is particularly salient in the analysed discourse. Thus, the paper will discuss this in detail.

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Embodied meaning in embedded metaphor: Variable pragmatic effects of metaphorical and non-metaphorical proverbs

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Room Y410, June 29 16:00 – 16:25

People can readily comprehend language involving sensory images and bodily actions like, *“The red apple is on the grey table”*, and, *“You are pushing a heavy cart across a parking lot”*. Embodied simulations have been argued to support this kind of language comprehension in that people simulate *actual* sensory and motor activity involving seeing apples and pushing carts when they comprehend corresponding language *about* those activities (Bergen, 2012). How such embodied simulations underlie metaphorical language comprehension has been shown to be similar to that of non-metaphorical comprehension (e.g., *“The woman pushed her agenda at the meeting”* versus *“The woman pushed the cart across the parking lot”*), although the extent of that similarity remains unclear.

A separate line of research has sought to explain the various *pragmatic effects* of many kinds of figurative language, including metaphor, which has been argued to *enhance meaning* relative to non-metaphorical language (Colston, 2015).

The proposed presentation unites these lines of metaphor research by investigating the *means by which* metaphors enhance meaning. Results from a study investigating the *pragmatic effects* of comparable metaphorical versus non-metaphorical language reveal that the embodied simulations purported to underlie metaphor comprehension drive the enhancement of meaning. Two kinds of proverbs were presented to study participants in a priming paradigm—metaphorical (e.g., *“Look before you leap”* and non-metaphorical, *“It’s better to be safe than sorry”*). Other than their metaphoricity the pairs of proverbs were selected for their equivalency across other relevant factors. Results revealed that the metaphorical proverbs enhance meaning to a greater extent than their non-metaphorical equivalent proverbs. The results are argued to advance the understanding of metaphorical language efficacy and prevalence.

keywords: proverbs, metaphor, embodiment, category accessibility, priming, pragmatic effects, persuasion

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Is your career a journey, a story, or a construction? Metaphors of career and relations to agency and self- efficacy.

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Room Y303, June 29 17:00 – 17:25

Metaphorical language provides a window to examine and enable self-understanding and self-definition in the context of career counselling. When metaphor is seen as a resource by client and counsellor, identification and analysis can inform the discussion of graduate employability, facilitate the development of career literacy, and provide the career practitioner with a communicative bridge across disciplines and cultures. To contribute to this emerging body of research, higher education students and graduates ($N = 630$) in Australia were asked to report the personal saliency of 16 metaphors of career derived from current literature (e.g., Career is a construction, journey, story, encounters and relationships, etc.). Data analyses, including exploratory structural equation modeling, revealed a four factor taxonomy for metaphors about career. Most importantly, the factors Institutional and Experiential predicted student's scores for the variables career agency and job search self-efficacy. In contrast, the factors Nature and Mechanical did not predict the same. In addition, no significant association is reported between metaphors of career and the variables of age, gender, or academic discipline. The findings of this research are valuable to researchers and practitioners who wish to understand the subtle but powerful differences inherent in written and spoken discourse of career that can have extraordinary impacts on identity and behavior in relation to employability.

Keywords: career; employability; higher education; metaphor; vocational psychology

Metaphor use in climate science genres: functions and source domains

Alice Deignan
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Room Y304, June 30 10:00 – 10:25

Metaphor use in scientific discourse varies according to intended readership and function (Knudsen, 2003). Climate science is an especially complex example because while experts are generally agreed that anthropogenic climate change is happening and will increase in severity, this view is not clearly reflected in non-specialised texts (Boykoff, 2011). There are thus questions around both the conceptual content and the function of metaphors in different genres within the broad topic of climate change.

This paper reports on two discourse and corpus analyses of the metaphors of climate change, across several genres. Using Halliday's tripartite model, I first consider the functions for which metaphor is used in the different genres. I find that in texts written by scientists for their peers, metaphors are largely unmarked and have a primarily informational (ideational) function, consistent with research by Knudsen (ibid) and others. In popular texts, metaphors tend to have the function of entertaining and dramatizing, and introducing and concluding (interpersonal and textual). I also report on an analysis of educational materials, in which metaphors are used primarily with an ideational function, as pedagogic tools to explain climate science, and in young people's discourse about climate science. I then consider the models of climate change expressed through the metaphors in these data, and examine the source domains used. These tend to be experiences and entities close to the lives of the writers/ speakers and intended audience; I find evidence that these are reframed dynamically by discourse participants, leading to some simplified and inaccurate understandings of climate science.

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Metaphor production by patients with schizophrenia

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Room Y304, June 28 12:00 – 12:25

There is a huge body of research on figurative language *comprehension* by patients with schizophrenia (resulting in a long and fixed tradition of proverb tests), and an extreme deficit in research in figurative language *production* by such patients.

The aim of this study therefore was to investigate metaphor *production* by patients with schizophrenia to detect possible errors by performing qualitative analysis. We formed a target group of five patients, and a control group of five healthy individuals. Target group was balanced by the type and degree of illness. The control and target group were balanced by age, gender and education level. In order to obtain balanced and comparable materials, we have: compiled an interview based on Clinical Language Disorder Rating Scale (Chen et al. 1996), prepared pictorial material designed as a story, and we also encouraged spontaneous speech. Interviews were recorded, transcribed, and annotated for: metaphor related words using MIPVU (Steen et al. 2010); for types and levels of metaphors using MetaNet.HR annotating schema (Despot et al. 2015); and for metaphorical patterns using elements of metaphor-led discourse analysis (Cameron et al. 2009).

We found that percentage of mrws in the discourse produced by patients was remarkably similar to the one produced by controls. Overall, we found range of 6% to 11% of mrws in controlled speech of patients, and 7% to 10% mrws in controlled speech of the control group. Range of mrws in free speech produced by patients is from 7% to as high as 18%, even 20% in some discourse fragments. We did not find any differences in terms of idiosyncratic interpretations that would allow for characterizing any interpretation as “impaired”.

These results suggest different approach to testing metaphor production ability by patients with schizophrenia, as well as using different methods to test their ability to understand figurative language.

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Metaphor in song translation

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Room Y512, June 29 11:00 – 11:25

Despite the omnipresence of music and songs in our globalized world, song translation remains an under-researched field in Translation Studies. Studies that do investigate song translation mostly focus on singability (e.g., Low, 2003, 2005; Stopar, 2016) or fidelity to the Source Text (e.g., Franzon, 2005, 2008). Though metaphor is often mentioned in such studies, the combination of song translation and metaphor translation has not received any systematic attention. In fact, translation research in general fails to incorporate the state of the art in Metaphor Studies – such as the use of reliable identification methods like MIPVU (Steen et al., 2010) or attention to genre and register variation (cf. Deignan et al. 2013). Moreover, song translation (and Translation Studies in general) continues to treat metaphor as a linguistic device with a decorative function.

The current paper integrates the state of the art in Metaphor Studies – in particular the use of MIPVU (Steen et al., 2010) and the three-dimensional model of metaphor (Steen, 2008) – to analyse how the songs from the Disney movie *Frozen* (2013) were translated into Dutch. I will demonstrate how the metaphors involved are relatively unproblematic to translate in terms of their linguistic and conceptual properties, but become genuine translation problems due to (1) their role in creating narrative coherence, and (2) the interplay between lyrics, music and visuals. I will examine the choices made by the translators from both a metaphor point of view and a music point of view in order to offer a new synthesis between the three-dimensional model of metaphor (Steen, 2008), the pentathlon principle for song translation (Low, 2005), and two dominant models of metaphor translation, namely Newmark (1988) and Schäffner (2004). I will argue that a more nuanced approach to metaphor translation is needed that puts discourse properties, communicative functions and multimodality centre stage.

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Qualia roles as mapping principles

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Room Y410, June 28 16:30 – 16:55

The conceptual metaphor theory (CMT) has been attracting researchers' attention since it was proposed by Lakoff and Johnson (1980). One of the directions addresses the processing of conceptual metaphors, in which researchers endeavor to discover the mechanisms governing the utilization and comprehension of conceptual metaphors (e.g. Clausner and Croft 1997). Ahrens (2010) proposes Conceptual Mapping Model, of which the purpose is to disclose the underlying reasons, i.e. Mapping Principles, which motivate a target domain's selection of a source domain in a language. Duann and Huang (2017), exploring the interaction between conceptual metaphor and qualia structure (Pustejovsky 1991, 1995), claim that the telic and agentive quaes, which represent the eventive dimensions involving human beings' participation and bodily experiences, serve as the constraints which explicate why a particular target domain selects a particular source domain; that is, these two quaes are Mapping Principles.

This article, investigating the DEMOCRACY IS X and POLITICS IS X metaphors, argues that all the four qualia structure can function as Mapping Principles. We analyze the metaphorical expressions which realize a variety of source domains mapped on to the two aforementioned target domains in the Taiwan Presidential Corpus (Huang and Ahrens, 2008). The quaes are then retrieved from the metaphorical expressions. The preliminary finding shows that, in the DEMOCRACY IS JOURNEY metaphor, the constitutive role, which reflects the path schema, weighs much more than the others. In the DEMOCRACY IS BUILDING metaphor, it is the agentive role which is the most prominent. In terms of the POLITICS IS PERSON metaphor, the formal role is the most prominent. The prominence of the formal role is also found in the POLITICS IS FOOD metaphor. This article thus contends that all the four quaes can function as Mapping Principles, though the constitutive and formal quaes do not directly indicate the eventive side of an object/thing which invokes common bodily experiences.

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Frames of reference: Exploring limitations on metaphorical mappings between space and time

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Room Y304, June 29 16:00 – 16:25

Alongside compelling evidence that space structures temporal conceptualization (e.g., Boroditsky, 2000; Boroditsky and Ramscar, 2002), recent findings suggest influences of non-spatial factors (e.g., Duffy and Feist, 2014; Hauser et al., 2009; Richmond et al., 2012) and, indeed, feedback from the nature of time (Feist and Duffy, under review). Taken together, such findings suggest that to understand metaphor, we must also consider limits on metaphorical mappings. In this paper, we examine limitations on the space-time mapping through an exploration of the applicability of spatial frames of reference to temporal conceptualization.

Frames of reference provide the conceptual structuring for many spatial terms used temporally, including *in front/behind* and *before/after*. However, although many proposals have been advanced for mapping frames of reference to time (e.g., Bender et al., 2010; Evans, 2013; Kranjec, 2006; Tenbrink, 2011; Zinken, 2010), problems persist.

We argue that the metaphor draws upon an intersection between conceptualizations of the two domains rather than one structuring the other. Linguistic evidence suggests that time, which borrows from space one-dimensional terms (Clark, 1973; Lakoff and Johnson, 1999; Traugott, 1978), is conceptualized as one-dimensional. In contrast, spatial frames of reference divide and define separate parts of three-dimensional space (cf. Levinson, 2003). Hence, the full complexity of frames of reference cannot be mapped to time.

We propose instead that what is mapped are the abstract conceptualizations upon which the frame of reference systems are based, limited by time's one-dimensional nature. Concretely, the relative frame relies on point of view and asymmetries inherent in the perceiver, motivating deictic time; the intrinsic frame relies on asymmetries inherent in the reference object, motivating sequential time; and the absolute frame

relies on features of the environment rather than on entities within it, motivating the general directedness of purely temporal terms like *earlier/later*.

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Measuring the dark side of metaphor

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Room Y303, June 29 16:00 – 16:25

Some metaphors are spoken; some are merely implicit in our language and reasoning. These structural (or "conceptual") metaphors have proven complex to measure, and there has been controversy about whether they are structurally interesting, or if they reduce to mere association. Our lab has combined a popular measurement technique for the study of implicit association (IAT) with corpus models of linguistic meaning to show that these structural metaphors go beyond linguistic association.

The IAT is widely known as a popular measure of implicit racial (and other) bias, but it is a surprisingly complex measure, and there is evidence that it may tap into metaphoric structures. For example, IATs using surface color (black or white) instead of race, demonstrated the same strength of implicit association between white/black and good/bad as race IATs. This implies that the race-IAT could be tapping into hidden structural metaphors concerning darkness. To test this idea, we conducted a study (N=882 participants) in which we compared IATs for pairings within and between well-known orientation metaphors (happy is up; more is up) and lightness metaphors (white is clean; white is good). We used two statistical corpus models, Latent Semantic Analysis (LSA) and Word2Vec (W2V), to try to predict the alignment-strengths measured by the 21 unique IATs in our design. Both models detected the common polarity alignment between these concepts (i.e., up is good), but metaphoric alignment predicted IATs far beyond what the statistical models of language could capture.

The ability to measure entrenched structural/conceptual alignments may have powerful implications for understanding extra-personal sources of bias as well as the power of psychological metaphors including sensory/psychological concepts such as cold, bitter, crooked, and rough. Structural metaphors may embed important sensory information that is not evident in associative models of language.

The metaphor is the message: Metaphors in the Pauline epistles

Markus Egg
Humboldt-Universität zu Berlin

Room Y512, June 28 17:30 – 17:55

We investigate metaphors in the Pauline epistles (Collins 2008) in which the tension between the literal and the metaphorical (target) domain is prominent e.g., (1):

(1) *Do you not know that in a race all the runners run, but only one gets the prize? So run that you may get it.* (1 Cor. 9:24)

(1) introduces Christian life as a race, consequently, winning the race corresponds to obtaining redemption as the prize for a Christian life. However, the domains conflict in that races have only one winner, whereas redemption is available for many. This suggests that Christians should live their life as if competing for a single place in heaven. With this message, the metaphor supports the epistles' exhortative function.

Such domain conflicts are central for these metaphors, which is challenging for theories focussing on the domains' similarity while neglecting their differences, e.g., Conceptual Metaphor Theory (Lakoff 1993).

Theories like Blending (Fauconnier & Turner 2002, 2008) anticipate tensions between domains. E.g., in (2), the techniques of butchers and surgeons are conflicting, which suggests an incompetent surgeon. This is modelled by blending butchers' techniques and surgeons' live-saving goals:

(2) *My surgeon is a butcher.*

However, (1) calls for further specification of the details of blending (see also Tendahl & Gibbs 2008). Merely blending the race's prize scheme with Christian life cannot express that this scheme coexists with redemption for many, and characterises only the required intensity of Christian life. But if additional patterns must be integrated to obtain this interpretation, how to constrain this integration in general?

We analyse how Pauline metaphors like (1) couple the target domain to another, strongly incompatible domain, which alters the target domain's conceptualisation fundamentally and enforces conscious processing (Steen 2009). We explicate the role

of alienation (Ricœur 1975) in this process, in particular, its pivot role in conveying messages through metaphor, distinguishing various alienation techniques and incorporating Lakoff & Turner's (1989) account of 'poetic metaphor'.

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“Sometimes they are angry...like a mother!”

Metaphors for language learning and autonomy

Darren Elliott
Nanzan University

Room Y512, June 29 16:00 – 16:25

Research into education has a strong tradition of metaphor analysis, utilising metaphors for education to categorise differing attitudes towards the learning process. For example, Oxford et al. (1998) trawled teacher and researcher narratives for metaphors and categorised four perspectives on education; social order, cultural transmission, learner-centred growth and social reform. Work such as this suggests the potential of metaphors as a shorthand for attitude systems. If this promise can be realised then researchers will have a powerful tool at hand.

Learner Autonomy has been gaining importance as a goal in language education since Holec (1981) first coined the term in defining the learners' capacity to manage their own learning. More specifically, learner autonomy can be said to reside in four domains; technical (e.g. planning towards goals, using study skills), psychological (e.g. motivational and affective factors), political-philosophical (e.g. orientation towards hierarchical structures), and socio-cultural (e.g. orientation towards other learners and peers).

This mixed-methods study sought to examine the possible connection between learners' metaphors for language learning and their perspectives and attitudes, with a particular focus on learner autonomy. The researcher assessed Japanese English learners' levels of autonomy in each of the four domains using a survey developed by Murase (2015). The participants were then asked to complete short sentence fragments in the format 'A teacher is like...because...', 'A student is like...because...', 'Language learning is like...because...', and 'A classroom is like...because...' with metaphors, in writing. The completed sentences were subject to content analysis, and the data cross-examined in one-to-one interviews with the participants. In exploring the emergent metaphors in more depth, it appears that there are significant relationships between the metaphors learners use to conceptualise their learning, and their propensity for autonomous learning.

Keywords: Autonomy, Language, Education, Attitudes, Teaching

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IS LIGHT A MOVING OBJECT or MOVING FLUID? :A compositional approach to LIGHT metaphors.

Damla Erturk
Kansai University

Room Y410, June 28 17:00 – 17:25

Since Lakoff and Johnson (1980), studies in metaphor have been flourishing (Lakoff 1987, 1990, 1993, Lakoff and Turner 1989, Grady 1997, Kövecses 2002), extending to various areas (Gibbs 1990, Forceville 1996, Charteris-Black 2004, Deignan 2005, Pragglejaz group 2007, Semino 2007, Steen et al. 2010).

The purpose of this research is to examine Kemmer (2014)'s generalization regarding LIGHT IS A MOVING OBJECT using corpus data.

(1) The front door opened, light spilling into the main room. (Kemmer 2014:107)

(2) Light hits the curtains.

(3) In the distance the pine-clad hills were bathed in a pale wash of greenish-purple light.

(COCA; Davies 2012)

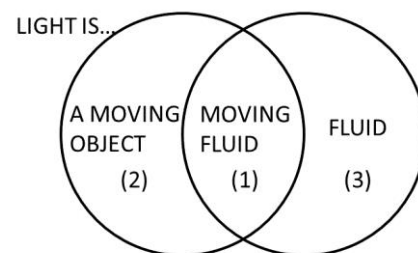


Figure 1. The relations among three metaphors

(1) is an instance of LIGHT IS A MOVING FLUID metaphor. A question comes as to whether this is the right level of generalization: Is this the optimal name for the existing set of data, or should we consider LIGHT IS A MOVING OBJECT (2) and/or LIGHT IS FLUID (3) ? This paper argues for the idea that LIGHT IS A MOVING FLUID is the right level of generalization from the corpus data, and lay out the mechanism of composing LIGHT IS A MOVING OBJECT and LIGHT IS FLUID metaphors to arrive at this most productive metaphor (Grady 1997).

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On the path of time: Temporal motion in typological perspective

Michele Feist and Sarah Duffy
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Room Y304, June 29 17:00 – 17:25

The Moving Ego and Moving Time metaphors, which represent opposite perspectives in the mapping of space to time, have provided a fertile testing ground for the psychological reality of space-time metaphor (e.g., Boroditsky 2000; Duffy and Feist 2014; Gentner, Imai, and Boroditsky 2002, *inter alia*). Despite this, little research has tested the underlying assumption that the two metaphors are equally prevalent. Furthermore, whereas the lexicalization of spatial motion has been well-studied, the implications for spatial metaphor have not. To fill these gaps, the current study uses corpus data to examine the expression of these two temporal metaphors. Firstly, we addressed the issue of equal prevalence, asking whether the construction *move forward* indeed appears equally often with each perspective in natural language use. Next, we investigated patterns in the expression of time via temporal uses of path and manner verbs in two typologically different languages, English and Spanish. Across the full set of verbs, our findings indicated that expressions instantiating the Moving Time metaphor are more prevalent than those instantiating the Moving Ego metaphor. Furthermore, in contrast to the patterns in spatial usages, we observed a preference for path verbs in both languages, with the path-verb preference more strongly evident in English than in Spanish. In addition, our findings revealed greater use of motion verbs in temporal expressions in Spanish compared to English. Taken together with recent evidence which suggests complexity not only in the domains of space and time, but also in the mapping between them (Duffy and Feist 2016), these findings begin to outline constraints on the aspects of spatial conceptualization that are likely to be reused in the conceptualization of time.

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A Study on the conceptual metaphor and metonymy of *Qi* in *Huang Di's Inner Classic*

Mei Feng

Guangdong University of Foreign Studies

Room Y306, June 30 10:30 – 10:55

The concept of *Qi* (气) originated from ancient Chinese observation of such natural phenomena as cloud, fog and smoke. It was firstly used by Taoists to explain natural phenomena, the origin of life, and man-nature relationship, which then developed into one of the three major philosophical foundations in Traditional Chinese Medicine (TCM). This study aims to explore how *Qi* as a metaphysically philosophical concept is applied and understood in TCM. According to the Contemporary Theory of Metaphor, our conceptual system is metaphorical in nature which enables us to understand and experience one kind of thing in terms of another. In a similar vein, one thing can be understood via its relation to another, hence conceptual metonymy. For a systematic research of *Qi* concept, we choose an extremely classical TCM text, *Huang Di's Inner Classic* (黄帝内经), as a closed corpus and find such conceptual metaphors as QI IS CLIMATE, QI IS SOURCE OF ALL THINGS, QI IS BREATH, QI IS MOMENTUM, QI IS PHYSIOLOGICAL FUNCTION, QI IS PATHOGENIC FACTOR and QI IS SMELL, and conceptual metonymies such as QI FOR CLIMATE CHANGE, QI FOR PHYSIQUE, QI FOR AIR BREATHED IN AND OUT, QI FOR STATES, QI FOR SYMPTOMS and QI FOR DISEASES. It is argued that these conceptual metaphors and metonymies are on the whole shaped by ancient China's thought mode, i.e., *Qi* is understood in terms of its (visible) manifestations (象) in action, which, in turn, constitute *Qi* Theory in TCM as part of the TCM culture.

Keywords: *Qi* Theory in TCM, conceptual metaphor; conceptual metonymy; *Huang Di's Inner Classic*; TCM culture

Multimodal metaphor in Chinese dream publicity posters: Towards a socio-functional model of analysis

William Feng

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Room Y305, June 28 17:30 – 17:55

This study presents a socio-functional model of multimodal metaphor analysis (see Table below) and applies to analyzing 75 Chinese Dream Publicity Posters which contain metaphors. The model enables us to analyze metaphors systematically in terms of semantic choices, multimodal realizations and contexts. In particular, it provides a comprehensive framework for analyzing context by stratifying it into context of situation and context of culture. It clarifies that multimodality only refers to level of the realization of meaning. The analysis of the Chinese Dream posters shows that the metaphors serve to conceptualize essential aspects of pursuing the Chinese Dream to mobilize the Chinese people and to cultivate patriotism. The source domains are mostly familiar things with rich cultural elements, such as journey, animals and plants. All the metaphors are realized in both language and images, creating multimodal metaphors, and the images mainly illustrate the source domain. At the level of context of situation, the posters reflect the new features of the discursive practice which include the medium and the genre of PSA posters (Mode), the activities of promoting and entertaining (Field), and the close and equal author-audience relations (Tenor). These patterns are further explained by the socio-political context of the changing media environment and the changing mode of political communication in contemporary China.

Charteris-Black (2004)	The socio-functional model			Fairclough (1992)
Metaphor explanation	Context of culture	Visible socio-cultural events and phenomena	Invisible values, ideology and power	Analysis of social practice
	Context of situation	First order -Field: authorial activity -Tenor: author/text-reader relation -Mode: medium of communication	Second order -Field: subject matter -Tenor: character relation in text -Mode: genre	Analysis of discursive practice
Metaphor interpretation	Discourse semantics	Conceptual metaphors	Semantic features mapped	Text analysis
Metaphor identification	Semiotic resources	Realizations of metaphors in language, images and other semiotic resources		

Metaphor & persuasion in strategic communication

Alias: ‘words are killers’

Federica Ferrari
University of Bologna

Room Y410, June 29 10:30 – 10:55

How and to what extent can strategic communicative acts (“words”) influence ongoing actions, to the extreme extent of “killing”? What is the relationship between language, discourse and actions? If a relationship is there, and is that powerful, how can it be used in the most proactive way for the sake of more (societal and individual) well-being?

Starting with the question of the performative power of language, this paper unpacks and re-defines persuasion in strategic communication (Watzlawick, 1967, Bennet & Entman, 2001, Ferrari, work-in-progress) to introduce the dimension of its sustainability. An alternative metaphor-based perspective is offered as a persuasion analysis framework.

More specifically, the *performative power of language* (Austin, 1975) is approached in an interactional perspective, i.e. introducing the *biunivocal relationship between language and thought*. Such an interactional perspective leads to a rethinking of cause-and-effect relationships into the wider concept of “*co-incidence*” and the introduction of “*strategic metaphors*”.

Methodologically, the main goal of the proposal is to fill a gap in the study of language regarding how to detect conceptual structures (metaphors, frames) starting with lexical elements (keywords) in the text, within a wider consideration of rhetorical-argumentative structures and narratives from a persuasion perspective (Ferrari, 2007, 2011, Steen, 1999). Put differently, the question is how can metaphor – in an interactional and social as well as cognitive account – contribute to orienting thoughts and ideas, choice making, as well as political action and, consequently, world order change.

