

THIS ISSUE

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RaAM

Visit the website at
<http://www.raam.org.uk> for
details on upcoming RaAM
events

Message from the chair

Metaphors, linguistic and otherwise are again quickly filling up the events calendar in 2016:

This year sees the RaAM 11 Conference in Berlin under the theme “*Metaphor in the Arts, in Media and Communication*”, with a pre-conference workshop “*How meaning becomes graspable*” in Frankfurt/Oder, as well as three RaAM-endorsed events:

- (1) an international symposium and round table on the methods, risks, and challenges of building figurative language repositories in Zagreb (27-28 May)
- (2) the Metaphor Festival in Amsterdam (31 August – 3 September).
- (3) the International Symposium “Metaphor as means of knowledge communication” at Perm State University (10-14 October)

In addition, ***elections for a number of EC posts are taking place. Electronic voting for all RaAM members is now open – please visit <http://www.raam.org.uk/elections/get-your-voting-card/> and cast your votes! The results will be announced in Berlin.***

Andreas Musolff

Highlights

[RaAM Conference, p.2](#)

1-4 July 2016 at the Freie Universität Berlin. Current updates.

[EC Elections, p.3](#)

Seven posts are up for election this year. Apply for your online voting card now and cast your vote electronically by 2 July 2016.

[Projects, p.15-17](#)

Read about new projects and project updates by RaAM members.

[The Metaphor Column, p.20](#)

RaAM student member Kamila Midor poses eight questions to George Lakoff.

The newsletter editor reserves the right to edit and adjust contributions. By contributing you agree that your content will be made available in the public domain.

RaAM 11

Metaphor in the Arts, in Media
and Communication

Berlin July 2016

Freie Universität Berlin

1-4 July 2016

Plenary Speakers

Jennifer M. Barker (Georgia State University)

Petra Gehring (Technische Universität Darmstadt)

José Mario Gutierrez Marquez (Bauhaus-Universität Weimar)

Irene Mittelberg (RWTH Aachen)

There will be several special events at this year's four-day conference:

As host of RaAM 11, Cinopoetics – the Center for Advanced Film Studies – will contribute with a plenary session by presenting outcomes from the center's current research on "Metaphor – Cognition and Film Thinking". Further information on Cinopoetics and the center's current fellows – among others, Lynne Cameron and Raymond W. Gibbs, Jr. – can be found on www.cinopoetics.fu-berlin.de/en.

Cinopoetics furthermore invites all conference participants to Lynne Cameron's art exhibition. The founding member of RaAM, who is currently senior fellow and artist-in-residence at Cinopoetics, works with paint, collage, déchirage, layering, veiling and disclosing and discovers the poesis of painting and its connection to the use of metaphor. Further information on Lynne Cameron's paintings can be found on lynnecameron.com.

Further details and the conference program will be provided in June on the RaAM 11 conference website (www.fu-berlin.de/raam2016) and on Facebook (www.facebook.com/raam2016).

RaAM Early Career Research Paper Prize

The Early Career Research Paper award will be announced at the end of this year's RaAM conference.



The prize aims to encourage the production and dissemination of high quality research in the field of metaphor and is awarded biennially for the best paper published by a researcher who has recently completed a PhD.



CAST YOUR VOTE!

RaAM Executive Committee Elections 2016

A number of positions on the Executive Committee of the Association for Researching and Applying Metaphor are up for election this year.

Candidates:

Treasurer:	Alice Deignan
Conference Secretary:	Lettie Dorst
Web Editor:	Gudrun Reijnierse
Newsletter Editor:	Tina Krennmayr
Postgraduate Liaison:	David O'Reilly
Two Ordinary Members:	Marianna Bolognesi, Allison Creed, Albert Katz

**NEW**

Do not miss your opportunity to vote! Voting takes place ***exclusively online***. Only paid-up RaAM members can vote.

If you wish to vote, you will have to get your own 'online voting card'. It is [fast and easy](#)!

Deadline: July 2nd, 2016, 11.59PM (CET).

Results will be announced at the AGM on 3 July 2016, and will be published online as soon as possible afterwards.

Digitally RaAM

RaAM website:

<http://raam.org.uk/>

RaAM on Facebook:

<https://www.facebook.com/groups/100767151851/>

RaAM List:

http://raam.org.uk/mailman/listinfo/metaphor-l_raam.org.uk

Student matters: An update from the Postgraduate Liaison

Dear RaAM Student Members,

With the RaAM conference 2016 taking place in Berlin at the beginning of July, it's an exciting time in the RaAM calendar! Here is a brief update on student matters...

RaAM students getting together

If you're attending the conference in Berlin, make sure you join us at the RaAM student get-together on the third night of the conference (July 3rd). We'll be going to a small and cosy nightclub in trendy Kreuzberg for drinks and dancing. The evening is open to all conference members, so no excuses!

RaAM Elections, make sure you vote!

At our next conference in July in Berlin, Germany, several positions on the RaAM Executive Committee (EC) will be up for election, one of which is Postgraduate Liaison & Development Officer. Voting will take place online only, and will be open from June 1st until July 2nd, 2016, 11.59PM (CET). Only RaAM members can vote. Information about the voting process was circulated by email in May 2016. Make sure you vote!

In this newsletter

We've got some great features in this edition of the newsletter! In May 2016 I caught up with the team from the Metaphor Mapping project, to hear how the project is progressing, and about some exciting new educational metaphor resources for secondary schools. You can read the full article on pages 15 and 16.

It's also my honour to announce that our **METAPHOR column interviews** this edition are with Professor **George Lakoff** and RaAM Student Member **Kamila Midor**. My sincerest thanks to Kamila, a visiting student at the University of California (Berkeley), who not only interviewed Professor Lakoff on behalf of RaAM, but who also took the role of interviewee, answering eight questions on her own research interests, experience and ambitions! See pages 18 and 20 for both interviews.

RaAM Student Directory

Want to know what other RaAM students are researching? Interested in letting others know about your research? Then check out the [RaAM Student Directory](#).

We encourage all RaAM Student members to join this directory; simply email the Postgraduate Liaison at postgrad_liaison@raam.org.uk with the information you'd like to include in your profile.

Best wishes, and see you all in Berlin!