A consistent methodological framework is offered which mainly focuses on strategic metaphor and offers some analytical perspectives for the analysis of persuasive strategies in text, with a main focus on political discourse. Discussion follows on how

may this metaphor awareness proactively translate into metaphor ‘crafting’ and improving persuasion sustainability in the practice.

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Metaphors of citizenship in Athenian democracy, or how to get rid of one's opponents through voting

Jakub Filonik

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Room Y305, June 29 11:00 – 11:25

Citizens of democratic Athens described their city-state as a political community 'based on speeches', where orators made repetitive appeals to their audiences' shared identities in the political institutions of the city. In these speeches, citizenship is referred to not only as a legal status, but also a set of normative rules of conduct presented before civic audiences through elaborate rhetorical measures (Filonik 2017). This paper draws on Conceptual Metaphor Theory, including Critical Metaphor Analysis (Charteris-Black 2011), to explore the ways in which the category of citizenship was metaphorically constructed, reframed, and exploited in the political discourse of classical Athens, and will attempt to identify some extant remnants of metaphor scenarios (Musolff 2016) in classical Greece.

My paper argues that in Athenian political culture, metaphorical appeals to shared identities could prove to be a rhetorical skeleton key, employed whenever speakers were striving for favourable reactions from their audiences. It thus attempts to identify some prevalent modes of the application of such metaphors in Athenian courtrooms and in the Assembly (including the conceptual domains of war, sport, ownership, and family), along with the implications these brought to Athenians' own thinking about their civic status, duties, and identities. It will also discuss briefly the categories of 'public' and 'private', and how they were constructed and mixed in public appeals to mass citizen audiences.

This paper will thus make use of the theories discussed in the recent decades in cognitive linguistics and discourse analysis (cf. Brugman et al. 2017) to explore the representations of civic duties and their rhetorical use in the political discourse of classical Athens, in attempt to gain new insights into ancient Greek political culture and civic identities and, not least, to discuss some stark differences and some striking similarities between ancient and modern political thinking and language.

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Is the brain a computer? On resistance to metaphor

**Andreas Finsen, Jean Wagemans and
Gerard Steen**
University of Amsterdam

Room Y304, June 30 10:30 – 10:55

Ever since the cognitive-linguistic revolution in metaphor studies, the framing effects of metaphor have attracted widespread attention. What have been neglected, however, are the numerous ways in which language users may resist specific metaphors. Taking the computer metaphor of the brain/mind as its case, this paper investigates the arguments advanced by scientists who attempt to resist the workings of a scientific metaphor.

As a first step to analyzing how scientists argumentatively resist the computer metaphor of the brain/mind, I offer an argumentation theoretical analysis of the metaphor itself. Insofar as this particular scientific metaphor functions as a proper explanatory hypothesis, it can be reconstructed as a standpoint based on the abductive form of argumentation known as inference to the best explanation. Moreover, this main argument can be seen to be supported by an analogical argument as well as a range of theoretical virtues that serve to establish the metaphor's explanatory qualities.

Having thus developed an argumentative pattern that sheds light on the inferences that underlie the computer metaphor of the brain/mind, I show how seminal examples of scientific resistance to the metaphor can be seen to target different argument 'slots' in the pattern. What emerges from my analysis is that the resources scientists draw upon when putting up resistance are intimately tied to the explanatory goals, epistemic values and practical interests at play in the scientific domain. Thus, disagreement about the explanatory value of the computer metaphor of the brain/mind can be traced back to prior disagreement within cognitive science as to what constitutes explanatory quality, what the relevant units of analysis are, and, more generally, how the epistemic endeavour of cognitive science fits in with the practical concerns of the public that enables it.

“Surf on 4-inch stilettos”: Multimodal metaphor and metonymy in mobile phone advertising

**Samantha Ford, Paula Perez-Sobrino and
Bodo Winter**
University of Birmingham

Room Y303, June 30 10:00 – 10:25

Multimodal metaphor and metonymy are frequently used in advertising (Forceville, 2008, 2009; Hidalgo & Kraljevic, 2011; Pérez-Sobrino, 2016) because they allow efficient communication of a product's desirable features (McQuarrie & Phillips, 2005; Littlemore & Pérez-Sobrino, 2017). Here, we analysed a corpus of 60 advertisements from 16 telecommunication brands. We compared 31 mobile network advertisements to 29 mobile manufacturer advertisements because these two product categories differ in concreteness: one can physically interact with a mobile device, but a network is intangible. Research has found that communication networks are frequently conceptualised via metaphor (Maglio & Matlock, 1988; Matlock et al., 2014), so we predicted a higher frequency of metaphor and metonymy for networks as opposed to devices.

The corpus was coded following a modified version of the protocol used by Pérez-Sobrino (2016, 2017), including coding complex figurative operations: metaphonymy, metonymic chains, and metaphoric complexes (see Goossens, 1990; Ruiz de Mendoza Ibáñez & José-Pérez Hernandez, 2011). Overall, we found that 43 advertisements (72%) included some form of figurative operation. A total of 27 ads (45%) featured complex figurative operations. In addition, we found a particularly high frequency of figurative operations involving mobile devices and SIM cards, which participated frequently in metonymy (DEVICE/SIM CARD STANDS FOR NETWORK) and container metaphors (DEVICE/SIM CARD IS CONTAINER OF INFORMATION).

Overall, we found no difference in the frequency of metaphor, metonymy, nor figurative complexity between mobile phones and networks (all p 's > 0.05), disconfirming our initial concreteness-based hypothesis. We suggest that mobile networks may be so familiar to users that their conceptualisation does not need additional figurative operations (compare Matlock et al., 2014). Alternatively, the constraints of the specific discourse of mobile phones and their networks may create

similarity in mobile advertising, regardless of the conceptual difference between mobile manufacturers and networks.

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Metaphors and metonymies for addiction: A corpus-based analysis of alcoholism recovery and relapse

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Room Y304, June 29 11:00 – 11:25

Is alcohol dependence a relationship, a battle with a monster, or something else entirely? Examining addicts' figurative language use gives insight into how they perceive their affliction and whether these perceptions are linked to successful or unsuccessful recovery. This has been done in a variety of other mental health problems over the past decades (e.g., McMullen, 1999; Levitt, Korman, & Angus, 2000; Charteris-Black, 2012), but has hardly ever been done for addiction and alcoholism.

We analyzed blog posts of self-proclaimed alcoholics who sought to quit drinking, focusing on (1) how they conceptualize their addiction, and (2) whether their metaphor/metonymy use changes depending on the success of their recovery process. We used a modified version of the Metaphor Identification Procedure (Steen et al., 2010) on a corpus of 9,056 words from 6 bloggers. Our analyses differentiated between three types of bloggers: non-relapsing bloggers, relapsing bloggers and those that do both. Across the entire corpus, 16.36% (n=1,482) of all words were figurative, of which 10.93% (n=990) were metaphorical and 4.38% (n=397) metonymic. This places metaphor frequency in alcoholism blogs well within the range of observed metaphor frequencies in other text types (Steen et al., 2010). Metonymy usage was unusually high because of few highly frequent metonyms (e.g., DRINKING STANDS FOR DRINKING ALCOHOL as in *stop drinking*). We found that metaphor frequency was consistent across all blog posts, with a numerical trend for relapsing bloggers to use slightly fewer metaphors (~14%) in their initial posts than any bloggers in any other posts (~16%). The most frequent metaphors were versions of the LIFE IS A JOURNEY/MOVEMENT metaphor, which were used more by relapsing bloggers. Personifications/reifications of the addiction were frequent as well, but less so for relapsing bloggers. Altogether, our results show that figurative language is worthy of analysis in alcoholism recovery processes.

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A corpus study on metaphor use in aphasia

Jie Fu and Gerard Steen
University of Amsterdam

Room Y502, June 29 14:30 – 14:55

Metaphor plays an intriguing role in clinicians' interactions with patients and their relatives. Metaphors are crucial in uncovering abstract thoughts people have as well as feelings and relations to others (Gibbs, 2008). Aphasia healthcare is a special therapeutic setting, in which people with aphasia (PWAs) have acquired speech impairment and communication disorders. Even so, metaphor and analogy are still very helpful comparative devices meant to explain something unknown in aphasic context. This research is a corpus-based study that analyzes data from AphasiaBank, which is a shared database of multimedia interactions for the study of communication in aphasia in the corpus TalkBank. It tends to compare metaphor use in conversations between three groups (fluent aphasic, non-fluent aphasic and control) and find out metaphors typically used in aphasic communication.

In quantitative analysis, the interactions between metaphor (and metaphor type), word class and group are performed to see distribution tendency of metaphor in different groups and word classes. During qualitative analysis, metaphors specific in aphasic setting are detected and analyzed.

After painstaking investigation, we can find out the characteristics of each group in metaphor production and reveal differences in metaphor use between PWAs and people without any language disorder. What is more, application of metaphors in aphasic healthcare is discussed, for instance, among "violence" metaphor, "journey" metaphor, "less than whole" metaphor, "machine" metaphor and "restitution" metaphor, which one or ones are more suitable, helpful and applicable to be used in interactions between medical practitioners and their aphasic clients.

Aesthetic attractiveness of metaphor in male-to-female complimentary context

Zhao Gao, Qi Yang and Yang Li
**University of Electronic Science and
Technology of China**

Room Y306, June 30 10:00 – 10:25

Metaphor is widely applied to our daily life for its great aesthetic attractiveness and even appreciated differently in terms of its novelty in the context of mate selection. However, divergence still remains what linguistic features may be correlated with the aesthetic value of metaphor that is used by men when complimenting a woman. Therefore, 90 women undergraduates participated in the current study and rated metaphorical compliments that were created by men to impress them in terms of figurativeness, familiarity, imageability, arousal and romance. Considering that general regression model was unable to clearly explain the different contributions of variables separately, the hierarchical regression model was used to explore the factors that influence the aesthetic attractiveness of metaphor. And the result has revealed that metaphor's figurativeness, imageability, romance and arousal is positively correlated with its attractiveness, while familiarity has a negative correlation with it. Overall, the study provides evidence about the origination of metaphor's aesthetic perception, indicating the evolutionary significance in perceiving metaphor's attractiveness.

Mental simulation: Evidence from the perspective-taking in processing fictive motion expressions in Mandarin Chinese

Shu-Ping Gong
National Chiayi University

Room Y303, June 29 10:30 – 10:55

The research aims to look at whether fictive motion sentences allow people to mentally simulate the movement as compared to the non-fictive motion sentences. We conducted a drawing task to instruct participants depicting what they thought when they read fictive-motion sentences (e.g., 小徑走入森林 xiǎojīng zǒurù sēnlín “A path goes into the forest”) and non-fictive-motion sentences (e.g., 小徑在森林 xiǎojīng zài sēnlín “A path is in the forest”) in Mandarin Chinese. After the drawing task, three judges that did not join the drawing task evaluated these pictures and decided whether the perspectives taken in each drawing was from a first-person perspective or from a third-person perspective. The experimental results show that the fictive motion sentences allow to draw the pictures more often from the first-person perspective rather than from the third-person perspective. On the other hand, when participants read the non-fictive motion sentences, they tend to draw the pictures from the third-person perspective instead of the first-person perspective. The results suggest that the processing of fictive motion sentences encourage people to simulate the movement of motion even though there is no explicit movement involving in the meanings of fictive motion expressions in Mandarin Chinese. The evidence is that fictive motion sentences elicited people to imagine that they are the travelers in the middle of the moving trajectories and so people would like to use the first-person perspective in their drawing. This study has practical implication for computational linguistics in dealing with the problem of word sense disambiguation in natural language processing.

Keywords: perspectives, fictive motion, drawing, mental simulation, Mandarin Chinese

Picture This! Using accessible analogies to debunk and teach academic practice

Alke Groppel-Wegener
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Room Y512, June 30 10:00 – 10:25

A common stumbling block for students entering Higher Education is being expected to comply with a different level of academic practice than they have encountered before. An important feature in most courses is a variation of the evidence-based essay – a genre that is interesting in itself in the fact that it seems to only exist within academia (English, 2011). Yet the teaching of the rules and conventions of this often is very basic, to the degree that this is often divorced from the subject and given over to writing or study skills centres. It is no wonder that students who have no background in academic work often miss some of the crucial issues, such as the establishing a provenance of secondary sources used in their research, or considering the audience they are writing for in the genre that they are asked to adopt.

This descriptive study summarises the main points of the *Writing Essays by Pictures* (Groppel-Wegener, 2016) approach, which explains academic practice through everyday analogies and offers activities that allow students to explore the research and writing process in the step-by-step way of painting by numbers. The paper will trace how some of the used analogies work in practice, showing examples from student work, and ask whether the use of analogies and metaphors is a teaching strategy that has been overlooked for too long.

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“Digging in the score”: Conceptual Metaphor Theory and analyzing opera stage direction

Sarka Havlickova Kysova
Masaryk University

Room Y410, June 29 12:00 – 12:25

Czech and Slovak theatre directors of the 20th century reflected extensively upon the theory and practice of opera staging. This resulted in several published and unpublished writings of Czech and Slovak theatre directors. I aim to analyze conceptual metaphors that appear in the writings of Czech and Slovak opera directors and the role of conceptual metaphors in these documents. I rely on the Conceptual Metaphor Theory developed by Lakoff and Johnson (e. g. 1980) and further elaborated as the audiovisual metaphor theory by Fahlenbrach (e. g. 2010). The presentation focuses on conceptual metaphors in theoretical treatises on opera staging by Ota Zítek, Rudolf Walter, Miloš Wasserbauer, Václav Věžník and some others. My analysis reveals the presence of common conceptual metaphors in the directors' writings. Literally “coming out of” (e.g. Wasserbauer, Věžník) or proceeding from the score, the directors stress the importance of concepts and ideas that they consider fundamental for their interpretation of an operatic work and for audience's apprehension and perception of the opera. The application of Conceptual Metaphor Theory to the directors' writings shows some common Czech and Slovak stereotypes in the theory and practice of opera stage direction.

Scientific metaphor in translation: An analysis of two Chinese translations

Sui He
University College London

Room Y512, June 29 10:30 – 10:55

The fact that metaphor is often a prominent feature of popular scientific texts gives rise to an interesting collision between the precision required by science and the fuzziness associated with metaphor. People's enthusiasm for scientific discoveries boosts the popularisation of scientific reports, the process of which is pervasively mediated by translation. However, research into the translation of scientific metaphor between the culturally distant languages of English and Chinese still lacks the attention it deserves. Additionally, scientific frameworks tend to be based on systematic "highlighting" (the selective mapping of source domain features onto target domains) and "hiding" (the suppression of certain features: see Knowles and Moon 2006: 33) of metaphors. From this perspective, translators' decisions on how to deal with an often perplexing network of metaphor are worth examining.

This research focuses on how metaphor facilitates the process of structuring scientific theories and how translators tackle this dynamic system in practice by comparing and analysing two Chinese versions of Scientific American (*Huanqiukexue*, published in the PRC and the Taiwanese *Kexueren*). Samples are composed of metaphorical terminology and descriptive metaphorical expressions sourced from thematically related articles of cosmology and are intended to facilitate the examination of scientific metaphors in translation structurally instead of exclusively focusing on individual metaphorical expressions. Comparison of Source and Target Texts will cast light on the proportion of metaphors that are preserved and the manner in which metaphorical language is translated based on analyses of two parameters: 1) metaphorical "mappings" from source to target domain and 2) the four "not mutually exclusive" types of metaphor based on Lakoff's (1987: 194) categorisation. Finally, close observation and detailed comparison of Source and Target Texts is made to sketch original metaphor systems and to identify the level of alteration in the target texts, leading towards further analyses and discussions.

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A bottom-up analysis of the characteristics of deliberate metaphors

Pauline Heyvaert
University of Liège, Belgium

Room Y306, June 29 11:00 – 11:25

Since its introduction, Deliberate Metaphor Theory (DMT) (Steen, 2008) has given rise to a lot of debate among metaphor researchers: do deliberate metaphors really exist? If so, what characterizes these metaphors and sets them apart from other (non-deliberate) metaphors? Previous research on the identification of deliberate metaphors has often been done in a top-down fashion, that is analysts use an existing list of characteristics in order to identify deliberate metaphors in discourse. However, in order to fully understand deliberate metaphors and what characterizes them – on a linguistic, conceptual as well as communicative level – a bottom-up analysis is necessary. This research seeks to further contribute to the investigation on DMT by examining the criteria that characterize deliberate metaphors. To do so, it relies on the analysis of metaphors in a large political corpus. For the quantitative aspect of this research, the first step of our analysis consists of applying the Deliberate Metaphor Identification Procedure (DMIP), a reliable tool that was developed – from a bottom-up perspective – to identify potentially deliberate metaphors in discourse (Reijnierse et al, in press). Building on these quantitative results, the aim of this research is then to identify the linguistic, conceptual and communicative criteria that characterize these potentially deliberate metaphors in a bottom-up fashion, which constitutes the qualitative aspect of the research.

Proponents of DMT support the idea that this theory “advances metaphor studies into a period with new and exciting research challenges and possibilities for application between various disciplines” (Steen, 2017). It is therefore crucial to further investigate this type of metaphor and to contribute to the development of a solid theoretical framework for DMT.

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“Deliberateness” of metaphors in discourse: A case study of BODY metaphors

Shuping Huang
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Room Y410, June 29 11:00 – 11:25

The concept of deliberate metaphors is controversial (Steen 2011, 2015; Gibbs 2015), but the taxonomy including deliberateness as one dimension is helpful for understanding metaphor choice and effect in discourse. According to Steen (2011: 37), “deliberate metaphor is an overt invitation on the part of the sender for the addressee to step outside the dominant target domain of the discourse and look at it from an alien source domain.” While “intention” is hard to assess (Gibbs 2015), deliberateness can instead be evaluated in the local context by speaker’s elaboration of the vehicle, following the discourse dynamics framework proposed in Cameron (2010).

In a small 200,000-character corpus of Chinese health news built by the author, all metaphors involving the expression of BODY were identified and analyzed; 523 BODY metaphors were found. Based on Sontag (1990), O’Neill (1985), and Giblett (2008), metaphors are categorized according to the vehicles, and the most popular being CONTAINER/TUBE (85), FACTORY (35), BATTLEFIELD (32), and BUILDING (25). Many linguistic metaphors employ lexicalized or conventional expressions such as *di3yu4* 抵禦 ‘defense’ (BODY IS BATTLEFIELD) or *jian4gou* 建構 ‘construct’ (BODY AS BUILDING). A categorization of novel/conventional metaphor was made at linguistic level by cross-textual frequency in the entire corpus. Conventional metaphors, defined as linguistic metaphorical expressions used in two or more texts, account for 95.2%. Remarkably, a conventional metaphor is as capable of being developed as a novel metaphor. By Cameron’s discourse dynamics framework (2010), we found that conventional metaphors, being established and accessible, are handy tools for writers to repeat, relexicalize, explicate, or contrast. Such development allows the writers to introduce a topic, explain a complex concept, or close the text with an image to keep the mind’s eye. The finding shows that conventionality and deliberateness are essentially two dimensions, supporting Steen (2015). However, this doesn’t mean we agree with Steen’s postulation that users are not conscious of the mappings with non-deliberate metaphors. For discourse dynamics, we believe that all metaphors should

essentially be notable and “elaboratable” for discourse activities. The key is rather how to “awaken sleeping metaphors” (Törneke 2017).

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Cognition and Cross-Cultural Communication: Unconventional FLIGHT Metaphors in a Multimodal Discourse

Jie Huang
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Room Y303, June 30 11:30 – 11:55

Studies of metaphors in multimodal discourses have shown that conceptual metaphors are manifested verbally, visually and audially, in pictures (Kennedy 1982, Forceville 1996), commercials (Yu 2011a, Pinar Sanz 2015), comics (Forceville and Urios-Aparisi 2009, Shinohara and Matsunaka 2009), music (Zbikowski 2009), gestures (Núñez and Sweetser 2008, Müller and Cienki 2009), and sign languages (Taub 2001). But it remains to be discovered how exactly the verbal, visual and audial information are organized for metaphorical conceptualization.

This study analyzes multimodal metaphors and metonymies in a Hainan Airlines flight safety video (2016), addressing the following three questions: How are the metaphors organized multimodally in the video? How do the verbal, visual, and audial modes interact with each other to construct conceptual metaphors and metonymies? Where does the creativity of unconventional FLIGHT metaphors come from?

The procedures of data collection are as follows: First, the flight safety video is divided into nine episodes according to the content, plot and background. Second, each episode is analyzed in terms of conceptual metaphors and metaphorical mappings. Third, the detailed information in each episode is classified in terms of (verbal, visual or audial) mode and (source or target) domain.

The findings may be summarized as follows: (1) In this video, instructions and regulations about flight safety are embedded sequentially and coherently in nine episodes as a result of elaborating a central metaphor FLYING HAINAN AIRLINES IS TRAVELING HAINAN TOURISM ISLAND. There also exists CAUSE-EFFECT metonymies and metonymy-metaphor chains. (2) Interactions between verbal, visual and audial modes of multimodal metaphors are discovered in terms of parallelism, complementarity and

supplementarity. (3) The bodily experience of traveling is used metaphorically to conceptualizing flying in the context of cross-cultural communication, especially for the metaphorical conceptualization of DANGER and HAPPINESS. (4) The creativity of unconventional metaphors comes from the selection of atypical elements in a frame and its elaboration in mental spaces in contexts, within the framework of Kövecses's (2017) levels of metaphor.

Japanese and French learners' conceptions of teaching and learning revealed through elicited metaphor analysis

Wenhong Huang
China Foreign Affairs University

Room Y512, June 29 14:00 – 14:25

Metaphor functions as a powerful cognitive tool in gaining insight into students' and teachers' beliefs about language learning (Wan, Low and Li, 2011). Elicited Metaphor Analysis (EMA) is based on studies on metaphors by Lakoff (1993) in cognitive linguistics and Vygotskian notions of the interactive nature of language (i.e. metaphor) and thought (Vygotsky, 1978) within Socio-cultural theory. The last twenty years have seen the publication of a series of studies examining students' understandings of teaching and learning using the method of EMA (e.g. Cortazzi & Jin, 1999; Kramsch, 2003; Oxford et al., 1998; Woodward, 1991; Wan et al., 2011; Jin et al., 2014; Oxford et al., 2014). However, most of the studies are on language learners learning English. Few studies, to the author's knowledge, have investigated how learners of other languages use metaphors to describe their language learning experience.

This study, by means of EMA, explored how Japanese and French learners in China used metaphors to describe language learning and teacher's roles. In total 368 Japanese learners and 345 French learners from 3 different grades at 3 universities in Beijing participated in the study. They completed the prompts "*Learning Japanese/French is like.....because.....*" and "*A language teacher is like.....because.....*" to indicate their conceptualizations of language teaching and learning. Data sources also included follow-up individual interviews. The primary aims of the study were: 1) to collect and categorize the metaphorical images of language learning and language teachers from Non-English language learners 2) to compare Japanese and French language learners' viewpoints 3) to find out whether students at different grades think differently about language learning and language teachers. The results indicated that there were indeed different conceptions of language learning and teacher's roles between Japanese and French learners. Although most Japanese and French learners were highly positive about language learning and knew that it is bittersweet experience, about 10% of

Japanese learners expressed very negative attitudes toward Japanese learning (they used metaphors, linking Japanese learning to *getting married to one you don't love* or *walking under a scathing sun*). About 45% of Japanese learners perceived the teacher as knowledge provider (they used metaphors, comparing teachers to *sun*, *candle* or *light*) while 40% of French learners saw the teacher as facilitator/scaffolder (they used metaphors, comparing teachers to *compass*, *traffic signs* or *ladder*). In addition, the higher the grade was, the less dependent on the teachers they became. Follow-up interviews further explained the reasons. All in all, Elicited Metaphor Analysis has achieved its potential in that it helped us to know how French and Japanese learners think about language learning and teaching.

This study concluded with recommendations for pedagogical practice, teacher training and language policy. It seems that the language one picks up significantly influences the way one thinks about language learning and teacher's roles. Japanese learners were more accustomed to teacher-centered knowledge transmission mode while French learners tended to be more constructive in their learning. What is more, French learners were more satisfied with the current way of teaching than Japanese learners. Japanese teachers in China shall adopt more learner-centered approach in their teaching and in Japanese teacher training, more emphasis shall be given to learner-centered teaching approach. Finally, differential policies shall be enacted with regard to the teaching of different languages.

Conceptual metaphors in legal culture and the translation

Chunfang Huang
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and Law**

Room Y512, June 28 11:30 – 11:55

Culture is ubiquitous, multidimensional, and all-pervasive. It is a set of shared understanding of the world. Metaphors play some role in understanding the abstract objects and events of the world. Metaphors are not just a stylistically attractive way of expressing ideas by means of language, but a way of thinking about things. They exist in language, thought and action of human beings. Three coherently interacting systems, which include bodily experience (embodiment), different but integrated social-cultural experience (context) and cognitive preference or style, work together in metaphors. Conceptual metaphor refers to the understanding of one abstract idea (the target domain), or conceptual domain, in terms of another concrete one (the source domain). Speaking a language (a major component of culture) and knowing conceptual metaphor influence the way we think about abstract concepts. Conceptual metaphors may be realized in cultural practice, including beliefs, customs, values, behaviors, institutions and communication patterns etc., and serve culturally distinct social-cultural functions.

Legal culture means what people think about law and legal order, indicating people's ideas, attitudes, opinions and expectations with regard to the legal system. There exist conceptual metaphors in legal culture. This paper explores the universality and variation of conceptual metaphors in legal culture. Then it presents conceptual metaphors in legal texts: journey metaphor, war metaphor, plant metaphor, human body metaphor and building metaphor etc., and discusses the translation strategies: literal translation, free translation and deletion. Conceptual metaphors facilitate judges and lawyers to interpret legal rules and legal concepts so that the laymen can understand them.

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Describing semantics of English prepositions in English-Japanese bilingual dictionaries based on cognitive semantic approaches

**Yasutake Ishii, Yoshihito Kamakura and
Naoki Otani**
Seijo University

Room Y512, June 28 11:00 – 11:25

While English prepositions have a wide variety of meanings, cognitive semantics generally hold that those apparently unrelated meanings have been derived from one basic meaning of each preposition through speakers' cognitive abilities such as metaphor and metonymy. However, when those meanings are presented in dictionaries, splitting the whole body into smaller numbered senses is unavoidable, which tends to result in an impression that each sense is totally independent of all others. This is a serious problem especially for beginning to intermediate EFL learners who often learn the vocabulary through word-for-word translations and do not have enough input to be able to inductively grasp the overall pictures of words.

The authors have described the semantic networks of prepositions in three different commercial English-Japanese bilingual dictionaries for beginning to intermediate Japanese EFL learners. While each of us has different visions and attaches importance to different aspects in each dictionary, what we have in common is that we have tried to make sure that the learners could not only easily find the sense they are looking for in large entries, but also understand the connections between senses and grasp the overall pictures of the meanings of prepositions. The strategies that we took are based on the framework of cognitive semantics (Lakoff and Johnson (1980) and Tyler and Evans (2003) among others).

This presentation will start by briefly explaining the framework on which we based our description, concisely overview the treatment of the polysemy of prepositions in dictionaries, and report on our attempts to put the ideas into practice in three different English-Japanese dictionaries. We have made efforts to explain the figurative links between senses as simply and clearly as possible and to realize a consistent description

of the semantic networks of prepositions in each dictionary while guaranteeing easy searchability in paper-based reference works.

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Applying a two-stage selection process to the analysis of a spatial word *shang* ‘above’ in Chinese

Angel Ye Jin and Michael Barlow
The University of Auckland

Room Y306, June 29 14:30 – 14:55

Traditional views on metaphor and metonymy regard them as separate cognitive phenomena with the former involving conceptual mappings between two distinct domains, while the latter contains mappings between two conceptual entities in the same domain (e.g. Lakoff, 1987; Lakoff & Johnson, 1980; Lakoff & Turner, 1989). Recent studies have shown that there are a considerable number of connections between metaphor and metonymy (e.g. Barcelona, 2002; Goossens, 1995; Radden, 2002), and that metonymy is pervasive in lexicon and grammar (see Panther & Radden, 1999). However, there remains a need for an efficient procedure that can clearly show the function and contribution of metonymy and metaphor in the development of a linguistic item. Langacker attributes the metaphorical meanings of a word to domain selections (1987, p. 117), and he regards metonymy as a way of selecting an active zone (2015, p. 127). Adopting Langacker’s approach, we consider the interactions between metonymy and metaphor as a two-stage selection process in which both a domain and an active zone in the domain are activated. In the present study, the two-stage selection model is used to explain the motivations that lead to the diachronic development of a spatial word *shang* ‘above’. Applying this model, the individual roles of metaphor and metonymy on the development of *shang* are more transparently manifested. For instance, the target domain THE HIGHEST SOCIAL POSITION is activated based on its correspondence with the source domain THE HIGHEST LOCATION; after which the active zone PEOPLE AT THE HIGHEST SOCIAL POSITION in the target domain is further selected. This process motivates the semantic development of the word *shang* ‘above’ from a purely spatial meaning as ‘the highest location’ in Early Archaic Chinese to ‘the highest social position’ and ‘controller/governor’ in Late Archaic Chinese.

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Metaphor-based dialogue in-hospital: relief, empathy, and poetic screening for depression

Melissa Johnson Carissimo
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Room Y508, June 28 16:30 – 16:55

“How are you” can render us speechless under the best of circumstances, but in states of anxiety, depression, and stress, it can trigger ruminative and other cognitive mechanisms to which acute-care groups are especially vulnerable. In 2011, the sense-metaphor interview was developed in psychiatric and cancer treatment settings to limit interference from negative thought modes while facilitating the mirroring and processing of complex affect. This presentation will give a qualitative overview of three studies on-going in two public hospitals in Genoa, Italy, in which metaphor is serving as an instrument of emotion’s perception, communication, regulation, and intuitive transcription. The studies examine metaphor-based dialogue as: a generator of empathy and well-being among cancer and psychiatric patients; an approach to affect identification and verbalization for alexithymics; a screening tool for pre-and post-natal maternal depression. Time permitting, attendees will be invited to experience and test metaphoric expression as a quantifiable indicator of emotion-state by: engaging their own emotional impressions as they read one patient’s anonymously submitted “metaphor mirror”; responding to a brief affect questionnaire as if they were the mirror’s author; and checking their intuited quantifications against the patient’s actual questionnaire scores.

Rating Metaphoricity: Is a “Rising Melody” Low in Metaphoricity?

Nina Julich
Leipzig University

Room Y303, June 29 11:00 – 11:25

The metaphoricity of a linguistic expression is increasingly viewed as a gradable phenomenon. However, it is still unclear what influences the degree of metaphoricity. On the one hand, it has been suggested that the more frequent a metaphorical expression, the more literal it becomes (Hanks 2006). On the other hand, metaphoricity may be low, if its source and target domain are *conceptually close* (Dirven 2003).

To better understand which factors might influence metaphoricity, the present study focuses on the phenomenon of musical motion in comparison to literal, fictive, and metaphorical motion proper. Music is a perceptual phenomenon and the conceptualisation of music as motion (e.g. *The melody rises*) is sometimes argued to be conceptually closer to actual motion and thus more literal than metaphorical motion proper (Clarke 2001).

For the present study, 70 participants rated a set of literal, fictive, musical and metaphorical motion stimulus sentences according to their degree of literalness and association to actual motion on a five-point Likert scale. Participants were also asked to indicate their level of musical knowledge.

The results show that there is a frequency effect: The more frequent the motion verb, the more likely a sentence is rated as more literal, irrespective of type of motion. Yet, musical motion, overall, was not rated as more literal than metaphorical motion proper. However, this did not apply to participants with a musical background: The higher the level of musical knowledge, the more likely musical motion was rated as more literal than metaphorical motion proper.

The findings thus indicate that “frequency breeds literalness” (Hanks 2006: 21). Moreover, the study suggests that metaphoricity is not an absolute feature but that language users may perceive an expression’s metaphoricity differently based on their individual knowledge backgrounds.

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Metaphorical color representations of emotional concepts in Chinese-English bilinguals

**Natalie Kacinik, Junqing Chen and
Yongxin Zhang**

Brooklyn College and Graduate Center, CUNY

Room Y303, June 29 12:00 – 12:25

Conceptual Metaphor Theory (Lakoff, & Johnson, 1980, 1999) claims that people use more concrete knowledge to represent abstract concepts through metaphorical mappings. At the previous RaAM conference we presented the results of an offline survey study and more automatic online tasks demonstrating that some color-emotion metaphors are common and shared cross both English and Chinese individuals (e.g., Anger is red), while others differ and depend on the specific linguistic and cultural experiences of those individuals (e.g., Sadness is blue in English, and Happiness is red in Chinese). The survey study also tested Chinese-English bilingual speakers in either English or Chinese and showed that such culturally-specific representations can also be shifted or differentially activated according to the particular language context.

The current study continues our research with bilingual individuals by using more precise measures (i.e., the Brief Implicit Association Test (BIAT) and an emotional Stroop-like task) to investigate the online processing of metaphorical color-emotion connections in Chinese-English speakers. The goal is to determine whether 1) more immediate processing of emotional information by bilinguals is distinct and specific to each language or shared across both; and 2) if the metaphorical color-emotion representations of bilinguals are shared between languages, to what extent does their activation depend on different linguistic or non-linguist cultural contexts?

Preliminary results indicate that associations between Red-Anger and Red-Happiness occurred in both Chinese and English contexts. This suggests that both metaphors, including those from their dominant language like Red and Happiness, can be activated in both linguistic contexts, even though the Red-Happiness metaphor does not normally exist in English. Data collection is ongoing and the most current findings will be presented.

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People's metaphorical experiences playing video games

**Christopher Karzmark, Lee Dason Lam and
Zoe Bemnet Pais**
University of California Santa Cruz

Room Y502, June 28 17:30 – 17:55

People seem to have metaphorical experiences playing video games. For example, game players describe their score as “rising” in “Super Mario,” they talk of the unsettling distortions of TIME IS MOTION when playing “Braid.” But no research has demonstrated that people actually experience different conceptual metaphors as they play games. Our research explored players’ experiences of several metaphorical concepts, notably, IMPORTANCE IS SIZE, RELIABILITY IS VISIBILITY, and SOCIAL INTERACTION IS PHYSICAL TOUCHING, when playing the computer game, “The Marriage” In the game, the player has indirect control over two squares (a married couple) which change in size (ego) and opacity (commitment) as they interact with each other and various circles (other people and life events). After playing the game, participants were given a questionnaire asking about their general opinions on relationships and their interpretations of the game. Our primary hypothesis was that participants’ interpretations of the game would be structured by different conceptual metaphors, and that playing “The Marriage” should affect participants’ opinions of personal relationships. In fact, when answering the question “What do you think the size of the squares represented?” over 75% of responses referenced ego, power, or emotional health, while only 12% responded only in terms of game success such as “How likely I would stay alive in the game.” Participants’ estimates of average relationship length grew longer substantially once they had spent time playing the game (i.e., from 16 months in the pre-test to 24 months in the post-test). Both these findings reflect people’s implicit metaphorical understandings of “The Marriage” game and how these metaphors shape their subsequent beliefs about relationships. Our work provides additional evidence, in a new domain (computer games) on the prominence of metaphor in multimodal experience.

Economic metaphors in Korean and US press

Jagyeong Kim

**Ewha GSTI (Graduate School of Translation
and Interpretation)**

Room Y306, June 28 10:30 – 10:55

This study aims to identify differences of metaphors used in Korean and US newspapers dealing with the issue of monetary policies. In my previous study analyzing the pattern of five conceptual metaphors (WAR, WATER, ILLNESS, ORGANISM, and MECHANICS) in economic editorials released during one year (2016) by Korean newspapers (Joongang Ilbo and Donga Ilbo) and US newspapers (New York Times and Washington Post), the five metaphors were used in both Korean and US press, but subtle differences were found in preferred metaphorical expressions: ‘bomb’ in WAR metaphors, ‘ship’ and ‘wave’ in WATER metaphors, and ‘human’ in ORGANISM metaphors were much more actively used in Korean papers. Also noteworthy was that a significantly larger number of metaphors in negative frame were found in Korean editorials, which could be interpreted that metaphors in Korea’s economic editorials were used not to make it easier to explain unfamiliar and abstract ideas but to put emphasis on the situation and bring fear to persuade readers. However, a more convincing and reliable interpretation requires a cross-linguistic analysis of metaphorical patterns shown in texts focusing on the same issue, and hence this study will attempt to investigate if there are any noticeable differences in metaphorical patterns in Korean and US newspapers dealing with monetary policies and then to see how such metaphorical expressions are translated from Korean to English in English versions of Korean newspapers.

A metaphor behind metonymic preferences: An analysis of predicational metonymy in Japanese

Tetsuta Komatsubara
Ritsumeikan University

Room Y410, June 30 10:30 – 10:55

Unlike metaphorical mappings, metonymic mappings seem to be reversible, such as PART FOR WHOLE and WHOLE FOR PART, but there are preferences for one direction in metonymic processes. Radden and Kövecses (1999) proposed a number of cognitive principles governing the preferred order of metonymic process such as CONCRETE OVER ABSTRACT, GOOD GESTALT OVER POOR GESTALT, etc. The principles they proposed, however, are not systematically organized. This paper aims to argue that a metaphor works as a conceptual bridge which organizes different metonymic preferences.

To demonstrate this, we focused on predicational metonymy in Japanese. Predicational metonymy is a type of metonymy where one event, the vehicle, “stands for” another event, the target (cf. Panther and Thornburg 1999). For example, a Japanese sentence *Hana-wa biyoushitsu-de kami-wo kit-ta*, which can be labeled ACTION FOR CAUSATION, literally means ‘Hana cut her hair in the hair salon’ but metonymically implies that ‘Hana had her hair cut in the hair salon’. Observing the examples from the Japanese web corpus *jpTenTen12*, we analyzed lexical semantic properties of 117 basic verbs and found that verbs which designate telic (i.e. having a terminal point) events are more frequently used as the vehicle of metonymy than ones which designate atelic (i.e. having no terminal point) events.

The result indicates that there is a preference TELIC OVER ATELIC. This preference, however, seems not to be independent of the preference GOOD GESTALT OVER POOR GESTALT: a telic event has a clear temporal boundary that enables us to recognize it as a gestalt. It means that the gestalt preference is mapped onto the temporal domain via TIME IS SPACE metaphor (cf. Janda 2004). Although the scope is limited, our discussion might contribute to revealing a new aspect of metonymic preferences: the preference in perception is metaphorically extended to the preference in event recognition.

Keywords: metonymic preference, gestalt, causative construction, aspect

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Ecological vs. military invasions: Reasoning metaphorically about cancer

Schuyler LaParle and Eve Sweetser
University of California, Berkeley

Room Y304, June 29 11:30 – 11:55

The prevalence of combat and war metaphors in descriptions of disease has been well-recognized since Sontag (1978), especially in describing the relationship between cancer and a patient's body (Semino et al. 2015; Demmen et al. 2015; Williams Camus 2009; Reisfield and Wilson 2004). Here, we examine a wider range of mappings between War/Combat frames and Cancer frames, and further consider the inferential impact of blending these frames with those of ecology.

Using data taken primarily from blogs and on-line media (popular and scientific), we are currently working on a crosslinguistic corpus of metaphors for cancer and treatment. English data clearly show that "War" metaphors are non-uniform, involving a varied range of mapping models (Patient as Combatant, Patient's Body as Battleground, Patient as Victim of Invasion), giving the patient differing roles and degrees of agency, thereby reflecting different understandings of the patient experience. Further variation arises when these mappings enter into blends with other domains (e.g. ecology).

Recent medical work on cancer has begun to use ecology models to understand cancer development in a patient's body. This shift is moving into common discourse (Amend and Pienta 2015; Larson et al 2005; Martin 2008), introducing mappings like Body as Ecosystem, Cancer as Invasive Species. Body still corresponds to Nation, and Cancer to Invading Army – but not directly. The blend Ecosystem as Nation feeds into an added blend, becoming Body as (Ecosystem as Nation); likewise, Cancer as (Invasive Species as Invader), where the invasive species is pre-blended with an invading army. These multi-space mappings change the inferences spreading from "simple" War metaphors; its niche in the host Ecosystem is a major causal factor in the success or failure of an invasive species. These different inferential patterns may affect both cultural understanding of cancer, and a patient's outlook on their experience and treatment options.

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The use of metaphor in EAL science lectures

Kate Lee

Hong Kong Polytechnic University

Room Y512, June 29 14:30 – 14:55

This presentation describes a study that looked at the use of metaphor as a resource in the English-as-an-additional-language science lecture at tertiary institution in Hong Kong. Both the lecturer and students shared the same first language, Cantonese, and the lecture was conducted in English. The metaphors found in the data include the ones that are purely spoken, a mix of both spoken and visual modes and very rarely purely visual ones. This presentation focuses on two particular metaphors to show how the lecturer carefully maps the source and the target to minimize mapping errors, and also the knowledge required to make the mapping possible. How the two metaphors evolve in the later part of the lecture to discuss other relevant concepts and how the lecturer refers to the specific again in different modes will also be presented. As suggested by Littlemore (2003), cultural background seems to play part in the metaphor interpretation. She has also found that metaphor has been a problem for lecture comprehension by international students (Littlemore, 2010). In this context, the explicit reference to local culture as a resource draws upon knowledge regarding the local culture or the broader Chinese culture in general facilitates the metaphor interpretation. Implications of these findings are discussed.

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Personal attitudes toward time: the relationship between temporal focus, space-time mappings and real life experiences

Heng Li
Xiamen University

Room Y410, June 29 17:00 – 17:25

It has long been observed that speakers employ spatial concepts “front” and “back” to talk about temporal concepts “past” and “future”. However, the direction of space-time mappings varies across cultures. According to the Temporal Focus Hypothesis (TFH), people’s implicit associations between space and time are conditioned by their cultural attitudes toward time (de la Fuente et al., 2014). Here, we investigated real life experiences as potential additional influences on these implicit associations. Participants within the same single culture, who are engaged in different intermediate-term educational experiences (Study 1), long-term living experiences (Study 2), and short-term visiting experiences (Study 3), showed their distinct differences in temporal focus, thereby influencing their implicit spatializations of time. Results across samples suggest that personal attitudes toward time related to real life experiences may influence people’s space-time mappings. The findings we report on shed further light on the high flexibility of human conceptualization system. While culture may exert an important influence on temporal focus, a person’s conceptualization of time may be attributed to a culmination of factors.

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Conceptualizing economy in annual government reports of Mainland China, Hong Kong and Macao

Longxing Li

University of Macau

Chu-ren Huang

The Hong Kong Polytechnic University

Room Y305, June 29 17:30 – 17:55

There are a considerable array of studies on conceptual metaphors in political discourse in different languages especially after the work on corpus-based Critical Metaphor Analysis by Charteris-Black (2004) and Musolff (2004) etc. Scholars in and outside China have also been investigating various aspects of conceptual metaphors in Chinese political discourses, like Lu & Ahrens (2008), Huang & Wu (2009) and Chan & Yap (2015). The annual government report, as a summary of government's past work and a blueprint for future development, reflects social reality and ideology through metaphors, thus becoming an area of researchers' interest. Huang (2011) conducted a diachronic study on conceptual metaphor in Chinese Government's Work Reports, Zhu & Zeng (2013) investigated its metaphorical patterns and metaphor translation strategies. Most research describes only in general the features of metaphor use in regarding to their source domains. So far, little has been done on comprehensive comparative study on conceptual metaphors of a particular target domain in the discourse of government report across different areas of China, namely Mainland, Hong Kong and Macao, which share similar yet different linguistic background, socio-cultural context, and economic and political systems. This study therefore attempts to find out the similarities and differences of metaphor terms used for the target domain of economy which is a shared primary concern of the government. A corpus of government reports of the three places in recent thirty years will be compiled to investigate how economy is conceptualized in the reports. KWIC and collocates will be searched by WordSmith and analyzed; Chinese WordNet, WordNet-SUMO, and Chinese Sketch Engine will be utilized in metaphor identification and source domains determination. Drawing upon the methodology developed by Chung, Ahrens, & Huang (2013) using SUMO, this research will show the conceptual motivations that may be the underlying reasons for the shared or differing conceptual systems.

Key words: conceptual metaphor, comparative study, government annual report, economy, China

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What is unusual about *the miraculous metaphors*? -- A deliberation on bidirectional metaphors

Yuhong Liu
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Room Y410, June 29, 15:00 – 15:25

There is a webpage with captioned pictures entitled *Miraculous Metaphors* which lists 20 extraordinary metaphors. What is unusual about the metaphors is that each of them has the highest degree of brevity. Like a folded paperwork, each has to be unfolded step by step in understanding from a descriptive statement to a metaphorical statement then to a bidirectional metaphor. And secondly, each of them produces the greatest fun because their respective metaphorical ground embraces more than one secondary metaphor and each can be understood as polysemous while their combination is a pun as a result of the interaction of secondary metaphors and the sentence pattern metaphor. Every polysemy and every pun concern themselves with the two metaphors of each bidirectional metaphor. The miraculous metaphors reveal 6 linguistic laws and are new discoveries in metaphor researches.

Keywords: bidirectional metaphors; commonality-attaining metaphors; specificity-attaining metaphors; secondary metaphors; sentence pattern metaphor

Appendix: the miraculous metaphors

互联网上有一个图文并茂的帖子，标题是“神一样的比喻，让人拍案叫绝”，展示了20个“神一样的比喻”，在微信朋友圈传播甚广。我们把图去掉，将20个比喻罗列如下：

1. 油条：不受煎熬，就不会成熟；总受煎熬，就会成为老油条。
2. 面包：渺小时，感觉比较充实；伟大之后，就会变得空虚。
3. 饺子：虽然肚子里很有货，但是脸皮也不能太厚。
4. 拉面：要想成功，就得有人拉一把。
5. 啤酒：别着急，总有你冒泡的时候。
6. 花生：虽然风烛残年、满脸皱纹，但有一颗火红的心。
7. 豆腐：关键时刻，需要点化。
8. 窝头：有时候，还是留点心眼儿比较好。
9. 大虾：等到大红之日，便是大悲之时。
10. 核桃：没有华丽的外表，但有聪明的大脑。

11. 蜘蛛：要想坐享其成，就得有一张关系网。
12. 喜鹊：因为平时只报喜不报忧，所以噪音都变成了圣乐。
13. 锯子：虽然口齿伶俐，但专做离间行为。
14. 钉子：能够在别人的不断打击下，更加坚定自己的目标。
15. 气球：只要被人一吹，就会飘飘然。
16. 天平：谁给的多一点，自然就会偏向谁。
17. 时钟：可以回到起点，却无法回到昨天。
18. 花瓶：外表的华丽，掩饰不住内心的空虚。
19. 瀑布：因为居高临下，所以口若悬河。
20. 树叶：得势的时候高高在上，失意的时候威风扫地。

Metaphor and cultural conceptualization of death: A study of eulogistic expressions in Christians' and non-believers' funerals in Taiwan

Wei-lun Lu
Masaryk University

Room Y306, June 30 11:30 – 11:55

The presentation explores cultural conceptualizations reflected in the language of death by analyzing metaphor in eulogistic expressions delivered at Christian funerals and non-believers' in Taiwan.

The data come from funerals in Taiwan, which constitute a distinctive cultural event category. Delivering eulogistic expressions is an integral part of any funeral in Taiwan, where written eulogistic expressions are displayed on white cloth banners throughout the ceremony. The expressions are highly conventionalized, as they always appear in the form of four-character idioms, which indicates how deeply rooted they are in the local cultural schemas. The practice is so frequent and culturally significant that the Taipei City Government set up an official online system for requesting eulogistic expressions on electronic banners at public funerals. A cultural metaphor analysis is done on the expressions in the system.

The design of the eulogy-requesting system provides a convenient platform through which the interaction between culture, religion and metaphor can be observed. When one requests a eulogy, the system asks the religious belief of the deceased, and accordingly shows the appropriate expressions for selection. There are three main categories in the system: Buddhist, Christian, and General (which I take as non-believers), which more or less reflects the religious composition of the contemporary Taiwanese culture. I will discuss the metaphor differences among the three sub-cultures and will try to compare the sub-cultures especially to see whether Christian eulogies in Taiwan have picked up local cultural elements.

It is hoped that the study can help show how metaphor research can shed light on the ways in which culture and religion co-contribute to variation of language use in conceptualizing death in a multi-religious society, with Christians' and non-believer's funerals in Taiwan as a case in point.