Viele Grüße,

David

RaAM Postgraduate Liaison

postgrad_liaison@raam.org.uk

Upcoming events

International Summer School 2016 "Metaphor in Cross-cultural Communication"

14-18 June, 2016
Perm State University, Russia

more on p. 10

The Fourth Workshop on Metaphor in NLP

17 June, 2016
San Diego, California, USA

Invited speakers:

Seana Coulson (Univ. of California, San Diego)
Lera Boroditsky, (Univ. of California, San Diego)

[Details](#)

Deliberate Metaphor in Ancient and Modern Texts

7-8 Jul, 2016, Berlin

Invited speakers:

Gerard Steen (University of Amsterdam)
Alan Cienki (Vrije Universiteit Amsterdam)
Johan de Joode (University of Birmingham)

poster on p. 11

[Details](#)

7th Conference of the International Society for Gesture Studies (ISGS 2016)

18-22 July, 2016
Sorbonne Nouvelle University, France

Gesture - Creativity - Multimodality

Plenary speakers:

Martha Alibali (Univ. of Wisconsin, USA)
Alessandro Duranti (UCLA, USA)
Scott Liddell (Gallaudet Univ., USA)
Cornelia Müller (Viadrina Frankfurt/Oder, Germany)
Catherine Pélachaud (CNRS, Télécom - ParisTech)

[Details](#)

6th Cognitive Linguistics Conference

19-22 July, 2016
Bangor University, Wales, UK

Plenary speakers:

Penelope Brown (MPI Nijmegen)
Kenny Coventry (Univ. of East Anglia)
Vyv Evans (Bangor University)
Dirk Geeraerts (University of Leuven)
Len Talmy (University at Buffalo, NY)
Dedre Gentner (Northwestern)

[Details](#)

36th Annual Conference of the Poetics and Linguistics Association (PALA 2016)

25-30 July, 2016
University of Cagliari, Italy

In/Authentic Styles: Language, Discourse and Contexts

Plenary speakers:

Alwin Fill (Univ. of Graz)
Luisanna Fodde (Univ. of Cagliari)
Peter Grundy (Durham Univ.)
Giovanni Iamartino (Univ. of Milan)
Sara Mills (Sheffield Hallam Univ.)
Elena Semino (Lancaster Univ.)

[Details](#)

Time and Language

25-26 Aug, 2016
Turku, Linguistic Association of Finland

Plenary speakers:

Teenie Matlock (Univ. of California, Merced)
Kevin Ezra Moore (San José State Univ.)

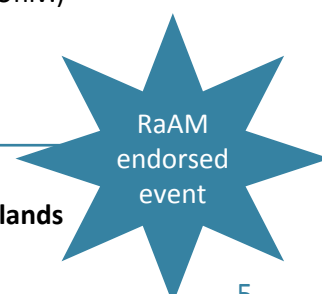
[Details](#)

Metaphor Festival

31 Aug - 3 Sep, 2016
University of Amsterdam, Netherlands

[Details](#)

more on p. 10



Upcoming events

6th International Conference on Critical Approaches to Discourse Analysis Across Disciplines

5-7 Sept, 2016
Università degli studi di Catania, Italy

Keynote speakers:

Maria Carmela Agodi (Univ. degli Studi di Napoli Fedcerico II)

Jannis Androutsopoulos (Univ. Hamburg)

Isabella and Norman Fairclough (Univ. of Central Lancashire)

Gerlinde Mautner (Vienna Univ. of Economics and Business)

Tommaso Milani (Univ. of Witwatersrand)

Alan Partington (Univ. di Bologna)

[Details](#)

7th International Conference of the German Cognitive Linguistics Association (DGKL/GCLA)

5-7 Oct, 2016
University of Duisburg-Essen, Campus Essen, Germany

Cognitive approaches to interaction and language attitudes

[Details](#)

Embodied and Situated Language Processing

6-9 Oct, 2016
Villarrica/Pucón, Chile

Plenary speakers:

Arthur Glenberg (Arizona State Univ. and Univ. of Wisconsin-Madison)

Rafael Nuñez (Univ. of California San Diego)

Marcela Peña (Pontificia Univ. Católica de Chile)

Arielle Borovsky (Florida State Univ.)

Kate Nation (Univ. of Oxford)

[Details](#)

International Symposium 'Metaphor as a means of knowledge communication'

10-14 Oct, 2016
Perm State University, Russia

Plenary speakers:

L.M. Alekseeva (Perm)

J. Engberg (Aarhus University)

J. Littlemore (Univ. of Birmingham)

G.J. Steen (Univ. of Amsterdam)

For further information, please email
ekaterinaisae@gmail.com



RaAM
 endorsed
 event

CLiB 2016: Research Methods in Cognitive Linguistics

19 Oct, 2016
Masaryk Univ. Brno, Czech Republic

Keynote speaker:

Laura A. Janda (Tromsø, Norway)

more on p.9

10th International Conference of the Spanish Cognitive Linguistics Association

26-28 Oct, 2016
University of Alcalá, Spain

Discourse, Culture, Contexts

Plenary Speakers

Enrique Bernárdez (Univ. Complutense de Madrid)

Mercedes Belinchón (Univ. Autónoma de Madrid)

Barbara Dancygier (Univ. of British Columbia)

Dirk Geeraerts (Univ. of Leuven)

[Details](#)

Abstract Concepts: debates on their structure, processing, and modeling

18 Nov, 2016

University of Amsterdam, NL

Invited speakers:

Alessandro Lenci (Univ. of Pisa)
 Max Louwerse (Tilburg University)
 Ken McRae (University of Western Ontario)
 Diane Pecher (Erasmus Univ. Rotterdam)
 Friedemann Pulvermüller (Freie Universität Berlin)
 Prof. Gun Semin (ISPA University)
 Prof. Gabriella Vigliocco (University College London)
 Prof. Piek Vossen (Vrije Universiteit Amsterdam)

[Details](#)

Metaphors and political discourse (MetaPol 2016)

1-2 Dec, 2016

Liège, Belgium

Plenary speakers:

Paul Thibodeau (Oberlin College, USA)
 Gerard Steen (Universiteit van Amsterdam)

[Details](#)

Cogling7

5-6 Jan, 2017

Radboud University Nijmegen, Netherlands

Plenary speakers:

Timothy Coleman (Univ. of Ghent)
 Asifa Majid (Radboud Univ. and MPI Nijmegen)
 Hans-Jörg Schmid (Ludwig Maximilians Univ. Munich)

[Details](#)

Look Both Ways - Narrative and Metaphor in Education

30 March - 1 April, 2017

Vrije Universiteit Amsterdam, NL

Plenary speakers:

Jean Clandinin, Vera Caine & Sean Lessard (Univ. of Alberta, Canada)
 Martin Cortazzi & Lixian Jin (Univ. of Warwick & De Montfort University, UK)
 Kieran Egan (Simon Fraser Univ., Canada)
 Michael Hanne (Univ. of Auckland, New Zealand)
 Martijn Meeter (Vrije Univ. Amsterdam, Netherlands)
 Niklas Pramling (Univ. of Gothenburg, Sweden)

[Details](#)

more on p. 8

3rd International Symposium on Figurative Thought and Language (FTL3)

26-28 Apr, 2017

University of Osijek, Croatia

Plenary speakers:

Charles Forceville (Univ. of Amsterdam)
 Raymond W. Gibbs Jr (Univ. of California, Santa Cruz)
 Zoltán Kövecses (ELTE, Budapest)
 Jeanette Littlemore (Univ. of Birmingham)
 Marija Omazić (Univ. of Osijek)
 Klaus-Uwe Panther (Univ. of Hamburg) & Linda L. Thornburg (Kendal)
 Francisco Ruiz de Mendoza (Univ. of La Rioja, Logroño)
 Kristina Štrkalj Despot (Institute of Croatian Language and Linguistics, Zagreb)
 Milena Žic Fuchs (Univ. of Zagreb)

Round Table convenors:

Angeliki Athanasiadou (Aristotle Univ. of Thessaloniki)
 Annalisa Baicchi (Univ. of Pavia)
 Günter Radden (Univ. of Hamburg)

[Details](#)



6th International Conference of the Scandinavian Association for Language and Cognition (SALC 6)

20-22 Apr, 2017
Lund University

Plenary speakers:

Ivana Bianchi (Univ. di Macerata)
Rosario Caballero (Univ. de Castilla-LaMancha, Spain)
Mark Dingemanse (MPI for Psycholinguistics, NL)
Dirk Geeraerts (Univ. of Leuven)
Raymond Gibbs (Univ. of California, Santa Cruz)
Iraide Ibarretxe-Antunano (Univ. de Zaragoza)
Joanna Raczaszek-Leonardi (Univ. of Warsaw)

[Details](#)

14th International Cognitive Linguistics Conference

10-14 Jul, 2017
University of Tartu, Estonia

Linguistic Diversity and Cognitive Linguistics

[Details](#)

Look Both Ways - Narrative and Metaphor in Education: Conference 2017, Vrije Universiteit (VU) Amsterdam

30 March to 1 April 2017

Over the last 30 years, educationists have drawn increasingly on insights from philosophy, psychology, anthropology, cognitive science and linguistics to examine the roles played by narrative and metaphor in every domain of educational theory and practice. The narrative and metaphor perspectives have, however, mostly been used separately and opportunities for researchers and educators to meet and share their ideas are rare. This conference takes up the challenge of bringing educationists who have employed the narrative lens into conversation with those who have employed the metaphor lens. It highlights the work of those few researchers who have demonstrated 'binocular vision' (that is, employed the two perspectives in combination) in their study of education. The implications of research for teaching and policy practice will be particularly emphasized. The result should be a fuller account than has previously been attempted of the intricate relations which operate at the nexus between narrative and metaphor *in* and *of* education.

There will be 6 keynote presentations, by scholars who have undertaken outstanding work on narrative and metaphor in educational theory or practice:

Jean Clandinin, Vera Caine & Sean Lessard – University of Alberta, Canada
Martin Cortazzi – University of Warwick & Lixian Jin – De Montfort University, UK
Kieran Egan – Simon Fraser University, Canada
Michael Hanne – University of Auckland, New Zealand
Martijn Meeter – Vrije Universiteit Amsterdam, The Netherlands
Niklas Pramling – University of Gothenburg, Sweden



Questions to be explored at the conference include:

- * What specific forms do metaphor and narrative take in the educational context (ranging from learning and teaching to policy making)? How are metaphor and narrative related? Are there subject areas in which metaphor is a more effective tool for thinking and others where narrative is more useful? How may the two devices best be used in combination?
- * How do educational practitioners use metaphor and narrative as strategies in teaching or learning? In what special ways may narrative and metaphor be employed in, e.g. teacher training, counselling, and the education of learners with special needs?

- *There has been much research on how shifts in metaphor may change our thinking. How can learners and other educational practitioners become aware of the advantages and disadvantages of using metaphor? Do we need to be equally aware of the importance of shifts in narrative?
- *How are questions of e.g. agency and power both highlighted and occluded by the narratives and metaphors most commonly used in contemporary educational discourse?
- *What particular narrative and metaphor issues arise around educational theory and practice in different cultures, including developing countries?
- *Has the introduction of digital technology influenced the way in which teachers and learners employ narrative and metaphor?
- *There has been much concern about how metaphors of 'accounting' and 'the market' have come to dominate contemporary policy discourse in education. How might fresh metaphor perspectives cause us to view the challenges in education differently, and how might fresh narrative perspectives assist us to envisage fresh solutions?
- *How are narrative and metaphor employed as research tools within the educational context?

Proposals for interactive paper sessions, posters and 75-minute workshops (with an applied focus) are invited from scholars and practitioners in every field of education. Presentations employing innovative or creative formats are particularly welcome and submissions by practising teachers are invited. Submission deadline: 14 October 2016.

Registration: 1 October 2016 - 17 February 2017.

The conference will be organized by the [Vrije Universiteit \(VU\)](#) teacher training institute in Amsterdam by a team of education, narrative and metaphor specialists. Its research institute, [LEARN!](#), carries out both basic and applied research on learning and education. The conference is organized in collaboration with the [Metaphor Lab Amsterdam](#). It is the fourth in a series on the role of narrative and metaphor in different disciplines. The first, relating to medicine, was held at UC Berkeley in 2010. The second, relating to politics, was held at Claremont Graduate University in 2012. The third, relating to law, was held at Stanford Law School in early 2016.

[Website](#)

CLiB 2016: Research Methods in Cognitive Linguistics

19 October 2016

CLiB (Cognitive Linguistics in Brno) is an annual forum on cognitive linguistics organized by the Faculty of Arts of Masaryk University, Brno (Czech Republic). It aims to bring together researchers interested in cognitive approaches to the study of language. This year, we are honored to have Prof. Laura A. Janda (Tromsø, Norway) as our keynote speaker. The conference theme for 2016 is "Research Methods in Cognitive Linguistics".

We invite proposals of oral presentations. The presentation format is 20 minutes followed by 5 minutes for questions and discussions. We plan to publish a volume of selected papers from the conference with an international publisher. Speakers will be invited to submit a full paper for review by 15 January 2017.

Submission of presentation proposals: 30 June 2016.

Notification of selection results: 15 July 2016.

Conference date: 19 October 2016 (Wednesday).

Submission of full papers: 15 January 2017.

If interested, send a 300-word presentation proposal (including references) to cog.ling.brno@gmail.com. Please also include your affiliation and a short bio (max. 200 words).

Registration is free of charge.

If you have any questions, please feel free to contact Dr. Wei-lun LU at weilunlu@gmail.com. We look forward to welcoming you in Brno.

Metaphor Festival now in Amsterdam

31 Aug - 3 Sept, 2016
Amsterdam, Netherlands

The Metaphor Festival is an annual conference on the use of figurative language and other modes of figurative expression, which used to be arranged by the Dep. of English at Stockholm University.

From 2006-2015, a series of ten successful conferences was held in Stockholm bringing together researchers from a broad range of academic disciplines, working within different theoretical and



methodological paradigms in a creative, internationally oriented, and friendly atmosphere. The Stockholm organizers have asked whether the *Metaphor Lab Amsterdam* can continue this tradition, and it is more than happy to do so! Contact: metaphorfestivalamsterdam@gmail.com

International Summer Schools: Metaphor in Cognition (2015) and Metaphor in Cross-cultural Communication (2016)

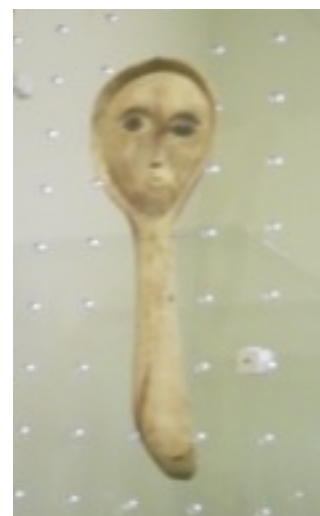
Perm State National Research University

The 3rd International Summer School *Metaphor in Cognition* took place at Perm State National Research University, last year. For the third time, the university welcomed metaphor scholars and students from Russia and for the first time from the United States.

The program included lectures by Dr. Beverly Maddox Moon (Delta State University, US), Dr. Elina Erzikova (Central Michigan University, US) and by leading Perm researches in the fields of intercultural communication studies, translation studies, and metaphor studies (Dr. Svetlana L. Mishlanova, Dr. Larissa M. Alekseeva, Pr. Ekaterina V. Isaeva, Dr. Natalia V. Shutyomova). Topics included *Metaphor in Cognition*, *Metaphorical and Creative Thinking in Professional Communication Development*, *Metaphor in Intercultural Communication and Intercultural Competence Development*, *Multimodal Metaphor*, and *Innovation in Metaphor Studies*.

The 4th and the 5th days of the school were devoted to the *Creating Permian Metaphor* project which was launched two years ago and was successfully continued in 2015. Participants spent a day outside the university visiting regional museums. One group went to Nytvá, a town 46 miles West of Perm, to visit the 'Museum of the Spoon' which has a unique collection of spoons from all over the world. At the museum, the group looked for different objects, or artefacts, which can be regarded as symbols of the Perm Region or which convey various metaphorical meanings. The spoon turned out to be a fascinating artefact because, having been used by humans for thousands of years, it reflects a lot of stages of the evolution of humanity - from first signifying the emerging idea of personal space to being used as a blank canvas on which modern artists create all forms of art, including icons (see image on the right).

The 4th International Summer School on *Metaphor in Cross-cultural Communication* (14-18 June 2016) continues the *Creating Permian Metaphor* project. For information on participation in the school, including Skype-sessions, please contact: mmoretti@mail.ru; mishlanovas@mail.ru.



by Mariia V. Suvorova, Svetlana L. Mishlanova

Past RaAM endorsed event

Building Figurative Language Repositories: Methods, Risks, and Challenges

27-28 May, 2016

Institute of Croatian Language and Linguistics
and Croatian Institute of History, Zagreb, Croatia

Keynote speakers:

Eve Sweetser (Univ. of California, Berkeley)
George Lakoff (Univ. of California, Berkeley;
video-link)

This event focused on interdisciplinary methods of research that can lead towards the building of figurative language repositories (i.e. repositories of cognitive primitives, image schemas, frames, conceptual metaphors, and metonymies), such as the prominent *MetaNet: A Multilingual Metaphor Repository* project housed at the International Computer Science Institute in Berkeley, California, or its sister project *Croatian Metaphor Repository*, housed at the Institute of Croatian Language and Linguistics.

Such repositories are a prerequisite for building a computer system capable of understanding metaphors and figurative language.

The symposium featured a round table discussion on the methods, risks, and challenges of building such repositories.

Stay in Berlin after RaAM 11 for another conference!

The premeditated path Deliberate metaphor in ancient and modern texts

Conference
July 7–8, 2016

Section 1:
Theory and method

Section 2:
Perspectives from
other modalities

Section 3:
Deliberateness and genre

Section 4:
Deliberateness case
studies from ancient texts

Plenary Speakers:

Gerard Steen (Amsterdam)
Alan Cienki (Amsterdam)
Johan de Jooide (Birmingham)

Venue

Topoi Building Mitte
Hannoversche Straße 6
10115 Berlin

Organising Committee

Camilla Di Biase-Dyson
cdibias@uni-goettingen.de
Markus Egg
markus.egg@anglistik.hu-berlin.de

www.topoi.org/event/32733

Please confirm your intention to attend our work
shop by the 24.06.2016, as places will be limited
and the event will be partially catered.

EXCELLENCE
CLUSTER  TOPOI

Freie Universität  Berlin



<https://www.topoi.org/event/32733/>

Call for collaboration

International project on intercultural metaphor understanding

*The Nation as a Body:
Cross-Cultural Interpretations*

The project is designed to elicit interpretations of the conceptual metaphor THE NATION IS A BODY cross-culturally. It has recently received ethical approval at the University of East Anglia, UK. Volunteer collaborators for the distribution and collection of the survey questionnaire are invited to contact Andreas Musolff (a.musolff@uea.ac.uk).