Linguistic basis for metaphorical understanding in proverbial reasoning

Chiarung Lu

**Graduate Institute of Linguistics, National
Taiwan University**

Room Y410, June 29 16:30 – 16:55

This paper aims to probe into the fundamental role that lexical semantics plays in understanding metaphors in proverbs. Although there is abundant research in psychology discussing how metaphor in proverbs is understood, little is mentioned from the perspective of lexical semantics. This paper discusses two aspects of proverb, i.e., proverbial reasoning and its linguistic cue. Generally speaking, metaphor is analogy. In the literature of psychology, analogy is assumed to be "an inductive mechanism based on structured comparisons of mental representations." (Holyoak 2012: 234) However, since proverbs in general have a conceptual metaphor GENERIC IS SPECIFIC underlying the texts (Gibbs & Beitel 1995), it has a sense of deductive reasoning. This leads to our research questions: how these two kinds of reasoning coexist and interact in proverb comprehension? Also, what are the linguistic prerequisites to facilitate this process? To answer these questions, this paper adopts a corpus linguistic approach to examine the lexical aspects of proverbs such as investigating their token/type frequencies, variety, levels of category, and ease of understanding. In order to obtain a more universal account of proverbiality, this paper also compares proverbs cross-linguistically, e.g., Chinese proverbs, English proverbs, Japanese proverbs, and Taiwanese proverbs. The results show that the majority of words correspond to the basic level vocabulary. The non-basic level words, if used, are often cultural keywords. The basicness of language can be the implicit aid for metaphorical conceptualization in proverbial reasoning.

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The use and function of metaphor in Chinese English Majors' argumentative writing

Qiuyun Lu
University of Leeds

Room Y512, June 30 10:30 – 10:55

A number of researchers (e.g. MacArthur, 2010; Nacey, 2013; Littlemore, 2014; Hoang, 2015; Gao, 2016) have investigated EFL learners' use of metaphor by focusing on the written work produced by different groups of EFL learners. Chinese English majors struggle with English writing to some degree in order to fill the gap between their English language proficiency and assigned English writing tasks. According to the National College English Teaching Syllabus for English Majors in mainland China and the teaching goals arranged in the academic writing textbooks used by Chinese English majors currently, argumentative writing is an important training objective throughout Chinese English majors' four-year undergraduate program.

Being interested in how metaphors are used and what kind of role that metaphors play in Chinese English majors' topic-based argumentative writing, my research identifies metaphors in Chinese English majors' argumentative writing by following the steps of MIP(VU) (Pragglejaz Group, 2007; Steen et al., 2010), categorizes metaphor types and relevant metaphor functions in terms of main word-classes and the specific communicative purposes in the argumentative writing genre (Goatly, 2011; Deignan et al., 2013; Caballero, 2017). I then classify metaphor use into appropriate or non-native-like (MacArthur, 2010; Littlemore, 2014). Following this textual analysis, stimulated-recall interviews are carried out to explore how Chinese English majors report their thinking processes and awareness of using metaphors during their argumentative writing. My study aims to produce results that can have a positive impact on the innovation of teaching pedagogies for argumentative writing teaching and the development of an academic writing module for Chinese English majors by integrating metaphor knowledge into argumentative writing.

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Using metaphors to enhance cognitive behavioural psychotherapy

Fiona Mathieson and Maria Stubbe
University of Otago

Room Y304, June 28 11:30 – 11:55

Cognitive behaviour therapy (CBT) is a form of psychotherapy in which there is growing interest in the use of metaphor. CBT experts advocate the use of metaphors in case conceptualisations (Butler, Fennell and Hackmann, 2008; Kuyken, Padesky and Dudley, 2009), but with little empirical basis. This study examines the effect of training therapists to attend to client metaphoric language and bring it into shared conceptualisations. It looks specifically at whether this improves the therapy alliance, given that good alliance has been found to be predictive of therapy outcome. We also examine whether working metaphorically suits some clients and therapists more than others.

Twelve experienced CBT therapists attended two half-day workshops in which they were trained to enhance conceptualisations through attending to and developing client metaphors for their experience, bringing these into shared conceptualisations. The effect of the training was assessed by video recorded pre and post-training roleplays. These were assessed by roleplay 'clients' on two alliance measures. Session recordings were assessed for therapist competence and quality of conceptualisation by an external rater, using structured measures. Therapists and clients all completed the Language Preference Report, a measure of preference for metaphoric language (Yarbrough, 1991).

There were significant improvements in both client and external ratings of alliance post-training. Therapist and client Language Preference Report scores were compared to alliance ratings, providing some pointers regarding therapist and client suitability for working in this way. A video example of how a therapist and client developed a shared metaphor during conceptualisation will be provided.

This study provides preliminary empirical support for the use of client metaphoric language in CBT case conceptualisations as a way of enhancing alliance. While further

research is needed, metaphoric language may prove to be an important process variable in CBT.

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Colors of ideas and their metaphorical mapping

Yoshihiro Matsunaka
Tokyo Polytechnic University

Room Y410, June 30 11:00 – 11:25

Conceptual Metaphor Theory maintains that conceptual metaphors form abstract ideas/concepts on the basis of our perceptually based experience; mapping between a source domain of perceptual experience and a target domain of abstract ideas (Lakoff and Johnson 1980, 1999). Perception of color is such a basic process of our perception of the surrounding world that it can be a source domain of metaphorical mapping. Sherman and Clore (2009) argue that white and black are perceptual symbols of moral purity and pollution. The experiment of the present study shows that a certain abstract idea is associated with a color by conceptual metaphors.

So far, I've collected data from 110 participants of Japanese speakers. They were given a sheet of paper where 23 color samples were printed. When being presented several words of abstract ideas (e.g., future, past, friendship, trust, betrayal, joy, sadness, etc.), they were asked to choose one color on the sheet which they feel best matches the word. 23 color samples were coordinated into 13 color categories according to the previous studies (Berlin and Kay 1969, Ono et al. 2010). Based on statistical analysis of all data, I found some peculiar tendencies. First, HAPPY IS WARM, and SADNESS IS LACK OF HEAT are reflected in participants' choice of 'warm' colors and 'cool' colors respectively for those emotions. Second, anger is, on the other hand, associated with red, where ANGER IS FIRE plays a crucial role. Third, friendship and trust are associated with warm colors, which seems to reflect a primary metaphor (Grady 1997) AFFECTION IS WARMTH.

In sum, the results suggest that color seems to pertain to several concepts on the basis of conceptual metaphors.

keywords: metaphor, color, multimodality, Japanese

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Applications of conceptual metaphor theory in ancient science

Erica Meszaros
University of Chicago

Room Y306, June 30 11:00 – 11:25

This presentation provides the first application of modern metaphor theory on the science of Ancient Greece and Rome by analyzing the metaphors used to explain astronomical concepts. This analysis also examines how both the scientific concepts and the metaphors themselves were translated from Greek into Latin during different points in Roman history. Specific focus is given to the idea of the conceptual metaphor, or understanding knowledge within one domain in terms of another. Conceptual metaphor theory and its method for mapping a well-understood or common source domain to a less-understood target domain is therefore also presented. It also provides a method for analyzing metaphors used outside of the traditional literary environment. Therefore, applications to scientific metaphors and their impact on interpretation and dissemination of scientific research will also be introduced.

An examination of three versions of the *Timaeus* is provided, including Plato's original Greek *Timaeus*, as well as Cicero's and Calcidius' Latin translations. The focus of this analysis is placed on metaphors used to describe astronomical concepts associated with the movement of the stars and the rotation of the earth. Predominantly, these metaphors fall into well defined categories, associating these astronomical concepts with biology, military, craftsmen, and child-rearing. Examination of how these scientific metaphors changed from Greek into Latin translations reflects interesting changes within these cultures. The fact that these cultural changes can be observed and identified through changes in scientific metaphor supports the theory that these metaphors are a product of the sociocultural environment in which they were created but more importantly also supports the value of their study. This analysis has already identified that scientific metaphor theory can be applied to the natural philosophy of ancient writers, and in examination of how these metaphors change this analysis suggests the possible value of such an application.

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Critical Multimodal Metaphor Analysis: a case study contrasting national vs international depictions of Catalonia's independence in the press.

María Muelas Gil

Universidad Autónoma de Madrid

Room Y305, June 28 17:00 – 17:25

Multimodal metaphor has been largely studied in the last decades as a powerful manipulative tool used in various discourse types (Koller 2006; Semino 2008; Semino, Deignan and Littlemore 2013; among others), and it is a recurrent resource in political discourse and cartooning (Musolff 2004; Charteris-Black 2005; Neagu 2013). Being a great bearer of ideology and having strong impact on the audience as it has, critical studies are needed to deeply analyze the hidden power of metaphors in the international and national press.

This study draws upon the groundings of Pictorial Metaphor (Forceville 1996; Forceville & Urios-Aparisi 2009) and Multimodal Metaphor in politics (El Rafaie 2009, Shilperoord and Maes 2009, Negro 2014) but, mainly, Multimodal Critical Discourse Analysis (Kress and van Leeuwen 1996, Machin 2007) and Critical Metaphor Analysis (Charteris-Black 2004). Moreover, this work also aims at taking one more step in combining these last two into Critical Multimodal Metaphor Analysis, which, to the best of our knowledge, has not been addressed as so. Our data consists of political cartoons published by the international press depicting the critical political situation that Spain went through during the last period of Catalonia's independence process (September-October 2017), and we compare them to cartoons published by the Spanish press during the same timeframe. The threshold taken is not only the political stand, as the data was collected from very diverse online media sites, but also the cultural role played in political metaphors when they deal with an internal/external concern.

Thus, the objective of the study was twofold: first, it contrasts the main source domains used by the national and the international press; second, it critically analyses the political and cultural (mis)conceptions that led the cartoonists and the potential implications on the international audience's perception of Spain. Preliminary results show relevant differences in terms of source preference by the national vs.

international press, having frequent sources in one data set (international) which do not even appear in the other (national). This pilot study then supports the claim on the necessary critical study of multimodal metaphors in discourse or, in other words, of Critical Multimodal Metaphor Analyses.

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Sarcasm and irony in political metaphor applications

Andreas Musolff and Derek Wong
University of East Anglia

Room Y410, June 29 14:00 – 14:25

In political discourse, metaphors can serve to achieve ironical and/or sarcastic effects, e.g. ridiculing (*Dave, the mighty slayer*), (apparent) self-effacement (*I am the toenail of the body politic*), or drastic denunciation (*he wants to be a blot clot at the heart of Europe*). This paper looks at evidence for such pragmatic effects in questionnaire responses interpreting the metaphor, A NATION IS A BODY, by more than 1000 students from 31 linguistic backgrounds, with specific reference to the two largest cohorts, i.e. English L1 and Mandarin L1 speakers.

While the great majority of responses seems to be non-ironical, the sample does also include metaphorical scenarios that imply an ironical or sarcastic comment on the perceived 'health' or 'appearance' of the political entities in question (e.g. *England as a body politic with feet designed for queuing; rebellious province as rumbling stomach, officials as hair that always grows back*). We investigate how precisely the ironical and/or sarcastic interpretations are based on the metaphor and how their pragmatic effect can change the default stance associated with the metaphor (as evidenced in the non-ironical responses). In addition, we compare presuppositions of such ironical and/or sarcastic interpretations and formulate hypotheses concerning their likely (universal or culture-specific) motivation.

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Metaphor markers: How can we systematically understand phrases that separate simile from metaphor?

KJ Nabeshima
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Room Y410, June 28 10:30 – 10:55

Although the difference between metaphor and simile has been an important issue since the time of Aristotle, it has not been clear which phrases other than *like* and *as* are used to form simile. Recent studies show that there is a wide variety of such phrases in English (Goatly 1997, Cameron and Deignan 2003, Israel et al. 2004, Steen et al. 2010) and in Japanese (Nakamura 1977). They are called Metaphorical Markers, tuning devices, Metaphor Flags and I will use Metaphor Markers (MMs) in this paper. (1) indicates some of Goatly (1997)'s twenty categories. Other examples are shown in (2) and (3).

(1) 1. Explicit Markers: *metaphorically*, 2. Intensifiers: *literally*, *actually*...3. Hedges, 7. Superordinate, 8. Copulas, 10 Clausal Similes, 11. Perceptual processes, 14. Verbal Processes, 18. Modals.

(2) *actually*, *almost*, *imagine*, *just*, *kind of*, *a little*, *really*, *sort of*, *like*, *so to speak*, *literally*, *if you like*, *in a way*, *as it were* (Cameron and Deignan 2003:149-160)

(3) *equivalent of*, *no more ~ than...*, *think of ~ as*, *view ~ as* (Israel et al. 2004:125)

As Sznajder et al. (2005) correctly point out, Goatly's list is very extensive but has semantic and syntactic criteria mixed together. I also note that *so to speak* and *as it were* consisting a category of its own idiosyncratic.

In this paper therefore, I will 1) compare studies on English and Japanese MMs and work them from a random list of MM categories to a new organized mechanism called Metaphor Frame shown in Figure 2, with a base frame and its parameters. It also includes literal Comparison-Categorization Frame (Figure 1); and 2) demonstrate that this Metaphor Frame can give a systematic understanding to what seem to be a random list.

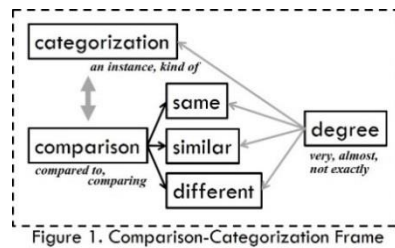


Figure 1. Comparison-Categorization Frame

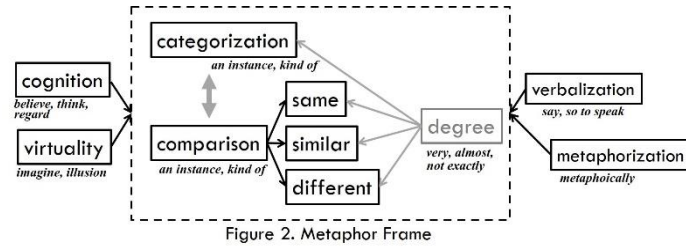


Figure 2. Metaphor Frame

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Metaphorical analogies in an online discussion forum for relationship abuse survivors: “That analogy really works for me”

Susan Nacey

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Room Y304, June 29 12:00 – 12:25

When people undergo traumatic events, they frequently turn to metaphor in an attempt to make what might initially seem indescribable into something comprehensible to others, and/or to help themselves reach a clearer understanding of what has happened to them (see e.g. Demjén, 2016; Kövecses, 2000; Semino et al., 2015). This investigation explores such metaphorical language produced in a publically available online discussion forum by survivors of relationship abuse to communicate about various aspects of their experience. The forum allows survivors of relationship abuse to start and/or respond to threads about their ongoing or past experience in an abusive relationship. The relationships discussed involve a love partner, family members, colleagues, and/or platonic friends. The threads comprise a corpus of 44.6 million words produced over a six-year period.

The specific linguistic focus here consists of the metaphorical analogies overtly flagged by use of the lexeme ANALOGY, used by such survivors when discussing their abuse experience: roughly 500 extended metaphors in all. All such identified metaphorical analogies were assigned brief ‘labels’ summarizing their contents, which were then semantically annotated using the Wmatrix corpus analysis and comparison tool to identify their underlying metaphorical frames (see e.g. Musolff, 2016; Semino & Demjén, 2016 for discussion of frames and scenarios). The particular scenario in any given frame were then fleshed out to fill in the correspondences between the various elements expressed in the analogy and the various elements in the abuse experience, along with any overall message.

Finally, the analysis discusses the ways in which survivors negotiate and develop metaphorical scenarios and frames among themselves in their forum discussions. More specifically, investigation into the co-text of the identified analogies allows for evaluation into how survivors react to, accept, expand, and/or reject the metaphorical

comparisons advanced by members of the discourse community. The findings from this research contribute towards a greater understanding of the experience of relationship survivors, validating their perceptions, needs and feelings as universal, rather than limited to the ‘exaggerations’ of a selected few.

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Multimodal creativity in figurative use

Anita Naciscione
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Room Y303, June 30 11:00 – 11:25

This paper explores multimodality as a tool, applicable across contexts in creative figurative thought instantiations. Multimodal discourse reveals the capacity of the human brain to express figurative thought multimodally. Cognitive scientists argue that our brain is inherently multimodal, as neurons respond to more than one modality (Gallese & Lakoff, 2005: 2-4). Our brain is able to cognise figurative meaning in various semiotic modes: textual, visual, audial, body language, sound, colour, symbol.

Auditory and visual perception of non-verbal reactions reveals the embodied response: the tone of voice, laughter, eye contact, shifts in bodily posture, gestures and facial expressions: “enactment is dynamic” (Lakoff & Johnson, 2003: 287). Figurative thought may arise from embodied experience. A cognitive approach enhances understanding of “the dynamic links between bodily experiences, pervasive patterns of thought, culture, linguistic structure and behaviour” (Gibbs, 2013: 16).

Study of metaphor in discourse naturally leads to the concept of extended metaphor. I would argue for pattern of extended metaphor as a structure of figurative thought, providing for its development and sustainability, contributing to semantic and stylistic cohesion, e.g. the front of *The Economist*, 09.10.2003. features a huge carrot and the title “Where’s the stick?” which is allusion to “the stick and the carrot” whose image is extended throughout an analytical article in the magazine.

Multimodality displays boundless capacity for creative use, instantiating various semiotic modes and constructing novel meaning in creative metaphorical and metonymic conceptualisations. Multimodal discourse reflects extended figurative thought; it is dynamic, spreading a metaphorical image over the visual representation and the relating text (Naciscione, 2016).

Theoretical conclusions are drawn, applying the tenets of discourse analysis, cognitive stylistic and semiotic analyses of the empirical material, which I have chosen from my own archive. The theoretical points are illustrated by multimodal case studies, including a video excerpt from the British Parliament.

Keywords: multimodal discourse, creative figurative thought instantiation, extended metaphor, sustainability of figurative thought, semiotic mode

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War metaphor in the discourse of resistance: A critical discourse analysis of Nkrumaism

Mark Nartey

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Room Y305, June 29 10:30 – 10:55

In the last decade, the discourse of politicians and presidential rhetoric have gained momentum in critical discourse analytical (CDA) research (cf. Charteris-Black, 2011), highlighting what politicians do with their words as well as the multidimensionality of political rhetoric. Against this backdrop, this paper critically examines the socio-political discourse of Kwame Nkrumah, Ghana's first president, Africa's first prime minister and a pioneering Pan-African leader, as a form of resistant discourse. Since his demise in 1972, Nkrumah's life, works and thoughts have inspired much literature, especially in philosophy, (social) history, political science, African/Diasporan studies and communication studies. In discourse studies, however, not much can be found, even though a discourse analytical study of his rhetoric is important given his pivotal role in the African liberation struggle. To fill this void, the present study investigated Nkrumah's use of war metaphor as a rhetorical strategy by which he constructed a resistant discourse against (neo-)colonialism and imperialism. A number of speeches delivered by Nkrumah during Ghana's struggle for independence forms the basis of the analysis, which is informed by a combination of models such as the discourse-historical approach (Wodak, 2015), metaphor analysis (Charteris-Black, 2005), membership categorization analysis (Sacks, 1992) and the notion of ideological square (van Dijk, 1998). Via metaphorical representations such as evil, monster or demon and violence, the study demonstrates how a political leader exploits his language use to wage a war on what he considers to be political oppression, foreign domination and Western exploitation.

Keywords: Critical discourse analysis; Critical metaphor analysis; Resistant discourse Kwame Nkrumah

Cherry tomato and rice pancake: the femininity of food in Taiwan and Vietnam

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Room Y306, June 29 17:30 – 17:55

As a well-known saying by Confucius goes “the desire for food and sex is part of human nature,” it seems plausible to assume a natural correspondence between food and sex because of this essential need. Many previous studies have shown that food symbolically connotes gender. However, interestingly, many food metaphors relate to femininity than masculinity. This paper aims to provide two case studies from Southeast Asian contexts. Based on a corpus analysis of news reports, in Taiwan, the naming of cherry tomatoes reveals a dominant preference for femininity such as *virgin* and *jade girl*. In Vietnamese, the rice pancake *bánh bèo* is used to describe feminineness, weakness, or *banhbeo*-ish fashion of girls. These two examples furthermore indicate the power of metaphor in enhancing the social image of female and social value of femininity. Since cherry tomato is tiny, sweet, and delicious. *Bánh bèo* is soft, white, and tasty. The integration between visual mode and gustatory mode may provide the basis for this metaphorical mapping. To sum up, based on empirical data, the results of this paper show that metaphor is concrete and realized in our society, reflecting and structuring a collective conceptualization of the speech community.

(1) Brands of cherry tomatoes in Taiwan:

玉女、 聖女、 金女、 黑美人、 嬌女
 yùnnǚ 、 shèngnǚ 、 jīnnǚ 、 hēiměirén 、 jiāonǚ
 ‘jade girl’, ‘virgin’, ‘golden girl’, ‘black beauty’, ‘tender girl’

(2) Example of *Bánh bèo* in Vietnamese

Sao Việt chuộng style ‘bánh bèo’ khi xuống phố

'Vietnamese stars like getting dressed in the style of 'rice pancake' when going out to town'

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Investigation of metaphorical ‘wave’ and ‘tsunami’ in a NP of patterns

Yuichiro Ogami

**Setsunan University and Osaka University of
Pharmaceutical Sciences**

Room Y410, June 28 12:00 – 12:25

It is well known that ‘tsunami’ is a loanword from Japanese. On the meaning of ‘tsunami’, MACMILLAN DICTIONARY BLOG, for example, says that tsunami ‘functions very much like wave, both literary and figuratively—it’s just much bigger and more impressive.’ In Japanese, however, ‘*tsunami*’ is rarely used metaphorically while we can find various expressions of metaphorical ‘*nami*’, which corresponds to ‘wave’ in English, such as ‘*imin no nami*’ (a wave of immigrants) or ‘*kanjou no nami*’ (a wave of emotion). This suggests that English ‘tsunami’ has developed peculiar uses apart from the original usage in Japanese.

Then, what are the features of metaphorical ‘wave’ and ‘tsunami’ in English like? This study examines the two words in *a NP of* strings to reveal their actual states. In this study, I use the COCA, which is a 520-million-word balanced corpus of written and spoken American English. Our data include randomly sampled 500 citations of ‘a wave of -’ and 68 citations of ‘a tsunami of -’. I read through all the citations to identify metaphorical meanings of the two constructions and identified 390 citations of ‘a wave of -’ and 61 citations of ‘a tsunami of -’ in metaphor use, classifying them into 3 broad semantic groups: [1] A LARGE NUMBER/AMOUNT, [2] ARISING/INCREASING, and [3] TREND/ MOVEMENT.

Findings from the corpus data show distinguishing features in the two constructions. To sum up, metaphorical ‘a wave of’ is often used to express our “inner experience” such as emotion or physiological sensation, while ‘a tsunami of’ is characterized as referring to “increasing of nuisance” such as immigrants or invalids. The results suggest that the semantic focus of metaphorical ‘wave’ and ‘tsunami’ is rather different contrary to general view on the two concepts.

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Metaphors of personhood and fulfillment in Direct to Consumer Advertising of Alzheimer's prescription medication

Michael O'Mara Shimek
Boston University

Room Y306, June 28 17:30 – 17:55

Pharma or medico marketing is a multi-billion-dollar business in the United States. More specifically, direct to consumer advertising (DTCA) involves the marketing of medical products using mass media to consumers. While DTCA potentially increases patient awareness of alternative treatments of those advertised in mass media, there are relevant ethical considerations concerning this practice that is currently only permitted in the United States (pending regulation in New Zealand). Focusing on the marketing of Alzheimer's prescription medication, this research examines how major pharmaceutical companies rhetorically promote these products using metaphors of personhood and personal fulfillment. Examining both mono-modal and multimodal advertising, this research explores how these metaphors make both implicit and explicit product claims, and how these rhetorical appeals may be implying product claims unrelated to actual product benefits.

Multiple-choice in L2 metaphoric competence testing

David O'Reilly
University of York

Room Y306, June 29 10:30 – 10:55

In English language proficiency testing, the perceived advantages of the multiple-choice format as convenient, efficient, and reliable are counteracted by its impact on the construct being measured (Currie & Chiramanee, 2010, Rupp, Ferne, & Choi, 2006). Disparity between the responses test takers select and produce for identical multiple-choice and open-response item stems undermines the conclusion (based on score correlations close to one) that formats essentially measure the same knowledge (Currie & Chiramanee, 2010; c.f. Rodriguez, 2003).

In metaphoric competence research, multiple-choice has been advantageous for making tests easier (Golden, 2010), investigating cultural differences of interpretation (Wang & Dowker, 2010) and patterns of metaphor avoidance (Liao & Fukuya, 2004). Two lingering problems concern the difficulty designing plausible distractors and exposure to non-targetlike forms leading to their acquisition (Boers et al., 2014).

Given that multiple-choice is the main high-stakes test format for more than eight million Chinese students annually (Currie & Chiramanee, 2010), it is prudent to consider what role it should play in L2 metaphoric competence testing, particularly for this demographic. Consequently, two research questions were addressed:

RQ1: What does the variation in multiple-choice item and distractor performance between eight L2 metaphoric competence tests reveal about the suitability of the format for these measures?