Want to share your own RaAM presentation?
Please send it to webeditor@raam.org.uk

Any news for the newsletter? Send your
contribution to newsletter@raam.org.uk

New books



Mathias, A. (2015). *Metaphern zur Dehumanisierung von Feindbildern*. Frankfurt am Main: Peter Lang.



Kietzka, R. (2016). *Various Faces of Animal Metaphor in English and Polish*. Frankfurt am Main: Peter Lang.

Forthcoming

Musolff, A. *Political Metaphor Analysis: Discourse and Scenarios*. London: Bloomsbury.



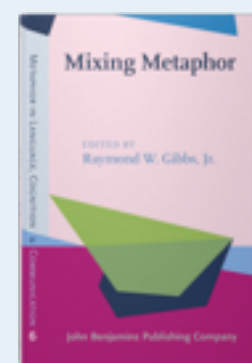
Three books in the MiLCC series (Metaphor in Language, Cognition, and Communication) Steen, G.J. (Ed.)



Herrmann, J.B. & Berber Sardinha, T. (Eds.). (2015). *Metaphor in Specialist Discourse*. Amsterdam: John Benjamins.



Gola, E. & Ervas, F. (2016). *Metaphor and Communication*. Amsterdam: John Benjamins

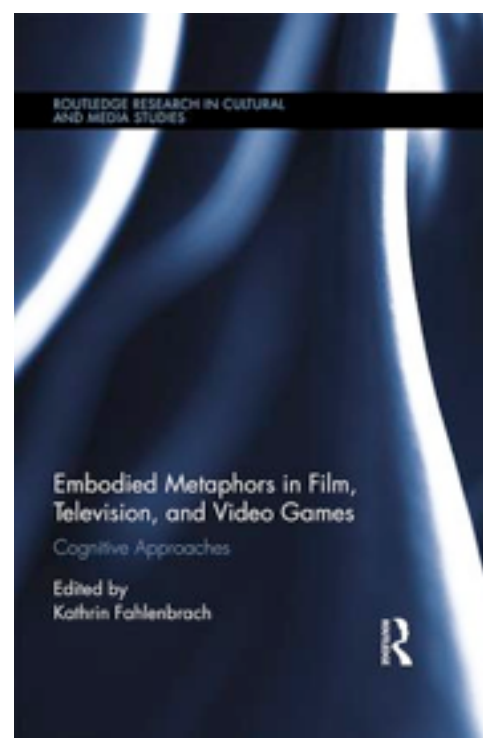


Gibb, R.W. (Ed.). (2016). *Mixing Metaphor*. Amsterdam: John Benjamins

Fahlenbrach, K. (Ed.). (2016). *Embodied Metaphors in Film, Television, and Video Games. Cognitive Approaches*. New York/Oxford: Routledge.

Given the mental character of metaphorical understanding and imagination, it seems obvious that not only language, but also visual and multimodal media refer to the metaphoric schemata and mechanisms that are anchored in our minds. This is especially the case in entertainment media, as well as the press and advertisements, which tend to strategically 'sell' their products by addressing their viewers' immediate, reflexive understanding and their affects multimodally through pictures, sounds, and language. Drawing on conceptual metaphors should allow creators of audiovisual media products to communicate complex meanings in an embodied gestalt that their public understands in a reflexive manner.

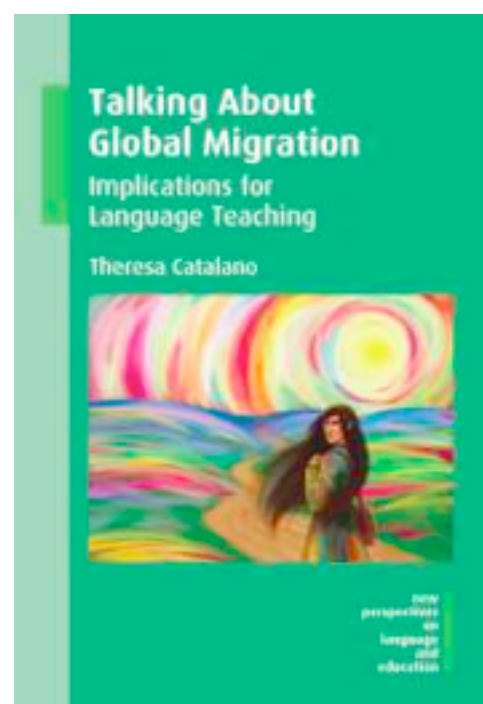
A general aim of this volume is to introduce cognitive approaches in film and media studies treating embodied metaphoric meanings in films, television, and video games. This includes the documentation of both methods and case studies addressing questions such as the following: What are bodily based conceptual metaphors in moving images? Is there such a thing as a metaphorically based poetics of cinema? Are there different media- and genre-specific embodied metaphors in film, television, and video games?



Catalano, T. (2016). *Talking About Global Migration. Implications for Language Teaching*. Bristol: Multilingual Matters.

How do migrants describe themselves and their experiences? As the world faces a migration crisis, there is an enhanced need for educational responses to the linguistic and cultural diversity of student bodies, and for consideration of migrant students at all levels of the curriculum.

This book explores the stories of over 70 migrants from 41 countries around the world and examines the language they use when talking about their move to a new country and their experiences there. The book interprets common themes from the stories using metaphor and metonymy analysis to lead to more nuanced understandings of migration that have implications for language teachers. The stories also dispel many stereotypes relating to migration, serving as a reminder to us all to consider our own language when talking about this complex subject.



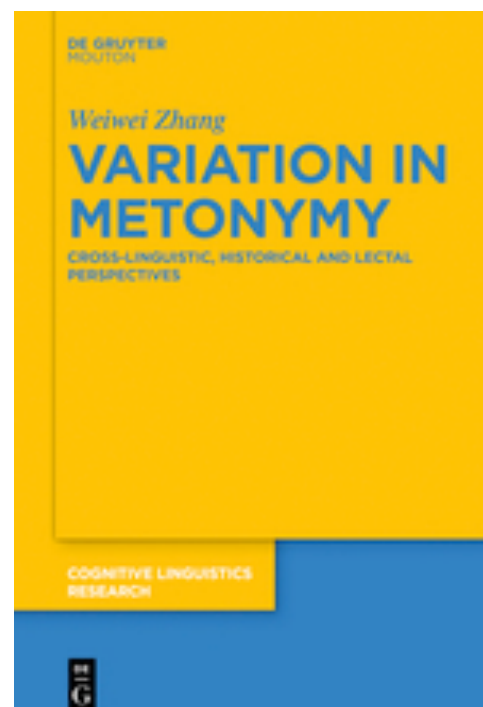
More details are available [here](#) and [here](#).

About the author

Theresa Catalano is Assistant Professor of Second Language Education/Applied Linguistics at the University of Nebraska-Lincoln, USA. Theresa is also co-director of MALta, a dual certification program in secondary world languages and English Language Learner K-12 certification plus Master's degree. She has published in the Journal of Language, Identity and Education, the Journal of Latinos and Education, and Teaching and Teacher Education.

Zhang, W. (2016). [*Variation in Metonymy: Cross-linguistic, Historical and Lectoral Perspectives*](#). Berlin/New York: Mouton de Gruyter.

The monograph presents new findings and perspectives in the study of variation in metonymy, both theoretical and methodological. Theoretically, it sheds light on metonymy from an onomasiological perspective, which helps to discover the different conceptual or lexical "pathways" through which a concept or a group of concepts has been designated by going back to the source concepts. In addition, it broadens the perspective of Cognitive Linguistics research on metonymy by looking into how metonymic conceptualization and usage may vary along various dimensions. Three case studies explore significant variation in metonymy across different languages, time periods, genres and social lects. Methodologically, the monograph responds to the call in Cognitive Linguistics to adopt usage-based empirical methodologies. The case studies show that quantification and statistical techniques constitute essential parts of an empirical analysis based on corpus data. The empirical findings demonstrate the essential need to extend research on metonymy in a variationist Cognitive Linguistics direction by studying metonymy's cultural, historical and social-lectal variation.



About the author

Weiwei Zhang is currently an assistant professor in the Institute of Linguistics at Shanghai International Studies University. She obtained a PhD (2013) in Linguistics in the Research Unit of Quantitative Lexicology and Variational Linguistics at University of Leuven. Her main areas of interest are Cognitive Linguistics, corpus linguistics, and sociolinguistics. Her recent publications include "Visualizing onomasiological change" (*Cognitive Linguistics* 2015), "Cross-linguistic variation in metonymies for person" (*Review of Cognitive Linguistics* 2015), "Variation in the (non) metonymic capital names in Mainland Chinese and Taiwan Chinese" (*Metaphor and the Social World* 2011) and a monograph on *Variation in Metonymy* (2016, Mouton).

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Burgers, C., & Beukeboom, C.J. (2016). [*Stereotype transmission and maintenance through interpersonal communication: The Irony Bias*](#). *Communication Research*, 43(3), 414-441.

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Projects

Mapping Metaphor and Metaphor in the Curriculum

RaAM talks to the Mapping Metaphor team about the Metaphor Map of English and some exciting new educational resources!

The 'Mapping Metaphor with the *Historical Thesaurus*' project has analysed the metaphorical links between different areas of meaning in English. Led by Dr Wendy Anderson at the University of Glasgow, and funded by the AHRC, the project offers, for the first time, a relatively comprehensive picture of metaphor over the history of a language. One of the major outputs of the project is the [Metaphor Map of English](#), which is available freely online. Here, researchers can explore all of the metaphorical connections evidenced in the project through interactive visualisation, or more traditional search and browse functions. This research has now been adapted into learning resources on metaphor for use in schools, as part of the follow-on project 'Metaphor in the Curriculum', also funded by the AHRC.



The RaAM Postgraduate Liaison caught up with the Mapping Metaphor team to hear how the project is progressing, and about some exciting new educational resources for secondary schools!

RaAM: *Where did the idea for this project come from?*

MM: Following the publication of the *Historical Thesaurus of the Oxford English Dictionary* in 2009, which was completed at the University of Glasgow after more than forty years, researchers realised that one potential application of this new resource was as a tool with which to investigate the development of metaphor in English. The AHRC-funded Mapping Metaphor project used the thesaurus to “map” where one domain of meaning forms a metaphorical connection with another. While the first step of identifying areas of shared lexis between semantic categories could be performed computationally, automation of the whole process was not possible. In order to identify metaphor accurately the team manually analysed over 4 million word senses!

RaAM: *What kind of research will this resource enable?*

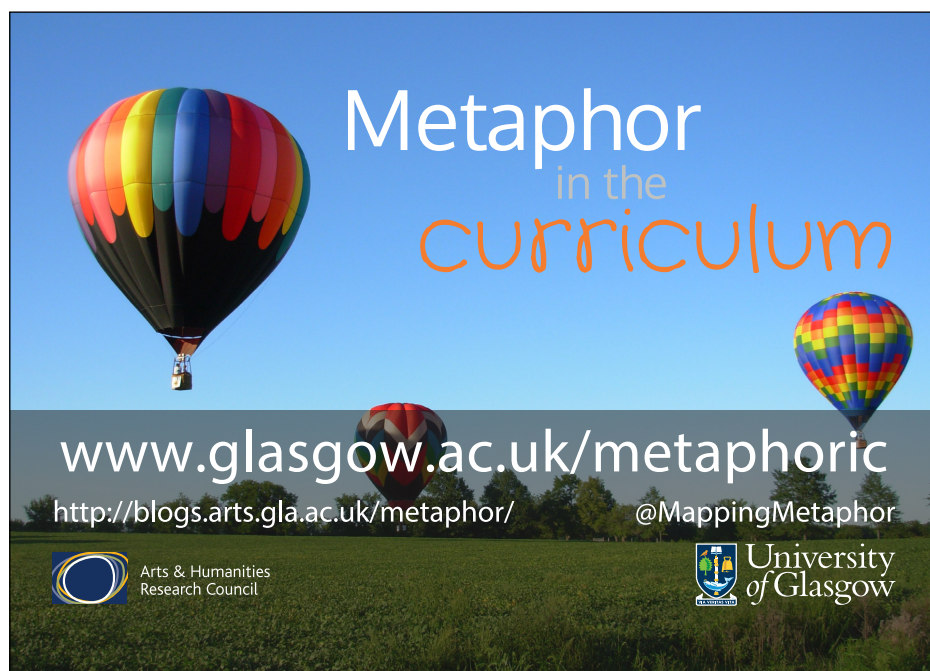
MM: While there has been a large amount of research into metaphor in recent decades, the Mapping Metaphor project is singular in its scope. The unique data source of the *Historical Thesaurus* has made it possible to analyse the whole of the English language, from Old English to the present day, to identify metaphor. The evidence for the metaphorical connections found is designed to be as accessible as possible as the Metaphor Map, *Historical Thesaurus* and *Oxford English Dictionary* websites are all linked. This resource is likely to be of interest to anyone researching metaphor, the history of the English language or meaning change. The Metaphor Map tool also has applications beyond academia,

from use in libraries and museums, to advertising and education.