RQ2: What does the correspondence between responses selected (in multiple-choice) and produced (gap-fill recall) for stem-equivalent receptive and productive items reveal about knowledge measured?

Participants were 112 L1 Chinese learners of L2 English completing a researcher-designed battery of L2 metaphoric competence tests. The results, with various nuances, showed that the multiple-choice format is better suited to certain L2 metaphoric competence tests, and substantial variation in the parity between multiple-choice and

gap-fill responses selected and produced across items and tests. The implications of findings for further research and testing are discussed.

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Epistemic and evaluative components of metaphors in the multimodal context of scientific films

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Room Y304, June 30 11:00 – 11:25

Metaphors in science by means of their conceptual power bridge the gap between everyday life and the world of the invisible, unfamiliar and abstraction. Hence, they exert an influence on the perception and evaluative assignment of the research topic. With the appearance of new media and communication platforms metaphors acquire new potential for expression.

Researching multimodal metaphors has received much attention in last years and has mostly focused on pragmatics and advertisement. This paper outlines metaphors as a cognitive resource for compressed knowledge transfer. The research is conducted by taking examples of three scientific films, covering the topics biology, restoration and robotics. The present chapter provides the analysis of verbal, visual (including postproduction) and auditive channels. The research goes into particulars about interaction of modes and investigates the occurrence of source and target domain within one or several modes.

A closer look at the data indicates that the conceptual metaphors depicting a particular topic varies depending on scientific field e.g. HEALING ALZHEIMER DESEASE IS FIGHTING AGAINST TIME; RESTAURATION IS HEALING, DEVELOPING A ROBOT IS TEACHING. Conceptual metaphors like UNDERSTANDING IS SEEING, RESEARCH IS JOURNEY/SEARCHING; UP IS GOOD; BAD IS DOWN, EMOTIONS ARE MOTIONS for describing the research progress are common across the themes. They function mostly in visual mode within a narrow time frame to verbal mode and are represented through tracking shot, fading in and another postproduction.

This study focuses on the semantic and pragmatic impact of the modes for metaphor creation and interpretation. The findings suggest that multimodal context transfers additional mappings or evokes emotional enhancement. There is evidence to support the hypothesis that epistemological or evaluative components of metaphors in

scientific films are distributed within modes independently from its monomodal or multimodal nature.

A tentative scheme to identify metaphor in video advertisements

Molly Xie Pan

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Room Y303, June 30 10:30 – 10:55

In advertising, one crucial strategy adopted by advertisers is metaphor, which contributes to the persuasion of ads effectively (Chang, Wu, Lee, & Chu, 2017; Jeong, 2008; Van Mulken, Le Pair, & Forceville, 2010). Although the manifestations of metaphor in TV commercials has been discussed in a wide range (Forceville, 2002, 2007; Urios-Aparisi, 2009; Yu, 2011), there is a lack of reliable protocol to detect metaphor in multimodal discourse (Forceville, 2006; Sobrino, 2017). To tackle this methodological challenge, Forceville (2006, p. 391) suggested three multimodal cues: “perceptual resemblance, filling a schematic slot unexpectedly and simultaneous cueing”. In the light of these suggestions, Sobrino (2017) developed a protocol to identify multimodal metaphor in print ads with a Cronbach’s Alpha of .716; and Bobrova (2015) proposed a procedure to identify metaphor in TV commercials. However, the procedure by Bobrova (2015) has not been validated yet. The extent to which this procedure can be applied to other TV commercials remains unknown and this methodological challenge still awaits further investigation. Based on the work of Forceville (2006) and Bobrova (2015), this study introduces the Metaphor Identification Scheme in Video Advertisements through analyzing 100 video ads (including 50 ads for tangible products and 50 ads for intangible products), which were randomly selected from influential websites in mainland China, attempting to provide methodological guidelines for metaphor identification in video ads. The identification scheme starts from detecting different concepts signaled by filmic techniques and then determines whether there is a metaphor with the assistance of the context. The reliability of this identification scheme has been examined through rating 20% videos of the sample size by two raters (excluding the researcher). Results from Cohen’s Kappa ($k = .727$, $p < .000$) and Percentage agreement (= 86.9) overall support an acceptable scheme. Implications and future directions are further discussed.

Keywords: metaphor, video advertisements, identification

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Identification of gendered emotion metaphors in modern Chinese poetry

Zhen Pan

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Room Y306, June 29 16:30 – 16:55

Emotion is one of the cores in modern Chinese poetry. And we believe that emotion metaphors are gendered in most cases. Men and women may prefer quite different images for the expression of their similar emotions. Therefore, this article tries to investigate the gendered nature of emotion metaphors with the corpus of modern Chinese poems, find out the particular metaphors for men and women to transmit their emotions, and describe their main features and functions. In the categorization of the gendered metaphors, the analysis also tends to reveal cultural traits in the mappings and entailments of gendered emotion metaphors in the poems.

Keywords: gendered metaphors; emotional transmission; modern Chinese poetry; cultural traits

The action roots of abstract concepts

Alessandro Panunzi and Paola Vernillo
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Room Y410, June 28 11:30 – 11:55

A broad range of abstract concepts has physical roots. Changes, States, Causes, Purposes and many other concepts are usually comprehended via concrete domains, related to bodily experiences and the sensory-motor system (Lakoff and Johnson 1980; Gallese and Lakoff 2005; Pulvermüller 2005; Barsalou 2016). Action verbs play a central role in the building of metaphorical conceptual structures. The very variety of events and derived action schemas produces diverse modulations in the extension of the verbs primary meaning (i.e. marked variation), each one of them focuses on a specific property of the predicate semantic core.

The research draws attention to 20 high-frequency Italian general action verbs and their figurative uses within the IMAGACT framework (www.imagact.it; Moneglia 2014; Panunzi et al. 2014), and specifically on force dynamic verbs (e.g. ‘push’, ‘pull’, ‘drag’):

- 1) *Fabio spinge il figlio all’indipendenza*
‘Fabio pushes his child toward independence’
- 2) *Fabio spinge sui temi sociali*
‘Fabio pushes his social agenda’
- 3) *Fabio spinge avanti la ditta*
‘Fabio drives his company forward’

The IMAGACT multilingual ontology uses prototypical scenes (1,010 scenes in total) to identify the action categories referred to by general action verbs. Within this resource, the corpus-based annotation of marked uses consisted of four main steps: a) classification with respect to the type of figurative use (metaphors, metonymies, idioms; Brown 2014); b) extraction of the inherent image schemas and focal properties of the

predicate; c) link between the figurative type and the scenes in the verb semantic variation; d) for each type, association of one conceptual metaphor in Lakoff's tagset (Lakoff et al. 1991).

The research outcomes show how the metaphorical projection of a wide array of embodied concepts is enabled by means of action schemas and semantic properties that are active in the basic/concrete meaning of an action verb.

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Investigating strategies for the translation of metaphor

Gill Philip
University of Macerata

Room Y512, June 28 12:00 – 12:25

This contribution reports on a study into trainee translators' attempts to translate metaphorical lexis in non-literary texts, which aims to better understand advanced students' comprehension of metaphor in a foreign language source text and the strategies they then adopt when translating it into their mother tongue.

Metaphor is largely seen as a problem for translation (Philip 2016), but very little empirical research has been conducted to illustrate precisely how it is problematic and – crucially – how translators deal with it in practice. This study seeks to fill the gap: it uses corpus linguistics methods to compare multiple translations prepared by Modern Languages students (EQF level 5, English proficiency C1-C2) over the course of their year-long module on English-to-Italian translation. The translations of each source text are submitted weekly by email and converted into a small corpus to facilitate viewing of examples for comment and analysis in class. By projecting KWIC concordances of the translations for each language item of interest, it is possible to compare similarities and differences between the students' translations, and to comment on the translation strategies adopted (consciously or otherwise). These include: a tendency for weaker students to translate metaphorical meanings as literal and to translate unfamiliar literal meanings as metaphorical; an overall tendency for metaphors to be flattened out (Baker 1993) and/or simplified (*ibid.*) in translation, with general terms being used in favour of specific ones, and evaluative/ pragmatic aspects of meaning very often overlooked entirely; explicitation (*ibid.*) of culturally-specific metaphors; and considerable difficulty in detaching meaning from form, particularly by maintaining the source language's metaphor source domain when a different source domain would be more apt in the target language. The presentation will discuss the relationship between general translation strategies and the translation of metaphor, including examples of the problems identified.

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“When metaphor meets humor: Conceptual similarity and/or pragmatic affinity?”

Anna Piata

University of Neuchâtel

Room Y410, June 29 14:30 – 14:55

The relationship between metaphor and humor has long been viewed as one of conceptual similarity in that they both involve two dissimilar conceptual scenarios that are brought together through metaphorical mappings and script opposition, respectively. They differ, however, in how each one processes duality; metaphor highlights cross-domain similarity (Lakoff & Johnson 1980, 1999), whereas humor needs to retain, at least partly, incongruity (Attardo 1994, 2001). In this paper, I suggest that the discussion about metaphor and humor needs to shift to the discursive level and argue that they also share pragmatic affinity.

The analysis is based on a study of political humorous metaphors that were produced and disseminated in the form of internet memes during the two national election campaigns that took place in Greece in 2015. Such internet memes take the form of a parody that mimics pre-election political ads, each one metaphorically representing the country's course in terms of a different JOURNEY scenario such as a train trip, a flight and a taxi ride (see Musolff 2004). While in the political ads the metaphor serves to positively evaluate the advertised political party (and often negatively evaluate its opponent(s)), I show that in the meme the metaphorical mapping is multimodally manipulated in a humorous way that essentially reverses the initially positive evaluation. The gist of the proposed analysis is that metaphor and humor serve particular rhetorical goals in discourse through their function as evaluative devices. Finally, I conclude the paper by considering the implications of this approach to the long-standing debate over cognitive linguistic approaches to humor and Attardo's (1994, 2001) General Theory of Verbal Humor (see Brône, Feyaerts & Veale 2015 for an overview).

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New information and communication technologies and the impact on the translation of terminological metaphors

Luciana Pissolato

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Room Y512, June 29 12:00 – 12:25

Specialized translation has undergone significant changes in its methods and approaches thanks to new Information and Communication Technologies (ICTs), such as the current generation of Computer-Assisted Translation tools (CAT) and Corpus-Based Translation methods. This technological and methodological evolution implies an important change associated with translators' conceptualization process since the editing carried out in the translation projects affect the way in which translators understand the text and its multiple modes of meaning. This situation is even more complex when we contemplate the translation of metaphors, a linguistic, conceptual and multimodal resource "in which various cognitive processes such as perception and imagery interact together" (Ojha and Indurkha, 2016).

In this paper, we will present the results of two workshops in which the first group received the translation project package previously processed by a CAT tool (simulating the translator's workplace), and the second group had access to the full original text. We observed that the first group used strategies such as loan, literal translation or amplification to translate those terminological metaphors, which did not correspond to the use observed in comparable corpora in the target language. The second group, on the other hand, took advantage of metaphors in the translation of specialized concepts, which was the expected result due to their productiveness in the target language. This difference in the results suggests that the understanding of metaphorical concepts is significantly higher when perceptual and graphic information, such as images, graphics and others, is provided; and shows that the comprehension of a text "can no longer depend on language centrally. Meaning is made in all modes separately, and at the same time is an effect of all modes acting jointly." (Kress et al, 2001).

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Decoding Metaphors in L2 Mathematics Junior Secondary Classrooms: Learner Motivation and Rapport Building

Scarlet Poon

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Room Y512, June 29 16:30 – 16:55

Mathematics classrooms engage learners in conceptual transfer across signs, symbols and talk. The multi-semiotic nature of Mathematics generates learner anxiety particularly when the subject is taught through an L2. In Hong Kong (HK), a transition from L1 (Cantonese) primary Mathematics education to that mainly of L2 (English) in junior secondary school is challenging. While the conceptualization of mathematics through metaphors has substantiated existing literature (e.g. Pimm, 1987), this paper explores the implications of metaphors in Mathematics classrooms from a less-discussed yet revealing perspective. The metaphor MATHEMATICS IS A VIDEO GAME emerges from data of a project investigating the relationship between L2 and subject content learning in HK junior secondary classrooms. I will discuss how metaphors have embodied learners' perceived difficulties in L2 Mathematics and manifested their motivation to overcome challenges.

Drawing on observational and data of three classrooms from two local secondary schools, the 'video game' metaphor is identified from coded lesson transcripts. Rapport building in L2 Mathematics classrooms is another aspect conceived with this metaphorical frame. Vocabulary associated with this metaphor include *goal*, *level up* and *killing the enemy* (suggesting solving mathematical problems in this case). To ensure triangulation, learners have been interviewed in relation to their motivation and coping strategies for L2 Mathematics learning. Interestingly, this metaphor is also traced in individual learners' work pictorially. Findings show that Mathematics teachers' awareness of learners' anxiety through the shared metaphor can help create a classroom conducive to learners' confidence building. This study sheds light on how an analysis of metaphors in classroom talk and student work can offer insights into students' voice and their learning strategies.

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The evolution of metaphors over time: a longitudinal analysis of metaphor usage by Belgian politicians from the 1980's until now

Francois Randour, Julien Perrez, Min Reuchamps and Audrey Vandeleene
Université catholique de Louvain

Room Y305, June 29 15:00 – 15:25

Building on an interdisciplinary approach bringing together political science and linguistics, this paper investigates how and why metaphors are used by Belgian politicians. In particular, the article focuses on the usage of metaphors to describe the evolution of federalism in the country over time. As argued by Ritchie (2013), 'examining metaphors that appear in political discourse provides insights into the way speakers understand their situation, and how they seek to accomplish their ends'. This research undertakes a systematic analysis of the use of metaphors by Belgian politicians during television debates from the 1980's until now. We rely on an original longitudinal corpus of 127 (part of) television debates covering 40 years from both public broadcasters in Belgium: the Dutch-speaking VRT and the French-speaking RTBF. The selected television debates relate to the progressive – albeit not without political tensions – transformation of Belgium's political system. Our corpus is thus a solid indicator of this political transformation and therefore provides a fertile ground for the analysis of metaphors. To do so, we will conduct a corpus analysis by applying the MIPVU procedure (Steen et al., 2010) in order to identify potential metaphorical contexts. In line with Steen's three-dimensional model (2008), we will subsequently analyse the identified metaphors by making a distinction between three different layers of metaphor, respectively at the linguistic, conceptual and communicative levels. Building on previous studies (Perrez & Reuchamps 2014), this analysis makes it possible to determine which (deliberate) metaphors have been used by the political elite to describe the establishment and evolution of the federal system, and more specifically, to assess to what extent this metaphor usage evolved over time and across the linguistic border.

Keywords: Political metaphors, Political discourse, longitudinal corpus

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Metaphors of darkness and light in British and German discourses on colonialism (1875-1915)

Felicity Rash

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Room Y305, June 30 11:30 – 11:55

This paper will describe how metaphors of darkness and light served discourses in favour and against European colonialist activity during the “Scramble for Africa” of the late nineteenth and early twentieth centuries. From the 1870s, Henry Morton Stanley famously presented, “darkest Africa”, as holding many types of darkness for travellers and settlers. Its uncharted territories, “*terra nullius*”, were open to be occupied and improved by the first Europeans to get there. From a European perspective, however, these regions also contained dark and dangerous landscapes and people, equally in need of control and improvement. The overt intentions of colonialism was to bring civilization to Africa, but many colonizers were to show the darker side of their own natures while bringing so-called enlightenment to the African “savage”, to the extent that they earned themselves a reputation as “white savages” among not only the native populations that they subjugated but also among many Christian missionaries and objective observers (Hochschild 2000: 172). Not only was Africa not empty, Stanley’s “unpeopled country” (ibid.: 31), but it had its own diverse civilizations beyond the comprehension of those who sought to exploit its people and natural resources. Stanley’s descriptions of a wild and dangerous continent were more widely read than many more objective accounts, in particular by prospective German colonizers such as Carl Peters. In his monograph *Und Afrika sprach*, Leo Frobenius attempted to discredit the image of Africa as a place with neither history nor culture, and enlighten those who propagated that image.

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Poetic Metaphors: On the role of intention in the production and processing of figurative language

Carina Rasse

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Room Y306, June 29 11:30 – 11:55

Introduction

Numerous studies in the past have shown that people's assumptions of the creator's intentions are crucial to their appreciation of human artifacts (Furniss & Bath 1996; Gibbs 1999, 2001, 2014; Ashby 2004; Schrott & Jacobs 2011; Duan 2012; Fox 2016; Farrell 2017). Yet, little attention has so far been given specifically to the role of intention in engaging with poetic metaphors. This project will explore poets' reflections upon their use and meanings of metaphors in selected poems and readers' understanding of these. The aim is to show that most metaphors in poetry embody a certain communicative intention, and that the author's intentions, in turn, influence readers' interpretations of poetic metaphors.

Methods and expected findings

Using online interviews, the first study will explore how poets talk about the meanings of metaphors in their works and what they intended specifically to communicate by using these. Four additional studies will offer readers different primes to frame how they interpret poetic metaphors: Experiment 1 will ask subjects to read three excerpts of poetry and to explain what each metaphor means to them. In Experiment 2, participants will read the same poems used in the first experiment and be encouraged to consider and write about the vast number of possible meanings a specific metaphor may have in that context. In Experiment 3, readers will be asked to explain the author's intention in using metaphors. Experiment 4 will ask subjects to read the poems with no explicit instruction about how they should interpret them.

The aim of this project is to test the following three hypotheses:

- (1) Readers speculate about authorial intention in their interpretations of poetic metaphors. Hereby, cognitive and embodied simulation processes play a crucial role

- (2) Readers' interpretations of metaphors are constrained when they become familiar with the author's background and the cultural-historical context in which the poem was written
- (3) One can find overlapping between what authors say that their intentions for using metaphors were and how readers interpret them

The results of the studies are expected to highlight the importance of implied, authorial intentions in creating and processing poetic metaphors. Eventually, I will discuss the implications of this work for psycholinguistic theories of figurative language production and comprehension.

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Testing Conceptual Metaphor Theory using memory methodologies

Nick Reid and Albert Katz
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Room Y502, June 29 16:30 – 16:55

According to Conceptual Metaphor Theory (CMT), metaphorical language is based on broad cross-domain mappings where information from one domain is used to talk and reason about another domain. This would suggest that metaphorical expressions derived from the same mapping should be semantically related, yet also distinct from expressions derived from other conceptual metaphors. We tested this directly using the Release from Proactive Interference paradigm. In this task, participants are given consecutive lists of items to remember and the lists all share a common theme (e.g., types of birds). Typically memory performance will decrease over consecutive lists because the previously learned items interfere with learning the current list due to the fact that the items are all semantically related. However, if there is a shift in the theme on a subsequent list (e.g., types of fruit) there is usually a large increase in memory performance. We used this paradigm to test CMT by creating lists of metaphorical expressions supposedly derived from the same mapping. Over lists consisting of expressions sharing the same mapping, there was a decrease in memory performance. However, when a shift occurred (e.g., TIME IS MONEY expressions to LOVE IS A JOURNEY expressions), there was an increase in performance consistent with the typical Release from Proactive Interference effect. In a second experiment, the expressions only shifted in terms of the source domain (e.g., TIME IS MONEY to TIME IS A MOVING OBJECT). Although there was not a large increase in performance when these shifts occurred, it did prevent further decrements due to proactive interference. These results support the notion that metaphorical expressions derived from the same cross-domain mapping are semantically related, yet also distinct from expressions based on other mappings.

The role of co-text in the identification and analysis of potentially deliberate metaphor

Gudrun Reijnerse
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Room Y410, June 29 11:30 – 11:55

The introduction of the three-dimensional model of metaphor in language, thought, and communication (Steen, 2008), and the establishment of Deliberate Metaphor Theory (DMT; e.g., Steen, 2015, 2017) provoked an intense debate among metaphor researchers (see, e.g., Deignan, 2011; Müller, 2011; Gibbs & Chen, 2017; Steen, 2017). At the same time, a number of empirical studies uses DMT to investigate deliberate versus non-deliberate metaphor in language use (e.g., Beger, 2011; Nacey, 2013; Perrez & Reuchamps, 2014). Many of these studies take a top-down approach to the data, and identify deliberate metaphors based on a set list of ‘candidates for deliberate metaphor’, such as signalled metaphors and similes.

However, it is unclear whether these candidates are deliberate by definition. Moreover, taking a top-down approach to the data possibly leads analysts to overlook other cases of deliberate metaphor in their data. In this paper, I therefore take a bottom-up approach to deliberate metaphor and apply the identification procedure for deliberate metaphor (DMIP; Reijnerse et al., 2017) to a series of examples from the VU Amsterdam Metaphor Corpus. Special attention is paid to the role of co-text in the identification and analysis of potentially deliberate metaphor in discourse. It will be shown how some metaphors can be identified as potentially deliberate metaphors in relative isolation (i.e., at utterance level). I will also show how co-text – in the form of the immediate words, phrases, sentences, or even the entire text surrounding a metaphor – can play an indispensable role in both the *identification* and the further *analysis* of potentially deliberate metaphor, for instance in the case of extended metaphor. In this way, this paper provides important new insights into the complexity of the analysis of deliberate metaphor, and as such contributes to the further development of DMT.

Countering metaphors expressing starting point in political debates

**Kiki Renardel de Lavalette , Corina Andone
and Gerard Steen**
University of Amsterdam

Room Y305, June 29 12:00 – 12:25

In political debates, metaphors are regularly used for diverging argumentative purposes. For example, they can be used to express starting points in the so-called opening stage of a debate, or to express an argument in the argumentation stage. These metaphors are conceptual tools that may have presuppositions and entailments that are not in line with the ideas and values of all debate participants. This suggests that resisting such metaphors by putting forward argumentative countermoves is a crucial and necessary skill for legislators to have a well-informed debate about the acceptability of the proposed legislation. This paper studies metaphor use in British Public Bill Committee debates by focusing on the way in which metaphors employed to advance starting points are countered in the opening stage of the debate in which procedural measures are put on the table.

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

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(Mis)understanding metaphors in medical interviews

Maria Grazia Rossi

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Room Y304, June 29 10:30 – 10:55

The purpose of this paper is to analyze and classify metaphors to offer them as evidence-based communicative instruments to health providers for patient education. Our analysis is aimed at identifying the misunderstandings caused by the use of metaphors in real contexts, by distinguishing between metaphors that lead to misunderstandings or help patients' understanding and facilitate medical communication. More specifically, the analysis is aimed at the following: (1) identifying the percentage and the type of misunderstandings due to the use of metaphors; (2) defining which metaphors (conventional vs. creative) are more likely to lead misunderstandings.

We analyze a corpus of 52 patient-providers interviews concerning diabetes care (Bigi 2014) by identifying the types of metaphors used and evaluating whether they result in possible misunderstandings or communicative infelicities. To evaluate the communicative effectiveness of metaphors we have detected misunderstanding or problematic understanding cases due to the use of metaphors using the coding scheme developed by Macagno & Rossi (2017).

We have identified 1702 metaphors, of which only 24 are creative metaphors. We have found that out of a total number of 318 misunderstandings, 154 were due to the use of metaphors (48%). A Chi-squared test of goodness of fit was calculated comparing the frequency of misunderstanding due to metaphors and due to other factors (theoretical distribution). A significant interaction was found ($\chi^2(1) = 411.37$ $p < .001$). The frequency of misunderstandings due to metaphors differs significantly from the theoretical (expected) frequency. Moreover, the awareness of potential misunderstandings due to metaphor use was tested, analyzing the frequency of the moves aimed at explaining, clarifying, or disambiguating the meaning of an utterance or part thereof in comparison with the expected distribution. An association between metaphor use and awareness of their potential problematic comprehension was observed, $\chi^2(1) = 761,912335$, $p = 0,000000$ (Significant at 0,01).

These analyses show how the use of metaphors can lead to comprehension problems, and how in the specific area of medical communication health providers and patients need to be aware of the communicative effects of metaphor use.