RaAM: *The website has now been live for nearly a year; could you tell us about how things have gone and plans for the immediate and long term future?*

MM: There has been a huge response to the website since its launch last July, both from academics and a wider audience. For details on some of the coverage it received see this [blog post](#). We were also delighted to win the award for the ‘[Best Digital Humanities Data Visualization](#)’ in the Digital Humanities Awards 2015.

Through discussion with teachers we identified a need at secondary-school level for educational materials on metaphor in English. We were awarded AHRC Follow-on Funding for a knowledge exchange project called ‘Metaphor in the Curriculum’ (MetaphorIC). Over this one year project, we have developed a range of educational resources including an app with interactive quizzes and a school version of the Metaphor Map, as well as more traditional worksheets and other materials for use in the classroom. The resources have been designed with advice from teachers and other educational professionals, for secondary school teachers to use with their classes, in order to help pupils to understand metaphor in English and use it in their own writing. These are now available freely online from our [schools website](#) and the MetaphorIC app is available for [Android at Google Play](#) and for [Apple at the App Store](#).



Resistance to Metaphor

Metaphor Lab Amsterdam

The cognitive revolution in metaphor studies has recently led to growing interest in metaphor as a device for conceptualization or framing such as calling cancer research a ‘war on cancer’ or labeling the increase of Islamic influence in the west a ‘tsunami’. What has been entirely ignored in this context, however, is the fact that the typically implicit properties of metaphors as devices for conceptualization and framing are also resisted in various ways in specific discourse practices. Such resistance seems difficult to activate and formulate: it is not self-evident why or how one would resist Nixon’s ‘war on cancer’ or Wilders’ ‘tsunami of islamization’. This requires specific linguistic, conceptual and communicative skills, special analytical and argumentative effort, and particular discourse conditions. There are some critical studies of less desirable aspects of metaphors by linguists, but how language users themselves (may) resist metaphor in actual practice has remained off the agenda, in spite of its scientific and societal importance.

This program will elaborate an innovative analytical framework in theoretical and empirical terms in order to answer the question when and how people can resist metaphor, and why. It will look at resistance to metaphor as a form of counter-argumentation and design a new, integrated theory combining a three-dimensional model of metaphor in language use (Steen, 2011a) with a pragma-dialectical (Van Eemeren, 2010) theory of argumentation. The program will yield an encompassing analytical model, three empirical studies in three distinct discourse practices, and experimental findings of people’s practices and abilities to resist metaphor.

Metaphors, argumentation and health communication

“Metaphors for diabetes” is an interdisciplinary project devoted to analyzing the educative potential of creative metaphors within doctor-patient interactions. It aims at understanding the relationship between metaphor and argumentation, by using a pragmatic-argumentative model of verbal communication (Macagno 2016; Macagno & Zavatta 2014; Bigi 2012, 2015, forthcoming) and stressing the relevance of metaphors as empowering and engaging strategies for patient education. It arises from my participation in an ongoing project [“Healthy Reasoning. Strategies and Mechanisms of Persuasion in Chronic Care”](#) coordinated by Sarah Bigi (Department of Linguistic Sciences and Foreign Literatures, Catholic Univ. of the Sacred Heart - Milan, Italy). As highlighted within the field of health communication, communication problems related to this particular institutional context require more interdisciplinary actions and diverse theoretical models and instruments. Interventions coming from linguistics, philosophy and argumentation theory would be welcome also for their potential social impact (e.g., to improve the quality of communication as a proper instrument of care, to improve the quality of decision making during clinical encounters, to improve communication campaigns on health issues).

My theoretical interest for metaphors is more long-standing and derives from my period as a post-doc researcher at the University of Cagliari. The members of the research group [“LinguisticaMente”](#) introduced me to the study of metaphor; more specifically, my interest for metaphors as an instrument of persuasion and reasoning depends on my scientific collaboration with Elisabetta Gola and Francesca Ervas. My beautiful research period in Sardinia was also useful to understand how my previous work on the emotional and intuitive nature of judgment and reasoning (Rossi 2013, 2014), was strongly connected and intertwined with some of the most important research topics on metaphor; e.g., the embodied foundation of metaphor, the nature of cognitive processes underlying metaphors, and the nature of metaphorical persuasion (Ervas, Gola & Rossi 2014, 2015, forthcoming). My active contribution to the organization of the 10th RaAM conference in Cagliari gave to me the opportunity to meet the sharp and warm RaAM community. I learnt a great deal from that experience and I am happy to give back something through my attendance at RaAM in Berlin.

Maria Grazia Rossi
Catholic University of Sacred Heart, Milan (Italy)
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Corpus of Political Speeches

The newly created [Corpus of Political Speeches](#) contains four collections of political speeches. They are:

- 1 The Corpus of U.S. Presidential Speeches (1789-2015) (including Inaugural Addresses, Annual Messages to Congress on the State of the Union, National Political Party Platforms, Presidential Nomination Acceptance Speeches, Presidential Candidates Debates and Saturday Radio Address) [corpus sizes: 4,429,976 words],
- 2 The Corpus of Policy Address by Hong Kong Governors (1984-1996) and Hong Kong Chief Executives (1997-2015) [corpus sizes: 430,763 words]
- 3 The Corpus of Speeches given on New Year's days and Double Tenth days by Taiwan Presidents (1978-2015) (forthcoming)
- 4 The Corpus of Report on the Work of the Government by Premiers of the People's Republic of China (1984-2015) (forthcoming).

This is an important resource for all those interested in the study of political rhetoric. In addition, students, teachers, researchers and linguists may use this corpus to conduct research on a range of linguistic issues, including research on morphology, semantics, syntax, pragmatics and discourse. The data can be searched for within a particular time period, which will enable analysis of diachronic language change. In addition, as this corpus provides empirical language data, it can serve as a reference for language learning, especially to those who are interested in understanding how politicians structure their speeches to win support from the public.

The Corpus of Political Speeches is one of the outcomes of the Hong Kong General Research Fund (GRF) research project entitled "Cross-linguistic Variation in Conceptual Metaphors" (HKBU1240014). We would like to thank the Hong Kong Baptist University Library for uploading the corpora and assisting in the design of the website and related search functions.