Toward understanding cultural conceptualizations of face in American Sign Language

Daniel Roush
Eastern Kentucky University

Room Y304, June 29 14:30 – 14:55

How does the American Sign Language (ASL) community in the United States conceptualize cultural models of social interaction—specifically those related to (evolving) theories of *face*? (Goffman, 1967, 1959 and many others). Research into cultural-specific conceptualizations of face has been done among spoken languages including Hamar and English (Strecker 1993), Chinese (Yu, 2001), Thai (Ukosakul 2003), and Japanese (Haugh, 2005a/b, 2007) but there are no such explorations in a signed language such as ASL. This interdisciplinary study is a follow-up to earlier work which focused on understanding conceptualizations of im/politeness and communication in ASL (Roush, 2011a/b). It draws on semantic and pragmatic analytical tools from Cognitive (Kövecses, 2005; Lakoff & Johnson, 1980/2003), Cultural (Sharifian, 2011, 2017), and signed language linguistics to explore answers to this question. This paper reviews theoretical issues in research on face and methodological problems with studying interaction in signed languages. It presents the results of applying metaphor identification procedures (Roush, 2016) and double-mapping analyses (Taub, 2001) to ethnographically collected data of evaluative terms in ASL. A survey of metaphorical and metonymical mappings and their respective linguistic expressions that comprise ASL's face-related system of domains is provided. Some proposed conceptual metaphors include: PUBLIC PERSONA IS A FACE, PUBLIC PERSONA IS A PALM, SOCIAL DISCONNECTION IS SHUTTING EYELIDS, SUPPORTING PEOPLE IS ASSISTING THEIR UPWARD/FORWARD MOVEMENT, SOCIAL HARMONY IS MOVING PARALLEL WITH OTHERS, ACHIEVEMENT IS RELEASING AIR/VOICE, INDEPENDENCE IS FREEDOM OF THE HANDS, and SOCIETY IS A MACHINE. Cultural conceptualizations of face-related abstract concepts in ASL have a much wider *range of target domains* (Kövecses, 2005) than only metaphors based on the face as source domain. These conceptualizations are better understood as being part of a broad system of metaphors—such as event-structure systems (Lakoff & Johnson, 1999; Roush 2016) and metaphors that use various source domains and image schemas.

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The metaphor of “Musha Incident” in Taiwan under Japanese rule.

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Room Y305, June 29 11:30 – 11:55

This study focuses on metaphors created by the Japanese press during the Musha Incident, also known as the Wushe Rebellion, in which Taiwanese Aborigines under Japanese rule massacred the Japanese population in Musha village. This led to retaliation and subsequent massacre of the Seediq people by the Japanese Imperial army. I analyze metaphors used in the various literal and visual documents at that time. The incident occurred in the October 1930 and it was widely reported by newspapers and portrayed in political cartoons. In the political cartoons, the contrast of animal and human was often used to metaphorically differentiate the aboriginal and Japanese people. Moreover, this study compares the metaphors of Musha Incident with other expressions in the literature describing the aboriginal people during the colonial period and discuss how contrasting images of savage and civilized can be construed in the context of Taiwan and Japan.

Lakoff and Turner (1989) introduced the ‘Great Chain Metaphor’ and the notion of the hierarchies that exist among beings. In this sense Taiwanese Aborigines might be construed as lower in scale than Japanese, who traditionally value nature higher than human, would be analyzed based on this metaphor. Some literature during the colonial period actually used this structure of hierarchy and challenged the general view of defining primitive and civilized as lower and higher.

The contrasting image of savage and civilized has been frequently used as a basic analytic framework of colonial studies, but it needs to be modified in an “Asian” context. This study of metaphorical analysis is based on rich literal and visual data in the past and offers new insights to understand the relationship between Aboriginal and Japanese people in Taiwan under Japanese rule.

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Humor in our hands: A cross-linguistic examination of dynamic metaphorical gestures, humor, and embodiment

**Patrawat Samermit, Cesia Jovel, and
Raymond W. Gibbs Jr.**
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Room Y502, June 29 17:30 – 17:55

Classical theories indicate that humor is a singular incongruity resolution that happens solely within an individual's mind. Incongruity resolution implies a serial two-step process: Recognize an abstract incongruity and resolve it. We challenge this notion and propose that humor is a dynamic interpretative process that is highly embodied (Samermit & Gibbs, 2016). To examine how people conceptualize humor, we analyzed native English speakers and Native or Bilingual Spanish speakers' co-speech metaphorical gestures in an interview about humorous content. We hypothesize that humor is metaphorically understood as a continuous process of negotiating two concepts, which are primarily understood in terms of the embodied self. We anticipate this finding to arise through comparing the metaphorical gestures speakers use in English and Spanish since we understand humor through the embodied conceptual metaphor HUMOR IS FORCE (Samermit & Gibbs, 2016), where humor is an individual process of re-interpretation of the messages at hand.

Our primary finding suggests participants gesturally juggle concepts on each hand to metaphorically "balance" their expectations of both of them in order to find something humorous. We also found that participants' co-speech gestures indicated jokes and laughter were objects that comedians (more distal) passed along to them (proximal to their own bodies). Additionally, when participants were explaining why the joke was funny to the interviewer, they would do a similar gesture from their own bodies towards that of the interviewer's. This may indicate that humor is socially shared across bodies, where funniness is an object within a *container* that is passed along a *source – path – goal*. These findings indicate that humor is a more situated, dynamic process of reinterpretation than classical humor theories suggest, indicating a need for more embodied studies of humor.

Metaphors in academia: Towards a mixed method approach to investigate the forms of metaphors in medical discourse

**Maryam Saneiemoghadam and
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Room Y304, June 29 14:00 – 14:25

Metaphors are central to academic writing and scientific theorizing; however due to the challenges of locating metaphors in large corpora, the formal properties of metaphors across topics and disciplines have remained mainly undescribed. By means of a mixed method approach, this study compares types, frequencies, and textual patterns of metaphors across the three topics of tissue engineering and methods of scaffolding, gene silencing and cancer, and infertilization in medicine.

The data were collected from 75 articles of English native speakers, published in peer-reviewed Anglophone journals between 2000 and 2017. To compare the types and frequencies of metaphors, a sample section of articles was uploaded in eMargin (an online collaborative annotation tool) where the main and second analysts coded the individual tokens with manual metaphor identification procedure Vrije Universiteit (MIPVU). To describe the textual patterns, first the plain texts of articles were uploaded into Wmatrix, a web-based software that assigned each token a semantic tag. With the top semantic domains specified in Wmatrix environment, we selected the domains that could be associated with metaphorical lexemes based on the sample manual analysis. The concordance lines for each of the selected semantic domains were exported into Microsoft Excel spreadsheets and further manual analysis determined which items were used metaphorically. After spotting metaphors in articles, the textual patterns including repetition, recurrence, extension, clustering, and combining/mixing were described.

Findings provided a detailed account of metaphors such as ‘movement, location, travel, and transport’, ‘architecture, housing, and the home’, ‘social action, states, and processes’, and ‘language and communication’ in academic medical discourse. Besides, findings delineated rather similar textual manifestations of metaphors across the topics,

while they also reported some heterogeneous features such as more frequent use of indirect metaphors in the discourse of gene silencing and cancer.

Heart of the matter and other figurative uses of heart in English and Lithuanian

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Room Y512, June 28 10:30 – 10:55

Figurative uses of words referring to body parts such as *heart*, *hand* or *head* have been studied by cognitively-oriented linguists focusing on English or on several languages (Nacey 2004; Deignan 2005; Kövesces 2010; Niemeier 2011). A number of studies have pointed out that, for example, *heart* is conceptualised as a seat for emotions, which is reflected in idioms with *heart* (Niemeier 2011; Piirainen 2011). Despite considerable overlap in the usage of idioms between cultures, which is often explained by the universality of human experience (Kövesces 2010), the cultural parameter seems no less important (Ibarretxe-Antuñano 2013).

The present study aims at identifying the motivation and cross-cultural features of the figurative usage of *heart* in English and Lithuanian and draws on three types of data: 1) dictionaries of idioms in English and Lithuanian; 2) a parallel English-Lithuanian corpus, (<http://tekstynas.vdu.lt/page.xhtml?id=parallelCorpus>) and 3) the Corpus of Contemporary Lithuanian (<http://tekstynas.vdu.lt/tekstynas/>).

The methodology of research is based on the conceptual metaphor theory, further works on metaphor (see Gibbs et al. 1997; Deignan 2005, etc.) and the cognitive understanding of metonymy as a single-domain transfer of meaning. The procedure of metaphor identification relies on the basic principles of MIPVU (Steen et al. 2010) and the notion of a metaphorical pattern (Stefanowitsch 2006).

The results of the study have demonstrated that in dictionaries, most idioms are metaphorically motivated and largely overlap in both English and Lithuanian. The study of translation of *heart* in the parallel corpus has shown that about 2/3 of figurative uses of the English *heart* are retained in Lithuanian. However, a closer study of some overlapping idioms where, for example, *heart* is conceptualised as the centre or essential part of a geographical area or an abstraction revealed that in Lithuanian such usage is limited to a specific discourse and register.

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Conventionality and frequency in processing of L2 metaphoric collocations

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Room Y512, June 29 17:00 – 17:25

Metaphoric language is prevalent in everyday communication and it has proven to be one of the most challenging blocks for L2 speakers on their way to full mastery of a L2 or foreign language (Littlemore, 2006, 2009). L2 learners' knowledge of figurative expressions is much poorer than their proficiency in vocabulary (Cieślicka, 2015, p. 209). Therefore, it is not difficult to predict that metaphoric collocations (e.g. build a career, sweet voice, etc.) pose great challenges for learners in the acquisition and processing of second language. Then, what difficulties may L2 learners encounter in processing metaphoric constructions compared with non-metaphoric ones? What effects do conventionality of metaphor and L2 proficiency have on the processing metaphoric constructions? Will native speakers follow the same pattern or not?

This study will try to address these questions with a self-paced reading experiment, in which L1-L2 congruency effect will be controlled. Reading materials consist of metaphoric collocations and non-metaphoric collocations. Metaphors in collocations are basically conventional ones which will be retrieved from BNC and COCA. Reading times will be statistically evaluated with linear mixed-effects models (Baayen, Davidson, & Bates, 2008) in the R statistical platform (R Core Team, 2017). The hypotheses are:

- 1) there is a significant difference between native and nonnative speakers in processing L2 metaphoric constructions: NNSs are predicted to have significant difference in processing the metaphoric and literal collocations, while for NNSs no significant difference can be found between them.
- 2) Proficiency effect can be found for L2 learners groups, i.e. the higher the L2 learners proficiency are, the more nativelike they are in processing metaphoric collocations. Therefore, there will be a greater significant difference in low-proficient L2 learners than high-proficient L2 learners.
- 3) Conventionality effect is also strong for the L2 learners, i.e. the more familiar

they are with the metaphoric collocations, the less difference will be found in their processing metaphoric collocations and literal ones. But no such difference can be found in native groups

The reason behind is that for native speakers, figurative meanings of familiar metaphors become lexicalized over time (Columbus et al., 2015), while for nonnatives, a conventionalized metaphor is also to some degree a novel one because it involves kind of metaphoric thinking (Littlemore, 2006). The proficiency effect and conventionality effect will be explored further when the data come out.

The locus of viewpoint in metaphoric dimensions focusing on deep and high

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Room Y306, June 29 14:00 – 14:25

The use of metaphoric dimensions for expressing emotion, e.g. deep sorrow, is one of the ways to convey people's complex emotions (e.g. Kövecses 2000, 2006), and it is commonly used across languages. Recent work in embodied cognition suggests that such metaphors may be motivated in people's physical interactions with their environment (Grady 1997, Gallese and Lakoff 2005, Barsalou 2008, Hoffman et al. 2015). Shimotori (2017) studied some primary metaphors motivated by our physical experiences, such as *high is good* and *deep is serious*, in order to show that there are more common primary metaphors and language specific primary metaphors.

However it is still unclear which properties of physical experience are used to convey people's emotion in a metaphorical expression. The current research focuses on speaker's viewpoint when using perception adjectives for vertical dimension, *deep* and *high*, that linking visible perception with certain evoked emotions. My basic research question is; in which viewpoint do speakers stand when they say *deep sorrow*? Do people simulate *deep* object, such as a hole, taking the viewpoint from underneath, or from above of object? I designed free word-association tests to the native speakers of Japanese and Swedish. Perception adjectives (i.e. dimensional adjectives) are given as stimuli together with pictures in screen (PowerPoint slides). Each adjective *high* and *deep* are given twice, one with picture of underneath viewpoint of object (building for *high* and hole for *deep*) and the other with above viewpoint of object. The results suggest that emotional responses are emerged when seeing the picture with more unusual viewpoint, namely the viewpoint from the bottom of a *deep* hole, and the viewpoint from the top of *high* building. It can be demonstrated that the indication of differences in viewpoint suggests speaker's use of more memorable experiences to metaphorical expressions.

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Cross-cultural encounter and diachronic change in metaphorical discourse: The case of nineteenth-century Japan

Takashi Shogimen
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Room Y512, June 28 17:00 – 17:25

Recent scholarship on the cognitive theory of metaphor highlights cross-cultural and diachronic variations in metaphor. Zoltán Kövesces (2005, 2015) in particular underlines the importance of context for metaphor variation. Meanwhile, Andreas Musolff (2016) has recently developed a useful notion of ‘scenario’, which enables us to capture diverse ways in which a metaphor unfolds in discourse. The proposed paper intends to deploy those theoretical devices to illuminate the diachronic process in which a conventional metaphorical discourse is transformed into a new one as a result of a change in the intellectual context arising from cross-cultural encounters. Put another way, contextual change, a consequence of cross-cultural encounters, may result in a significant change in the scenario of metaphorical discourse.

To illustrate this, the paper examines the conceptual metaphor ‘political rule is medical treatment’ in nineteenth-century Japan. The scenario of the political discourse that develops from that conceptual metaphor in early nineteenth-century Japan (i.e. before the serious influx of Western learning) was that ‘political rule is preventative medical treatment or daily health care’ (Shogimen 2008). This was based on the classical Chinese medical idea. However, in the middle of the nineteenth century some medical scientists who assimilated Western medicine used metaphorical discourses such as ‘political rule is surgical or pharmaceutical medical treatment’ (Fukuzawa 1931). By the end of the nineteenth century when Western medicine became a new medical orthodoxy in Japan, the traditional scenario was wiped out from political discourse and replaced by a new one based on Western medical imagery. Thus, the paper concludes that the cross-cultural influence on medicine in nineteenth-century Japan constitutes an important change in the intellectual context that transformed the scenario of the prevailing metaphorical discourse on politics.

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Chinese and Serbian somatic idioms that express fear

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Room Y410, June 29 17:30 – 17:55

Based on the cognitive linguistics theory, the paper makes the comparative analysis of the conceptual metaphor of emotions such as fear in Chinese and Serbian somatic (body parts) idioms. This paper relies on the theory of conceptual metaphor in the emotions, which Kovecses (1989) discussed in his work, particularly about the emotion of fear. In our research, emotion of fear actually includes fear, anxiety and dismay. The paper gives the detailed description, analysis and comparison of the conceptual metaphor of fear in these idioms. Our aim is to investigate the similarities and differences that exist in the selected idioms of the two languages, in order to show the universal and specific of the different cultures. Firstly we investigated the conceptual metaphor of fear in Chinese somatic idioms, after that we investigated conceptual metaphor of fear in Serbian somatic idioms, finally we compared and analyzed two groups of idioms, and found the similarities and differences between them regarding the conceptual metaphors. In the second part of the analyses we made the statistics concerning the number of the words for body parts that occurred in Chinese and Serbian idioms, what we consider important for the conceptualization of the fear in Chinese and Serbian culture. In the third section, we investigated the predictability of the meaning of the Chinese and Serbian somatic idioms that express fear, through the experiment that was designed in the following way: Chinese idioms were translated into Serbian and given to the Serbian students to guess the meaning of the idiom and the emotion that is expressed by the idiom. Then the Serbian idioms were translated into Chinese and given to the Chinese students with the same purpose. The result of the experiment partly showed the conceptualization of the fear amongst Chinese and Serbian people, and the connection between fear and other emotions, in the mind of the people. Chinese corpus (in Chinese) consists of 28 idioms and Serbian corpus (in Serbian) consists of 24 idioms in total. We hope that the conclusion of the paper will be useful for teaching Chinese and Serbian as a second language, as well as understanding the concept of fear related to the somatic idioms and gestures in Chinese and Serbian culture.

Keywords: somatic idioms, body parts words, Chinese, Serbian, fear, conceptual metaphor, culture

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Chinese corpus was collected from the dictionary *Hanyu guanyongyu cidian* edited by Chen Guanglei (Hanyu dacidian chubanshe, 2004.); dictionary *Hanying shuangjie chengyu cidian* edited by Zhen Xi (Shangwu yinshuguan, 2007.); dictionary *Hanyu guanyongyu cidian* edited by Zhou Hongyan (Shangwu yinshuguan, 1990.).

Serbian corpus was collected from the dictionary *Somatske frazeološke jedinice za izražavanje emocija i njihova sintaksička funkcija (na materijalu ruskog i srpskog jezika)*, edited by Mušović Abdulah (Filozofski fakultet, Kosovska Mitrovica, 2002.).

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Developing a figurative language comprehension test: challenges and results

Maity Siqueira

**Universidade Federal do Rio Grande do Sul,
UFRGS**

Room Y502, June 28 17:00 – 17:25

Metaphor, idiom, proverb, and irony comprehension have already been tested in different populations (ages, languages, and clinical conditions) for decades. Metonymy comprehension, on the other hand, has only been assessed in recent times. Developmental studies on figurative language comprehension indicate that children understand metonymies before metaphors and metaphors before ironical utterances. However, the tasks employed to test those phenomena varied greatly both in their form and in their content. Besides, no single, widely adopted test was found in studies on figurative language comprehension, preventing us from coming to conclusions about the age and the order in which different tropes are mastered. It is the aim of this talk to detail the development of a comprehensive figurative language test that contains metonymy, metaphor, idiom, proverb, and irony tasks and that includes verbal and nonverbal stimuli.

Under the Cognitive Linguistics approach, we hypothesize that metonymy, metaphor, idiom, and proverb, although intertwined, are different phenomena and therefore can be investigated separately. Considering previous results from studies that investigated one of the tropes in isolation, or comparisons between metaphor and one or two other tropes, we also hypothesize that the comprehension of different tropes are mastered at different ages. In order to test those two hypotheses, we developed the Figurative Language Comprehension Instrument (COMFIGURA), an instrument that we believe will be capable of testing different groups' performance at metaphor-related phenomena and irony.

I will focus on the challenges faced while developing the instrument. The first big challenge faced was to isolate metonymies, idioms, and proverbs from metaphor in the test items. The second challenge was to create an instrument suited to be presented to participants belonging to different age ranges and clinical conditions. The third

methodological challenge was to standardize all the tasks in terms of sentence length, syntactic structure, semantic complexity, familiarity, presence of context, and question type. Also, I will discuss the difficulty in coding borderline answers, a challenge that we potentially face when trying to establish the boundary between the literal and the figurative meaning.

Considering that there is no standardized test that comprises all the phenomena mentioned here, with the COMFIGURA we aim to help to fill a gap both in figurative language and in developmental studies.

The power of metaphors in making sense about big data

Inna Skrynnikova
Volgograd State University

Room Y306, June 28 16:30 – 16:55

Until recently data was mainly understood as an artifact of IT and business processes. Due to ever increasing volume of information and necessity to process it, data has become crucial in everyday organizational activities. “Data,” in its abstract sense, has not changed, but our ability to obtain, manipulate, and comprehend data has. This paper seeks to assess some of the values and assumptions encoded in the framing of the term “big data”, drawing on the framework of conceptual metaphor (G.Lakoff, M. Johnson, 1980, 1999). By discussing the terms “data” and “big data” we have revealed the meanings historically attached to them by different usage communities. The next step in our research is the discourse analysis of Internet news items about big data through a series of excerpts from the business and technology press. The analysis undertaken has enabled us to conclude that metaphors employed reflect and influence the perception of big data as an object of consumption providing the cultural implications of this conceptualization.

The media discourse around big data is rife with both strong claims about its potential and metaphors to illustrate these claims (C. Puschmann, J. Burgess, 2013). Some researchers claim there is a certain need to shift with the potential to displace established models of knowledge creation and do away with scientific tenets such as representative sampling and the notion of theory (Anderson, 2008; Mayer-Schönberger & Cukier, 2013; Weinberger, 2012). Others propose to break down dominant metaphors for big data and replace them with embodied metaphors, which are more tied to our lived experience, thus helping people exert more control over data and its downstream uses. Otherwise big data becomes an inevitable industrial, machine complex bearing down on us (S. Watson, 2015). Although such views are provocative in their novelty, they point to the widely held hope that data can be effectively managed to better approach a wide range of societal issues, from economic growth and development to security and health care, with far-reaching implications (European

Commission, 2013; UK Department for Business, Innovation & Skills, 2013; UN Global Pulse, 2012).

We claim that “data” and “big data” function in discourse as contested and evolving terms, and metaphor becomes strikingly relevant both for making complex phenomena meaningful and shaping the meanings of these phenomena. The metaphors we use to talk about data reveal a great deal about how we view and understand it and what our fears/hopes might be (DATA is FOOD, BIG DATA is a Valuable Resource, DATA is a Liquid). Another finding is that media discourse demonstrates high degree of metaphorization of big data to signal the need to stick to familiar concepts, even if these concepts map imperfectly.

Keywords: conceptual metaphor, (big) data, semantics, discourse analysis, contested concepts.

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Cultural variation in metaphor: A multidisciplinary approach to its fuzziness

**Aleksandra Sopina, Fabio Luiz Peres
Krykhtine, Elaine Ribeiro Sigette, Volosiuk
Aleksandr, and Xiaoben Yuan
Saint Petersburg Electrotechnical University**

Room Y306, June 29 16:00 – 16:25

This cross-cultural study aims at developing the general framework for detection and interpretation of variations on deep levels of metaphor structure. It also attempts to reveal some cultural specifics in metaphorical conceptualizations in Brazilian Portuguese, Russian, English and Chinese.

The study investigates the conceptual differences in meanings of basic metaphorical structures TARGET DOMAIN IS SOURCE DOMAIN through computer-aided analysis of corpora (such as Google Books) of the languages mentioned above.

The study is based on Conceptual Metaphor Theory (Lakoff and Johnson, 1980) and more recent advances of the theory on cultural specifics in conceptual metaphor (Kövecses, 2005, 2015, Musolff, 2016). It has been noticed that social and cultural variations in metaphor can be found on all its levels. However, there is still no clear methodology of identifying those variations. The easiest way to reveal them is to compare the frequency of usage of a certain metaphor. However, even if a metaphor is common in different languages, it is not necessarily have the same connotations. This study explores variations in widely-used shared across the languages metaphors. It suggests a multimodal approach where the meanings of metaphors are viewed as fuzzy sets (Zadeh, 1972, Lakoff, 1973) that can be modeled and interpreted with fuzzy logic principles.

Experiencing depression via metaphors in psychotherapy discourse

Jekaterina Sumanova
**Lithuanian University of Educational
Sciences**

Room Y304, June 28 11:00 – 11:25

The role of metaphor in the discourse of psychotherapy has been an area of interest of many researchers for years (Siegelman, 1990; Ferrara, 1994; Kopp, 1995; Lyddon et al., 2001; McMullen and Conway, 2002; Tay, 2013). Many metaphor aspects, e.g. rhetorical development of metaphors, interplay between target and source domains, co-occurrence of metaphors with other linguistic features, and even the deliberateness of metaphors may be studied in psychotherapy due to spontaneity of this discourse (Tay, 2013, 15). Kopp (1995, xvi) advocates the use of patient-generated metaphors and metaphoric images in psychotherapy and suggests a step-by-step protocol of interventions taken by a therapist during psychotherapy sessions with the aim to enable the patient to explore and transform metaphoric images. Lyddon et. al. (2001, 270) also emphasize the positive influence of metaphor on five developmental stages of psychotherapy.

The present study aims at investigating how therapists and patients diagnosed with depression speak about and conceptualise depression experience via metaphors during psychotherapy sessions. The data corpus was compiled of 15 randomly chosen different therapist-patient pairs' sessions published online by Alexander Street Press (www.alexanderstreet.com) and comprised 98 890 words. Since psychotherapy sessions cover a range of topics, the key word *feel* and its derivatives were searched for in the corpus using the Antconc concordance programme in order to extract utterances related to emotional experience. Cases of depression experience description were chosen out of total 828 instances of *feel* lexeme and the entire utterances were analysed in terms of their metaphoricity applying the Metaphor Identification Procedure (Steen et al., 2010). Following this procedure, 101 metaphorical expressions conceptualising depression experience were identified. The paper explores how the metaphorically used expressions construct certain scenarios that constitute conventional conceptual metaphors for depression: DEPRESSION IS DESCENT,

DEPRESSION IS A CONTAINER and HUMAN BEING IS A CONTAINER and less conventional JOURNEY and WAR metaphor scenarios

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Moving objects in temporal metaphors: a Japanese study

Kohei Suzuki

**Kansai University of Nursing and Health
Sciences**

Room Y304, June 29 16:30 – 16:55

It has commonly been assumed that there are three types of metaphors where concepts of Time are structured through concepts of Space. Among them, Moving time metaphors and Moving ego metaphors are considered figure-ground reversals of each other. Concerning Japanese “dual” metaphors, Honda (2011) proposed the Moving ego unitarity theory. Honda (2011) proposes that the experiential motivation of the dual temporal metaphor is always the observer’s motion; the observer moves over the static location even in Moving time metaphors.

(1) Christmas is approaching.

(2) a. The bus is approaching.

b. Kyoto is approaching.

Previous studies consider (1) is motivated by spatial experiences like (2a). Conversely, Moving ego unitarity theory suggests that the experiential motivation of the Moving time metaphor is (2b). This paper disputes Honda’s argument.

(3) kako-ni modotta-toki...

past-to returned-when

‘When we return to the past...’

(4) Mirai-ni iki-masu

future-to go-polite marker

‘I go to the future.’

In (3) and (4), experiencers are described as movers and the goals of the motion are indicated as past and future respectively. It is important to note that these examples

cannot display the natural time course meaning but indicate the <time traveler> meaning. Therefore, this study argues that human motion is not normally manifested in Japanese Moving ego metaphors; further, this paper argues that some exceptions can be found when an experiencer is depicted as having <firm intention>.

Furthermore, this study exemplifies that most Japanese motion verbs do not permit the “Kyoto is approaching” construction like (2b). Therefore, Moving time metaphors have independent motivation from human motion.

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Affective and discursive qualities of metaphor-oriented interpretations in picture-based counseling

Dennis Tay

The Hong Kong Polytechnic University

Room Y512, June 29 15:00 – 15:25

The relationship between metaphor and affect tends to be investigated from recipient-centric perspectives in contexts like media, politics and advertising. A more producer-centric context is the practice of picture-based counseling (PBC), where counselors prompt clients to describe pictures creatively and connect this to their life issues. While these spontaneous descriptions often turn out to be metaphorical, with the picture as source and life issues as targets, their affective and discursive qualities remain poorly understood. This talk reports a combined experimental and discourse analytic study which compares ‘fixed’ and ‘free’ prompting strategies in terms of affective engagement, contrasts the characteristics of their subsequent interpretations, and offers potential implications for PBC practice. Fixed prompts are where clients are given a fixed target to interpret the pictorial source, whereas with free prompts they can freely determine the target. Analysis of skin conductance levels suggests that fixed and free metaphorical prompts are more affectively engaging than the literal control ($F(2,32)=6.356$, $p=0.005$), but not significantly different from each other. However, follow-up discourse analysis revealed nuanced differences between fixed and freely prompted interpretations. Those given a fixed target tended to produce more systematic ensembles of metaphorical expressions. Although those who freely decided on the target topic were less systematic, they could still orient their metaphor use towards target conceptualization. The combined findings suggest that metaphor-oriented prompts are generally effective in engaging clients, but best determined by context-specific circumstances to be judged by counselors.

Can metaphor shift the behavior of climate skeptics?

**Paul Thibodeau, Cynthia Frantz and
Stephen Flusberg
Oberlin College**

Room Y304, June 30 11:30 – 11:55

Climate change is one of the most compelling challenges for science communication today. Societal reforms are necessary to reduce the risks posed by a changing climate, yet many people fail to recognize climate change as a serious issue. Unfortunately, the accumulation of scientific data, in itself, has failed to compel the general public on the urgent need for pro-environmental policy action. We argue that certain metaphors for the human-environment relationship can lead people to adopt a more nuanced and responsible conception of their place in the natural world.

Some metaphors are “systemic” and highlight the complexity of relationships (Thibodeau, Winneg, Frantz, & Flusberg, 2016). For example, describing a national park as the “backbone” of the park system situates the park in a larger body of national parks, specifying a set of relationships between that park and the whole system. Other metaphors don't enforce the same level of relational structure, instead highlighting a more superficial element of a scene or event. For example, describing a national park as a “pearl” of the park system emphasizes the beauty of the park, but leaves the relationship between this park and the rest of the elements in the system only weakly specified.

In this talk, we will describe a series of studies designed to demonstrate that metaphoric language can be used to emphasize systemic interconnections and to impact decision making and behavior in the context of climate change (Flusberg, Matlock, & Thibodeau, 2017; Thibodeau, Frantz, & Berretta, 2017).

Action, metaphor and gesture: A corpus-analytical approach

Yao Tong and Alan Cienki
Vrije Universiteit Amsterdam

Room Y304, June 29 15:00 – 15:25

We experience the world around us through actions: we reach for something, hold it, or play with it. Meanwhile, we also share our kinesthetic experiences with other people using language and gesture. Due to their fundamental role of actions in human experience, action verbs encompass a rich pool of source domains for linguistic metaphorical extensions (e.g., *grasp/hold/pick up/throw away an idea*). But conceptual metaphors, as shown in many studies, are not only expressed in the spoken modality but also in the manual modality, through gesture (e.g., Calbris 2003, Cienki and Müller 2008). Particularly, claimed as simulated action (Hostetter & Alibali 2008), gesture is capable of visually representing specific source domain information (i.e., embodied aspects) of abstract meaning (e.g., gestures with *pushing limits* in a political debate).

The current research aims to investigate how our linguistic and gestural behaviors are potentially motivated by our kinesthetic experiences using a corpus-analytical approach. It examines linguistic semantic/metaphorical extensions of action verbs and their spontaneous co-verbal (referential) gestures within naturally occurring language data. English action verbs were selected from the action ontology IMGACT (Moneglia et al., 2012) and searched for in the Distributed Little Red Hen video database (<https://sites.google.com/site/distributedlittleredhen/home>) along with their co-verbal gestures.

A pilot study finds that hand action verbs (e.g., *pull, push*) are more frequent and semantically diverse than mouth action verbs (e.g., *chew, swallow*) and those for foot actions (e.g., *kick*). A survey of 5 manual action verbs (e.g., *pull, push, lift, pick, hold*) shows that co-occurring gestures depicting abstract (metaphoric) manual actions are less varied and more recurrent in nature, compared to gestures depicting concrete manual actions. We will discuss how the current research can provide insight into how what we know about embodied cognition can explain linguistic and gestural patterns related to communication about our kinesthetic experiences.

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Metaphor – from science to psychotherapy

Niklas Törneke

NT psykiatri

Room Y304, June 28 10:30 – 10:55

In almost all models of psychotherapy metaphor is considered an important aspect of communication. This is very much so in modern forms of CBT, such as for example acceptance and commitment therapy (ACT) and dialectical behavior therapy (DBT) where skillfully delivered metaphors are at the center of treatment. At the same time scientific research within the international psychotherapy community dealing with the specifics of such use is still sparse.

This talk will present an effort to combine knowledge from modern linguistics regarding metaphor with modern psychological research regarding what specific processes in therapy should be targeted for change and suggest some practical guidelines for psychological treatment, based on this understanding. Three essential strategies will be described:

Using metaphors in doing a functional analysis

Using metaphors as a central tool for helping others to unhook from problematic psychological phenomena

Using metaphors as a central tool for helping others to take direction towards important things in their lives.

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Death before birth: metaphors of pregnancy loss

**Sarah Turner, Jeannette Littlemore and
Meera Burgess**
University of Birmingham

Room Y508, June 28 17:30 – 17:55

Metaphor is prevalent in discourse relating to difficult or painful emotions or situations, when language users employ it as a tool to help them make sense of and express their experiences (Semino, 2011). In this paper we report findings from an ESRC-funded study investigating the ways in which people who have experienced bereavement through pregnancy loss (miscarriage, stillbirth and termination for foetal anomaly) communicate their experiences to those who are there to support them. Our aim is to explore how they use metaphor to make sense of their experience, both in terms of their own physical, bodily experiences and of the support that they receive in its aftermath.

The current study focuses on metaphors in a small corpus of language related to pregnancy loss. The corpus includes interviews with individuals who have suffered such losses, healthcare professionals, and people who work for support organisations. We compare the metaphors used by the bereaved with those used by those who support them. We focus in particular on metaphors of time, metaphors of loss, and metaphors of recovery. Through our analysis, we provide insights into the experiences of the bereaved, and conclude by exploring the implications of our findings for those in bereavement support roles.

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Metonymies we work by

Elina Veinberga

Latvian Academy of Culture

Room Y306, June 28 17:00 – 17:25

Natural language has been essential in cognitive linguistics since its establishment. Research of everyday speech has been important in linguistics since the 1970ies; and since the development of conceptual metaphor theory (Lakoff and Johnson 1980). Ever since it has been an important research field in cognitive linguistics. In the 21st century linguists and other scientists call it “real world data” (Veale 2006; Littlemore 2015).

Metonymy is a pattern of thought, thus it is represented in our language (Lakoff and Johnson 1980; Gibbs 1994). Metonymic mapping takes place within one conceptual domain: there is a mapping from the vehicle entity to the target entity (Kövecses 2002). Thus, one can use **A** (vehicle entity) that stands for **A¹** (target entity) to symbolise the structure of metonymy (Veinberga 2014).

Morgue workers sometimes call the dead people “stiffs” (Littlemore 2015); the doctors refer to their patients by diseases “the ulcer in room 506” (Panther and Thornburg 2007) or “I need an admission note for an ingrown nail” (Veinberga 2016); waiters use either the food clients have ordered “the ham sandwich is waiting for his check” (Lakoff and Johnson 1980) or clients’ characteristic features “three potatoes for the Barbie”, “two beers for the yellow bag” to identify them; choir conductors speak about instruments to mean musicians who play them “the bassoons have not started yet, but the trombones have already finished” (Veinberga 2016). Consequently, it can be maintained that metonymy works as an economical device, shorthand to emphasise the most significant things in the work of different specialists.

The main research question of this paper is to identify the metonymic structures, types and/or models that are part of different professionalisms. In order to achieve it, I will examine use of metonymies in various professions and their specific cognitive features.

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Metaphors of Lithuanian national identity: A study across generations

Dovile Vengaliene

Vilnius University, Kaunas Faculty

Room Y305, June 29 14:00 – 14:25

The aim of this study is to explore metaphors that reveal the way we shape and understand Lithuanian identity, and to detect the trends of identity conceptualisation in the evolution of our society. The research analyses the perception of national identity among the members of two generations: the elderly generation of those, whose thinking used to be shaped by the soviet ideology and then dramatically changed by the fights for the independence, and the generation of the young who were born in the independent country. The corpus for the analysis comes from a text stimulus questionnaire that was compiled for the purpose of the current study. The two focus groups (50 students of the 3rd age university and 50 full-time BA students) were asked to give free-form answers to a set of 10 identity oriented questions (e.g. What is Lithuania? Who is a Lithuanian? Who are Lithuania's friends?, etc.). The generated data was analysed applying the MIP method. The impact of the media's clichés can be traced in the answers of both focus groups. The metaphorical patterns identified among the two separate groups exhibit little to significant resemblance. The results suggest that the conceptualisation of the national identity overall is not cardinally different in the same society among the members of different generations, however separate aspects are seen in a much different light. The older generation conceptualise their national identity within the metaphorical patterns that are rarely dominant yet traceable among the young generation and vice versa. The dominant metaphorical patterns embrace the source domains that are related to both national and global realia, and address such areas as nostalgia, despair, expectations, poverty, emigration, technologies, etc. The within-cultural variations point to a certain breaking point between two generations whose conceptualisation of national identity is revealed through conceptual metaphors and provide an insight on how the patterns of the conceptualization of national identity evolve from one generation to another.

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Resistance to violence-related metaphors for cancer

Dunja Wackers, Gerard Steen, and José Plug
University of Amsterdam

Room Y508, June 28 17:00 – 17:25

Following the cognitive revolution in metaphor research, over the past decades a myriad of studies has pointed out the ubiquity and importance of metaphor in language, thought, and more recently, communication (e.g. Steen 2008). Mapping characteristics of one domain onto another, metaphor has been shown to fulfil different basic and fundamental functions in the ways we reflect on aspects of our lives and the ways in which we express ourselves in communicating with one another. What has been neglected in this context, however, is the fact that sometimes metaphors are also resisted. Illustrative are the arguments provided by Granger in support of her claim that “[h]aving cancer is not a fight or a battle” (*The Guardian*, April 25, 2014): Spelling out what it actually means if one speaks of a cancer patient ‘winning’ or ‘losing’ a ‘fight’ with cancer, she concludes that such utterances are “uncomfortable and frustrating to hear” for people diagnosed with cancer, noting that “even for those who survive or ‘conquer’ the disease, it will remain with them for the rest of their lives”.

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

In this paper it first will be discussed how two models of violence-related metaphors may be distinguished for developing a better understanding of their potential to elicit resistance. In a number of case studies it will be shown for both models how two types of arguments that are frequently provided in support of resistance correspond to (different aspects of) two specific argumentation schemes, i.e. the schemes of argumentation by (figurative) analogy and (negative) pragmatic argumentation. The exact relation of resistance to these schemes will be explained with reference to the focus of the resistance, which in the examples that will be discussed lies either on the

metaphor itself or on real-life (detrimental) effects that may be caused by people using the metaphor in question in relation to cancer.

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Metaphor awareness in second language idiom learning: What do learners make of it?

Xinqing Wang

Victoria University of Wellington

Room Y512, June 29 17:30 – 17:55

Instructional approaches to L2 idioms sometimes include steps to inform learners about the literal underpinnings of the figurative meaning of such expressions (e.g., Boers, Eyckmans and Stengers, 2007), i.e. to reveal the metaphors in idioms. In Cognitive Linguistics terms, such information may help L2 learners appreciate that many idioms are ‘motivated’ rather than arbitrary. Whether learners themselves actually find those motivations helpful has remained underexplored, however.

In this study, 25 Chinese EFL learners were presented in an interview with sets of figurative idioms whose meaning they were asked to guess, first without and then with the aid of information about their literal underpinning. After the figurative meaning of each idiom was explained to them, the participants were asked to rate its connection to the proposed underpinning. One week later, the learners were presented with the same sets of idioms and asked to recall their meaning.

Analysis of the interview and recall data reveals that: (1) information about literal underpinnings has considerable potential to help learners figure out the meaning of idioms—although this varies according to the characteristics of particular idioms and factors such as L1 interference; (2) such successful inferencing was predictive of the learners’ recall of the idiomatic meanings one week later. Moreover, successful recall usually coincided with recall of the literal underpinning (or motivation) the participants were told about in the interview, suggesting that the latter may effectively have served as a mnemonic. The association of participants’ subjective rating of the proposed motivations and their recall of the idioms one week later was also positive but relatively weakly so, due to the fact that also motivations perceived to be ‘far-fetched’ often left strong memories which appeared to be mnemonically helpful.

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“Nation is Human” – representation of China’s currency policy – critical metaphor analysis on Paul Krugman’s commentary in *the New York Times*

Yahui Wang
Fuzhou University

Room Y305, June 28 11:30 – 11:55

Abstract: This study takes the newspaper commentary from economic expert as corpus to observe how influential figure guides the public opinion with the tool of metaphor. Metaphor’s nature of simplifying concepts brings reader a short-cut view of the unfamiliar world but challenges his query on the hidden value behind the chosen metaphor. In the political economy, lack of awareness at reader’s end may cause misunderstandings or even leads to further conflicts at the expense of international welfare. To explore it, metaphor analysis is carried out with MIPVU with ten conceptual metaphors have been identified from the commentary, and it is found that the representation of the China’s currency policy shaped up by most of metaphors are legitimate oriented for problem-solving, but some tends to abuse power shaping China a non-cooperative human in the game. Thus, it is suggested that metaphor should be carefully used to avoid misleading and obfuscating international opinion in political economic discourse.

Keywords: Influential figure; Metaphor analysis, Political economic discourse

What time can tell: Metaphorical expressions in time deixis from Taiwan's national leaders' speeches

Jennifer M. Wei and Ren-feng Duann
Soochow University

Room Y305, June 29 16:30 – 16:55

A deictic center (Venschueren 1999:20) for time can function to denote an implied “anchoring” point that speakers and hearers construct or impose during verbal interaction (Chilton 2004: 56). It can include real, imaginary, and symbolic reference. In politics, positioning oneself and/or a national crisis through time periods can be of considerable importance. Commemorative speeches delivered by national leaders provide us with a distinctive view to see what TIME can tell over the courses of disputes of issues such as legitimacy, sovereignty, and history. Studying just which parts of history are “close” to the “us” is crucial to national ideologies and to justifying present and future policy (Chilton 2004: 59). Our presentation analyzes how time deixis as metaphorical/metonymical expressions are used by national leaders during Taiwan's authoritarian period—Chiang Kai-shek (CKS, 1955-1975), Chiang Ching-kuo (CCK, 1978-1988), and Lee Teng-hui (LTH, 1989-1996, though Lee's presidency extended until 2000)—to fulfill their political purposes.

By using the Taiwan Presidential Corpus (Huang and Ahrens 2008) and analyzing the national leaders' speeches from Taiwan's one-party domination era to the time of direct presidential elections in 1996, we found diverging meanings of temporal deixis such as *far*, *near*, *future*, *past*, and *today*, reflecting changing reference points. In addition to seeing time as a MOVING OBJECT from/toward the speaker (cf. Lakoff and Johnson 1980), we found that the three leaders further distinguished it into SEGMENTABLE and/or STRETCHABLE OBJECT to construct legitimacy, strengthen the dichotomy between US/THEM and create a sense of urgency for national crisis.

Our results show how metaphorical expressions for time can be manipulated by politicians by evoking “cognitive frames that embody conventional shared understandings about the structure of society, groups, and relations with other societies” (Chilton 2004: 56).

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Personification metaphors: universals and variations

Xu Wen

Southwest University

Room Y410, June 28 11:00 – 11:25

According to Lakoff and Johnson (1980), conceptual metaphors can be classified into three major types: structural, ontological and orientational metaphors. Perhaps the most obvious ontological metaphors are personification metaphors where an abstract or physical entity/object is personified (further specified as being a person).

Traditionally, personification is regarded as a figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities. For example, "*That kitchen knife will take a bite out of your hand if you don't handle it safely*". However, in cognitive linguistics, personification is considered not only as a figure of speech, but also as an important cognitive tool which allows us to understand a wide variety of experiences with nonhuman entities or objects in terms of human motivations, goals, activities, and characteristics.

The present paper aims to extend and enrich the current theoretical rehabilitation of personification metaphors within the framework of cognitive linguistics. We will focus on the study of their characteristics, universals and variations, taking the Chinese and English languages as examples. We state that personification metaphors are ubiquitous not only in allegory but also in everyday discourse, and that they are culture-specific as well as universal.

Is metaphorical asymmetry actually based on concreteness? The role of word frequency

Bodo Winter and Mahesh Srinivasan
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Room Y502, June 29 15:00 – 15:25

One central aspect of metaphor is that it is *asymmetric*, such that language from a source domain is more often extended to a target domain than the reverse. Researchers have often described source domains as being more “concrete” than target domains, and this has guided theories of cognition, e.g., such that humans may leverage concrete knowledge to reason about abstract concepts (Lakoff & Johnson, 1980). But to what extent does concreteness actually predict metaphorical asymmetries? Here, we examine metaphorical asymmetries in several diachronic and synchronic datasets, and present analyses which suggest that word frequency may provide a better explanation of asymmetries than concreteness.

Using frequency data from various corpora and different operationalizations of concreteness (e.g., Brysbaert et al., 2014), we show that frequency predicts asymmetries in 45 historical semantic changes from Urban (2011) better than concreteness. Moreover, we show that frequency beats concreteness in explaining asymmetries of “synesthetic metaphors” such as *smooth taste* and *sweet melody* (Winter, 2016). Finally, we perform re-analyses of experimental stimuli from several classic studies on asymmetries in “A is B” type metaphors which reveal frequency effects that were previously missed (Ortony et al., 1985; Glucksberg et al., 1997).

All analyses are correlational, which means that frequency could reflect underlying cognitive variables that we did not measure. However, recent experimental evidence shows that frequency itself can play a causal role in semantic extension (Harmon & Kapatsinski, 2017). A role for frequency is consistent with a pragmatic view of metaphor: Because speakers like to achieve common ground with their interlocutors (Clark, 1996), they may be more likely to use familiar and easily sharable language in order to be understood (compare Thibodeau & Durgin, 2008). Together, our findings motivate a re-examination of why metaphorical asymmetries exist, and whether they can be accounted for by the dynamics of communication.

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The continuity of metaphor? Horizontal and vertical metaphors in the spatialization of time, quantity and valence

Greg Woodin and Bodo Winter
University of Birmingham

Room Y304, June 29 17:30 – 17:55

Metaphorical expressions such as *Christmas is approaching*, *Prices are rising* and *I'm feeling down today* demonstrate how English speakers conceptualize time, quantity and valence in terms of space. Experimental studies have demonstrated that in these spatial mappings, several distinct axes are at play (see Tversky et al., 1991), such as horizontal time mappings (e.g., Boroditsky, 2001), vertical valence mappings (e.g., Crawford et al., 2006; Casasanto & Dijkstra, 2010), and both horizontal and vertical quantity mappings (Winter et al., 2015).

It is not well understood when and why certain axes are preferred. For example, for quantity, some studies report dominance of the vertical axis (e.g., Winter & Matlock, 2013), others the horizontal (e.g., Holmes & Lourenco, 2012). Researchers have furthermore criticized the fact that in many experiments, participants' responses are not free but are restricted to the horizontal and vertical axes (Fischer & Campens, 2009). From gestural data, Walker & Cooperrider (2016) propose the *continuity of metaphor* hypothesis, according to which multiple axes can be co-activated when thinking about abstract concepts.

In two experiments, we asked 110 adult participants to position words pertaining to time, quantity and valence on a piece of paper, and then to explain their responses. Crucially, our task allowed participants to choose axes and to respond diagonally or nonlinearly. Results showed a strong left-to-right mapping for time, with interview data indicating that timelines motivate this association. For quantity, the vertical axis was found to be dominant, with interview responses spontaneously referencing environmental correlations (e.g., piles of stones). Spatial thought for valence was found to be much less consistent than for either time or quantity. Across all three domains, co-activation of horizontal and vertical axes was shown to be possible, but responses

overall were predominantly oriented along horizontal or vertical axes, as opposed to diagonal or nonlinear responses.

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Influence of cross-linguistic similarity and semantic decomposability in L2 idiom comprehension: comparing Chinese-English and English-Chinese bilinguals

Siu Ho Yau and Helen Zhao
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Room Y303, June 29 11:30 – 11:55

The current study focuses on whether cross-language similarity (or overlap) from first-language (L1) and decomposability contribute to the comprehension of second-language (L2) idioms. The study was designed to compare the mentioned effects between two contrastive groups, with one consists of L2 English learners with Chinese as their L1 and another consists of L2 Chinese learners with English as their L1. Previous researches have shown that transfer of L1 knowledge exists during the comprehension of L2 figurative idioms (e.g. Irujo, 1986; Charteris-Black, 2002; Liontas, 2002; Cieřlicka, 2006) with similar idioms across two languages being easier to comprehend but there is also a higher chance for negative transfer from L1. Decomposability of the idioms is also found to have a crucial role for L2 idiom comprehension. However, few studies have compared the differences in idiom comprehension between L1 speakers and L2 learners of the same language in one study by taking into the two mentioned factors into account. The L2 proficiency level of participants for both groups is intermediate and total number of participants is 40. Categorized English and Chinese idioms are norm-tested and selected idioms are used as test items for the comprehension task in the study. Preliminary results have shown that for L2 English learners, cross-language similarity exhibits effects in idioms with various degree of decomposability, while for L2 Chinese learners the results are mixed. The implications of this study will provide more evidence of the L2 idiom processing and shed some light to the pedagogy of L2 idioms to learners, an area where educators constantly are looking for an effective approach for instruction.

Keywords: Idiom comprehension; semantic transparency; L1 transfer; bilingual cognition

Media representations of “leftover women” in China: A corpus-assisted metaphor study

Tiffany Yating Yu
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Room Y306, June 29 17:00 – 17:25

The term “leftover women”, which refers to single women who are older than 27 years of age, has been popularized by the media since 2007 in China. This paper aims to examine the metaphorical representations of “leftover women” in the Chinese news media. A specialized corpus of 237 English news articles (i.e. 181,347 words) in size, which covers the years between 2007 and 2016, has been built. To identify and interpret the metaphorical meanings associated with “leftover women” in the concordance lines, this study follows the identification steps established by Pragglejaz Group (2007) and employs the web-based archive METALUDE⁴ for interpretation of the metaphorical items. The findings indicate that “leftover women” are associated with the source domains, inter alia, food and animals, which shed light on the ideology hidden in the gendered representations.

Keywords: metaphor, corpus linguistics, media studies, language and gender

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⁴ METALUDE (Metaphor at Lingnan University Department OF English) is available at www.ln.edu.hk/lle/cwd/project01/web/introduction.html

Speaking metaphor in audio description for children

Monika Zabrocka

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Room Y502, June 28 16:30 – 16:55

Audio description (AD) is an additional narration track transferring the visual into the oral and thus making the audiovisual products of culture fully accessible (and pleasant to experience) for the audience with a sight loss.

This paper is based on my preliminary research showing that audiovisual products are an attractive form of entertainment for children and adolescents, and as such have a critical influence on the social activity and other aspects of young people's lives. With reference to the on-going research on television's cognitive impact on children (e.g. Lemish 2007, Fisherkeller 2002, Livingstone 2002, Van den Bergh & Van den Bulck 2000 and many others), I aim to contextualise the claims that children are not passive receivers of various stimuli from the moving images but take an active role as conscious spectators.

In my recent study I explored how the presence of metaphors in AD dedicated to children in pre- and early-school age influences their reception of the animated films. This includes understanding of the plot and the level of amusement which may be enhanced by the language of AD including the use of utterances of metaphorical character. I wanted to see whether the presence of metaphors in AD track encourages children to repeat them in their own statements and if children are able to learn the meaning of metaphors by the context introduced by the plot or other parts of AD or by the original tracks comprising dialogues and background sounds.

In order to achieve these objectives, I conducted two-stage tests (1. screening, 2. individual interviews) involving the visually impaired and sighted children and preceded by preparation of AD scripts and semi-structured questionnaires. Based on the study's results, this paper will discuss the impact of metaphors on AD's youngest consumers and on their linguistic development.

A mixed-method analysis of metaphors in public discourse: gendered influence in Hong Kong political speeches

**Winnie Huiheng Zeng, Dennis Tay, and
Kathleen Ahrens**
The Hong Kong Polytechnic University

Room Y303, June 28 10:30 – 10:55

Previous research on political metaphors has concentrated on qualitatively or contextually based analysis while literature related to quantitatively oriented studies in political corpora is scarce. Quantitative approaches are useful in providing a broad view of large sets of data, particularly in examining the density of relevant metaphors in data across different timeframes and the combined interaction among multiple factors. In this paper, I apply a quantitative method (i.e. log-linear analysis) complemented with textual analysis on metaphor use in 116 political speeches delivered by male and female principle officials in Hong Kong: the Chief Secretary for Administration (CSA), Financial Secretary (FS) and Secretary for Justice (SJ). A total of 5,962 metaphorical instances have been coded for both linguistic variables (SOURCE DOMAIN and SPEECH SECTION) and social variables (GENDER and POLITICAL POSITION). A log-linear analysis reported significant higher order associations in four three-way models (SOURCE*GENDER*POSITION, SOURCE*GENDER*SECTION, SOURCE*SECTION*POSITION, and GENDER*POSITION*SECTION). Results from further chi-square tests show the influence of gender on the source domain variations among different speech sections and politicians at different political positions: 1) male politicians are more likely to use BUSINESS metaphors in the speech section of prologue but more PERSON and PLANT metaphors in the epilogue section; 2) female politicians use more PERSON and PLANT metaphors in the prologue section but more WAR and SPORT metaphors in the narrative section; 3) male CSA frequently apply PERSON and PLANT metaphors and female CSA are less likely to use WAR and SPORT metaphors; 4) male SJ use more BUSINESS metaphors and female SJ use more WAR and SPORT metaphors in their public speeches. More detailed explanations on the results are presented with underlying political reasoning. The study will shed light on the role of

gender in metaphor use in the political communication of Hong Kong and contribute to the quantitatively oriented approach to metaphor study in political science.

Metaphors and the telling of the “China Story”

Xiaoyu Zhang
University of Macau

Room Y305, June 29 17:00 – 17:25

Metaphor has long been recognized as an important means of framing political thoughts. This paper examines metaphors by President Xi Jinping in speeches given in international communications involving US and Russia. It attempts to figure out how the top leader Xi Jinping tells “the China Story” and how he negotiates his rhetoric in different target language cultures. Conceptual metaphors in this research are taken as a form of persuasion strategy which can be related to ethos, logos and pathos in Rhetoric. Metaphors are analyzed with the critical approach which consists of the stages of identification, interpretation and explanation. The research argues that metaphors play a key role in emphasizing the positive role of China and disseminating Chinese cultures and values. It is also argued that the speaker tends to choose different conceptual metaphors in order to fit in the target language contexts.

Capital name metonymy in Chinese and English: A corpus-based analysis

Weiwei Zhang

Shanghai International Studies University

Room Y305, June 30 10:00 – 10:25

BACKGROUND AND RESEARCH QUESTION - According to recent research, many capital names are widely used metonymically (cf. Markert & Nissim 2006; Brdar & Brdar-Szabó 2009; Zhang, Speelman, Geeraerts 2011). Take *Beijing* as an example, it can be metonymically used for "the Chinese government" in *Beijing has failed to make clear whether it is really willing to negotiate*, or holds its literal meaning in *The two sides agreed to hold the next round of talks in Beijing in the first half of 1992*. This paper focuses on the semasiological variation in (non)metonymic use of capital names in Chinese and English. In this paper, we intend to identify the language-internal and language-external factors that influence the choice of literal versus metonymic usage of a capital name. Specifically, we aim at finding the universality or divergence in conceptualization and communication across different languages and languages varieties (i.e. British English, American English, Mandarin Chinese and Taiwan Chinese).

Nowadays, Cognitive Linguistics tends to take a position in which "language use is the methodological basis of linguistics" (Geeraerts 2010), which calls for a bottom-up usage-based approach to analyze the metonymy in real use of language. In view of this tendency, a corpus-based approach is adopted in this research: news corpora and self-built Usenet corpora of Chinese and English are chosen as data resources.

DESIGN - The research is carried out on the list of national capitals, which is obtained from the internet. Firstly, we extract the contexts with literal / metonymic examples of capital names in the corpora. In the semasiological analysis, for each extraction, we code its topic of the context (political, entertainment, education...), language varieties (British English, American English, Mandarin Chinese and Taiwan Chinese), syntactic position (subject or non-subject), locus of capital name in the text (main body vs. title), style (news vs. Usenet) and the possible measures of salience of the capital as independent variables with the dependent variable being the semantic status of the capital names: metonymic vs. literal. The data is then analyzed with the help of logistic regression.

IMPLICATION - Theoretically, the case study may reveal that the variation in (non)metonymic use of capital names is not a question of free variation, but signals an intricate interplay of a number of conceptual, grammatical and discursive factors, and also a specific lectal stratification of the linguistic community. Methodologically, we want to demonstrate through this case study that quantification and statistical techniques constitute essential parts of an empirical analysis based on corpus data for understanding language variation (Tummers, Heylen, Geeraerts 2005). More precisely, the technique of logistic regression adopted in this study can lead us to a number of conclusions about to what extent the different constraints determine the use of the metonymy under investigation.

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A comparative analysis of BUILDING metaphor in future discourse between Chinese and American presidents

Lei Zhang

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Room Y305, June 29 14:30 – 14:55

The research concerns how BUILDING metaphors construct future in Chinese and American Presidents' speeches from the linguistic, conceptual and communicative perspectives. A combination of quantitative and qualitative methods is adopted to identify metaphors that construct the future of China and the U.S in the speeches of Xi Jinping and Donald Trump produced from January 1st 2016 to January 1st 2017. It is found that forward-looking BUILDING metaphors are shared in their future discourse, involving the conceptual pairings COUNTRY IS A BUILDING, CITIZENS AND POLITIANS ARE BUILDERS and DEVELOPMENT IS BUILDING CONSTRUCTION. These confirm the positive connotations of BUILDING metaphors highlighting the communicative function to call for patience and cooperation of the audience to contribute to the social development (Charteris-Black 2004). However, the percentage of BUILDING metaphors in Trump's speeches is relatively low, compared with such other dominant metaphors as CONFLICT ones. A close examination at the linguistic level and context of CONSTRUCTION metaphors reveal that positive expressions with high denotic modalities adopted by Xi in his speeches denote worthwhile activities in Chinese future and express a firm determination to realize such future and bring a much more comfortable and better life to Chinese people in a hortative mood. While in Trump's speeches, RECONSTRUCTION metaphors form a significant cluster of BUILDING metaphors realized in the high frequency of metaphorical expression "rebuild". This conceptually presupposes that the country (viewed as a building) has been fully ruined or at least partly damaged by the Democratic Party of the United States. It also identifies American people with the "re-builders", asking for their supports and efforts in repairing the country with the Republican Party together. These differences are motivated by the different purposes of their speeches influenced by political, cultural and social contexts, in which Xi aims to stimulate the enthusiasm of Chinese people and convince the public of establishing a better home together. On the contrary, Trump

intends to win American people's support by emphasizing hardships in American national development that he attributes to the previous administration and promise a change expected by American people.

Keywords: BUILDING metaphor; future discourse, political speeches

Decoding conceptual metaphors in political discourse and translation: A case study of metaphor and translation in President Xi Jinping's speeches

Meifang Zhang
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Room Y305, June 26 16:00 – 16:25

Metaphors are inherently persuasive and are therefore very common in rhetorical and argumentative language such as political discourse. This study sets out to examine metaphors in political discourse and translation in relation to the present day Chinese context, with a case study of the LIFE and HEALTH metaphors created by President Xi Jinping in his speeches given within the Communist Party of China during the early years of his power. The research adopts a critical metaphor analysis approach to identifying, analyzing, interpreting and explaining the instances of conceptual metaphors. The examples under investigation show that the conceptual metaphors embedded in Xi's political speeches for practical argument highlight the ways in which thinking and speaking metaphorically correlates with social action and practice. It is also argued that the translator must have shared knowledge with the speaker and understand the situation very well in order to reframe the situation and produce an adequate translation to transmit the intended message via existing or recreated metaphors in the target language. Otherwise, some metaphors and the intended purposes might be lost in the process of translation. This is expected that the findings will give some implications for translation teaching and translation practice, and to provide a reference for future work in this field.

Keywords: Political discourse, conceptual metaphor, Xi Jinping's speech, combat corruption

Exploring EFL teaching and Learning through metaphorical analysis

Xin Zhang
Shantou University

Room Y512, June 30 11:30 – 11:55

This presentation intends to present a study about EFL teaching and learning at non-English major undergraduate level in China. Metaphor has been frequently used as a research tool for better understanding of beliefs about school, teaching and curriculum. Educational concepts and process have long been described in metaphorical terms either as single 'X is Y' metaphors or as clusters of metaphors. This study elicited an exploratory angle, describing both student participants' and teacher participants' conceptualizations of English language teacher through an analysis of metaphors they created in the 'X is Y' format (e.g., "language learning is ... because..."). Two groups of student participants were non-English Major Students who registered in level 1 and level 4 courses at a key university in China. A group of teacher participants were in-service teachers who were teaching at an English Language Center in a key university. They were required to complete two prompts, "EFL teaching is... because..." and "EFL learning is... because...", and student participants to complete "EFL teaching is... because..." and "EFL learning is... because..." in English. The elicited metaphors were collected, categorized, analyzed and compared. TEACHER AS KNOWLEDGE PROVIDER and LEADER is the widely-held belief in the two student groups. However, most teacher participants believed the cooperation with students. It indicated a gap between teachers' and students' understanding of teachers' roles. Through the understanding of students' beliefs of EFL teaching and learning, it provided insightful suggestion for EFL teaching. Students response reveals teacher dominant situation. In future, try different methodologies and transfer to student-center classroom.

Key Words: EFL Teaching, Metaphorical Analysis, University Student

The nature of linguistic synaesthesia: Evidence from Mandarin synaesthetic tendencies

Qingqing Zhao and Chu-Ren Huang
The Hong Kong Polytechnic University

Room Y410, June 30 11:30 – 11:55

Linguistic synaesthesia is a pervasive language use involving description of one sensory modality in terms of another, such as *sweet voice* in English and 暗香 *an4-xiang1* ‘dark fragrance (faint and delicate fragrance)’ in Chinese. As pointed out by Strik Lievers (2017: 87), while linguistic synaesthesia as metaphor is a “default” view, alternative interpretations of linguistic synaesthesia have also been suggested. One of the most influential viewpoint on the nature of linguistic synaesthesia is that linguistic synaesthesia shares common mechanisms with neurological synaesthesia, the latter of which is “extension or exaggeration” of the former (e.g., Ward 2006: 274; Cacciari 2008). This study thus aimed to explore the nature of linguistic synaesthesia, based on the tendencies of linguistic synaesthesia of Mandarin sensory adjectives. Our study found that Mandarin synaesthesia did not always exhibit parallels with neurological synaesthesia, hence inconsistent with the hypothesis that linguistic synaesthesia and neurological synaesthesia share the same “origins and mechanisms” (Ronga et al. 2012: 135). Take the association between vision and hearing for example. Mandarin synaesthesia showed the transfer directionality from vision to hearing, whereas neurological synaesthesia has only been attested with hearing inducing vision, but not vice versa. In addition, we demonstrated that Mandarin synaesthesia exhibited directionality mapping from the more embodied to the less embodied in general (see Figure 1), analogue to typical metaphors. Based on this pattern and other characteristics of linguistic synaesthesia (i.e., pervasive distributions, conformity to cognitive invariance principle, and communicative functions), we proposed that linguistic synaesthesia is indeed a conceptual metaphor. Furthermore, we suggested that the conceptual metaphor theory should be refined, i.e., by introducing the notion of the degree of embodiment and combining both the experiential and the neural bases, for metaphorical representation with source and target domains both related to bodily events.

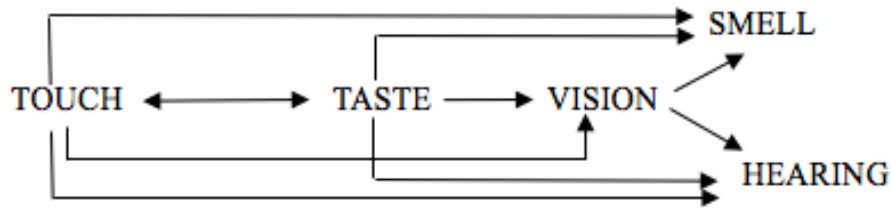


Figure 1: Transfer directionality of Mandarin synaesthesia

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Multimodal metaphor scenario and frame in Brexit political cartoons

Xiufeng Zhao

China University of Petroleum

Room Y305, June 28 16:30 – 16:55

This study investigates how Brexit is framed and constructed by metaphor scenarios in political cartoons. Adopting a cognitive-functional approach, it takes multimodal metaphor scenarios as powerful discourse strategies in political cartoons to frame and shape public interpretation, opinion or evaluation, and develops a framework to model what metaphor scenarios are deployed and how they are interacted with frames. Analysis over 100 political cartoons on Brexit shows that while the most frequent recurrence, prior to the referendum, is JOURNEY scenario and CONFLICT frame, profiling the unknown potential risks by highly compressed visualization, the dominant pattern after the referendum is LIFE scenario and RESPONSIBILITY frame, provoking questions such as what the life would be and who should be responsible for addressing the subsequent problems. The analysis also reveals that one prevailing strategy underlying these scenarios and frames is incongruity, an array of which range from inter-frame incongruity, intra-frame incongruity, to incompatibility between metaphor scenario and reality. These incongruities account for the hidden and yet vocal critical opinion from the verbo-pictorial representation. This study untangles the mechanisms of subtle interplay of metaphor scenarios and frames, helping to uncover the origin of the charm of political cartoons in maneuvering and shaping attitude and opinions. The analytical framework and the findings can be used for critical multimodal discourse analysis, political cartoons in particular.

Key words: multimodal metaphor scenario, frame, political cartoon, Brexit

Ideological functions of metonymy: The metonymic location names in Chinese and American political discourses

Yishan Zhou and Min Chen
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Room Y305, June 30 11:00 – 11:25

The talk examines ideological functions of metonymy by exploring the metonymic location names in Chinese and American political discourses. Based on evidence extracted from the self-built corpora by the news articles on Sino-US relations with the aid of USAS Semantic Tagger and the Concordance Tool, the study intends to investigate the ideological motivation underlying the use of PLACE metonymies. Following MIP (Zhang, et al., 2011), it identifies and concludes the (sub)models of PLACE metonymy, namely PLACE FOR INSTITUTION (GOVERNMENT, ARMY, COMPANY), PLACE FOR INHABITANT, PLACE FOR POWER and PLACE FOR PRODUCT. A statistical analysis of these metonymies based on the chi-square test from the conceptual and discursive parameters sketches out their distributional features with finer granularity, the coverage commonalities and differentiation of the same metonymies in two media discourses. The findings reveal that the metonymies, while operative on an embodied basis, are actually tied up with and reinforce the hidden ideologies of discourse communities, and thus become the carrier of the political stance or disposition, and evaluative partiality of two media groups, implicitly exercising the manipulative check on their audiences.

Keywords: conceptual metonymy; location name; political discourse; ideology

RaAM|12



Poster Presentations

An expected or unexpected “earthquake”? The metaphorical conceptualization of the trump phenomenon

Jieyu Chen

University of California San Diego

CONFLICT, JOURNEY, SPORTS, BUILDING and HUMAN BODY metaphors have proven to prevail in political discourse. In our study of the Trump phenomenon, EARTHQUAKE metaphors stand out as being prominent in the source domains of NATURAL DISASTER. In this paper, we explore why EARTHQUAKE metaphors are preferred by American and British mainstream newspapers in conceptualizing the Trump phenomenon; how they differ from other NATURAL DISASTER metaphors and whether they always convey a negative evaluation. Through our analysis, we demonstrate that the selection and use of EARTHQUAKE metaphors serve as an effective tool to establish a social reality, distribute specific roles, and provoke emotions and judgments. Although earthquakes are natural disasters, EARTHQUAKE metaphors do not necessarily convey a negative evaluation in the representation of the Trump phenomenon. In the eyes of people who have waited for this “earthquake”, it is viewed as an “expected” earthquake.

Metaphorical usage of thematic concentration words based on quantitative linguistics

Renkui Hou

The Hong Kong Polytechnic University

Speakers or writers usually concentrate more or less on the core of the information, especially in the written formal register discourse. This topic usually is linguistically represented by a particular number of nouns and first-order predicates, namely, verbs and adjectives. Thematic concentration is a matter of the speaker's /writer's intention, intuition. We extract the thematic words in the government work report in 2017 using the method of quantitative linguistics. The nouns and verbs in thematic words were analyzed. The most verbs in thematic concentration, for example, “建设、加强、推动提高、加快” are used metaphorically. Compared with the balanced Chinese corpus, we can examine the distribution, origin and diffusion of metaphorical meaning of these verbs in the different registers. The most nouns are co-occurred with these verbs and the metaphorical object of these verbs except for “政府 (government)” and “人民 (people)”. This method can improve the efficiency of metaphor identification in the texts.

Crucial issues on metaphor identification

Chaojian Liu

Soochow University

Metaphor studies start out from metaphor identification. With a comprehensive review of the main approaches to metaphor identification, we find that a general consensus has not yet been reached among metaphor researchers on the key concepts within this scope. In this connection, the following issues need to be addressed at first: 1) the basic elements of metaphor identification should be defined both at linguistic level and conceptual level; 2) separate methods of metaphor identification should be proposed at these two levels and try to reduce people's bias and subjectivity by relying on dictionary and corpus; 3) different directions of metaphor identification (a bottom-up or a top-down approach) lead to dramatically different conclusions that metaphor scholars should choose the direction of analysis eclectically according to the research objectives. Addressing these crucial issues could contribute to an effective and systematic study of metaphor identification and thus ensure the validity and reliability of further metaphor researches.

Keywords: metaphor identification; elements of identification; methods of identification; directions of metaphor identification

Metaphor in recommender system we live by

Jung-Hua Liu

Shih Hsin University

In this paper, I will review four main types of recommender system, content-based filtering, collaborative filtering, data mining ,method and context-aware methods, and explore how these recommender systems represent metaphor we live by. Recommender systems prevail in online services, such as Amazon online store, friend recommendations in Facebook and related news in New York Times website. These recommender system are based on computer algorithm and users/customers/audience/readers are divided into different groups according to the criteria. In general, recommendations include personalized and non-personalized ones. The former is personal favorites and the list of top ten products is the later. The mappings between users and recommended items are not restricted to the same kind of products. For example, Amazon may suggest users to read horrible novels, if users bought horrible DVDs. Different types of objects/commodities are grouped as the same category and the process is similar to conceptual metaphors. Recommender systems can save users' time from browsing plethora of products and it is similar to metaphor that can help people to grasp rough impressions of strange objects via the characteristics of known objects. The amount of exact-match and all related products in recommender systems are like possible metaphors that people can choose to describe unfamiliar objects. The methods and goals of recommender systems provide alternatives to rethink the relation between target and source domain. From this work, we will see how metaphor are widely applied in recommender systems to affect our decisions.

Multimodal metaphors and metonymies in china's recruiting cartoons: Building viewpoints and conveying military values in multi-frame blendings

Yanyan Pan

Nanjing Normal University

The research on metaphor and metonymy have clearly shown that these phenomena are pervasive in human cognition and exist in almost every form of human communication. In recent years, recruiting cartoons have been used to attract more and more young people to join China's military service. Despite the commonly known discursive purpose of this particular genre which is multimodal, this paper argues that recruiting cartoons are also a means of building viewpoints and conveying specific Military values, thus can be regarded as a new way of military publicity. The blending of mappings between target domain and source domain of both metaphor and metonymy inevitably involves and shapes viewpoints and certain values, therefore, this paper attempts to find the patterns of multimodal metaphors and metonymies, discuss the frames evoked by metaphorical and metonymical mappings so as to reveal the explicit as well as implicit viewpoints and military values in China's recruiting cartoons.

Keywords: recruiting cartoons; multimodal metaphor and metonymy; frames; viewpoints; military values

The blending of bending: World-building in *Avatar: The Last Airbender* and *Legend of Korra*

Thomas Van Hoey

National Taiwan University

Ever since their first release, more than a decade ago, Nickelodeon's two animated television series *Avatar: The Last Airbender* (ATLA) and *Avatar: Legend of Korra* (LOK) have made a considerable impact on their target audience. One of the most fascinating elements of this popular series is the world in which the stories are set. This paper delves deeper into the world building of *Avatar* and finds three main applications of the mental spaces and conceptual blending framework set out by Fauconnier (Fauconnier 1994; Fauconnier & Turner 2003).

The main thread in the intertextual tapestry of the world is the integration of low-level elements from various Eastern and Western cultures. A network is identified that rests on the conceptual blending of PEOPLE and NATURE, similar to correlative networks in Chinese five-elemental theory (Yu 2009) and Western humourism (Geeraerts & Grondelaers 1995).

The second application of blending is the unique blending of the fauna that populates this world: many hybrid animals, e.g. *lemur-bat*, *platypus-bear*, and *rabbibroos* (< rabbit-kangaroos) are just some of the animals that appear on screen.

The third application is the blending of blending of modern elements into the previously established world of *Avatar: The Last Airbender* during *Legend Of Korra*, which is set seventy years later. This gives the series an updated feel, which greatly resembles the typical drawing style of steampunk.

The underlying blends and low-level intertextual blends are greatly responsible for the success of both series and its cult status in current popular online meme usage. This paper is a revelatory application of blending theory to the multimodality of animation and cartoons.

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Metaphorical mapping as a means of discovering instead of inventing

Jun Wang

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Mapping in conceptual metaphor has long been described as either a one-way projection from source domain onto target domain or a static matching between the two domains, which may cause some confusion. One solution to this problem is to divide mapping into two categories: matching, as a static form of mapping, and projection, as a dynamic form of mapping. The relationship between source domain and target domain in metaphors is first of all represented as a static matching, which is based on similarities. The nature of the metaphorical process is simply the use of source-domain-specific terms to highlight those elements in the target domain, which were originally less conspicuous or prominent. The process of projection is not just the borrowing of terms, but the spotlighting and clarifying of the corresponding components in the target domain. It is impossible to set up a mapping relation without any similarity between the source domain and the target domain. In this regard, novel metaphorical mapping should not be regarded as inventing means for describing the target domain, but discovering something that has already been there but vaguely represented. The more vaguely the matching elements are represented, the more creative the act of setting up a mapping relationship.

Keywords: metaphor, mapping, matching, discover

A study of the creative use of language based on Weibo data

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Xinyan Wang

The Education University of Hong Kong

The internet language has opened up a new world for the creative use of language and many studies have noticed its novelty and uniqueness. Weibo, as a typical representative of the Internet language, is widely distributed in mobile terminals, browsers and many other platforms, with the features of grass-roots, openness and flexibility. However, the use of metonymy in Weibo has received very little attention. In this study, we select the Weibo corpus from BBC corpus (<http://bcc.blcu.edu.cn/zh/cid/3>) to explore the phenomenon of metonymy focusing on its discourse effects and contextual effects, and reveal the characteristics of creative use and their impacts.

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