Research Team: Prof. Kathleen AHRENS (Principal Investigator) and Rebekah WONG (Senior Assistant Librarian and Head of the Digital and Multimedia Services Section); Hong Kong Baptist University

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METAPHOR
COLUMN

by David O'Reilly

M, of course, is for **metaphor**. Do you have a favourite metaphor? What makes it your favourite?

This is the most difficult question! I spent a lot of time trying to decide which one is my favourite. A group of metaphors that have really influenced my current work are the SADNESS metaphors described by Professor [Zoltán] Kövecses in his *Metaphor in Culture* (2006). SADNESS IS DARK and SADNESS IS DOWN really got me thinking. I am not sure if these are my favourite ones, but they are definitely important to me.

E is for **experience**. You are currently spending a year at the University of California, Berkeley, could you tell us a bit about this experience?

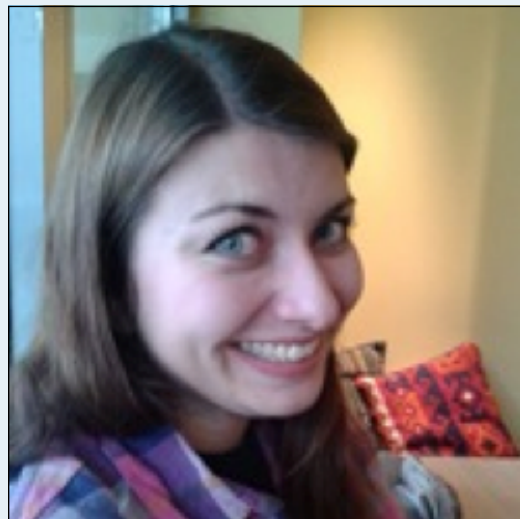
Coming to Berkeley has been one of the best decisions in my life. It is my second time being here (I first spent the summer of 2014 taking two courses during the summer sessions). This time I am here specifically for my research. Participating in courses taught by renowned professors, authors of some of the most influential theories within Cognitive Linguistics, is an honour, and I am really privileged to be here and learn from them. Everyone is very helpful and encouraging. Also, there is so much going on – Berkeley is a source of inspiration.

T is for **talking about loss**, which happens to be the focus of your PhD project! Could you tell us more about your research and the inspiration behind it?

As many of the research topics, mine also comes from my personal experience. After dealing with my own grief, I became interested in this topic, so I read some articles and books written from the psychological perspective. At the same time, I came across *Metaphor in Culture* (2006) by Professor [Zoltán] Kövecses, and then decided to combine those two worlds, and study metaphors for loss and grief. I am looking for differences between the Polish culture (which I belong to) and the American culture (which is close to my heart).

A is for **aims**. What are your short and long term research aims?

My short term research aim is to collect some good data, and finish my PhD dissertation. A more long term aim is to complete a Master's program in Psychology ("Mind, Brain, and Behaviour"), which I am beginning this fall at San Francisco State University. We'll see what happens next.



Kamila Midor is a RaAM Student Member and PhD student in Linguistics (Translation Studies) at the Jagiellonian University in Kraków, Poland, and a visiting student researcher at the University of California, Berkeley in 2015/2016. Her dissertation, in which she analyses metaphors and blends, concerns intercultural differences between Americans and Poles in the way they think and talk about grief and loss.

P is for **polyglot**. With Polish, Spanish, Portuguese, German, Galician and of course English under your belt, by most people's standards, you qualify as a polyglot! Do you notice differences in the way you use metaphor in the various languages you speak?

Now that I am exposed to the American culture, I think that I have adopted some of the metaphors which are more common in the US than in Poland. Of course, I am more likely to use more metaphors when I speak a language fluently. On a side note, I love comparing metaphors across various languages!

H is for **highlights**. What are some of the highlights of your PhD journey so far?

My biggest achievement so far has been coming to Berkeley twice. It seemed almost impossible, yet somehow I managed to get here (with a continuous support of my family and friends). Another highlight is successfully combining a full-time job and a PhD program for three years. I also consider attending the RaAM seminar in Leiden as one of the best academic experiences.

O is for **other**. Do you have any academic interests other than metaphor? What are your interests outside of academia?

I am interested in psychology and psychiatry. I am also a huge botany enthusiast! Outside of academia? I really enjoy going to concerts and traveling.

R is for **research methods**. For your PhD project, you have conducted a series of interviews. Could you tell us a bit about the advantages and challenges that you have encountered when using interviews as a research method?

I think the greatest challenge is recruiting participants. This is mainly because of the topic of my research which is very sensitive and personal. Another challenge is to stay focused on the study while listening to people's very sad and intimate accounts. The major advantage, however, is that the data are very "real" and spontaneous, which for a researcher looking for examples of figurative language is extremely valuable.

Overall format and questions M, E, and O adapted from Steen, G. (2014). Interview: 15 questions about metaphor research for Gerard Steen. *Metaphorik.de*. 25, 155-167

MA Thesis

Kate Steiner, MA illustration (University of Hertfordshire)
Supervisor: Dr. Barbara Brownie

Beware of the artist! Challenging authority through visual metaphor: How has visual metaphor been used (and continues to be used) as a tool to comment upon and critique certain socio-political narratives?

To watch the animation, click [here](#).



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METAPHOR
COLUMN

by Kamila Midor

A few weeks ago, RaAM student member Kamila Midor talked to Professor Lakoff about his research, life and career. You can read Professor Lakoff's responses to our eight questions, and the highlights of their conversation below. For the full interview, click [here](#).

Professor George Lakoff and I met on a sunny Thursday afternoon in the small and lovely café Nefeli in Berkeley. The café is located to the north of the UC Berkeley campus. With the spring semester coming to an end, most of the students had already left the town for the summer break. Some of them were still struggling with their finals, others were celebrating graduation. After a short conversation over a cup of coffee with some nice music in the background, George Lakoff and I moved on to the interview, which was a very pleasant and rewarding experience.

KM: The first question is **M**, of course it's for **metaphor**, do you have any favourite metaphors, what are they and what makes them your favourite?

GL: I think the event structure system as a whole is the thing I like best. First, because they have duals and so they're figure grounded reversals. Second they cover a huge amount of stuff: states, locations, purposes, and changes etc. A vast range of human experience is in one metaphor system. So I think if I have a favourite it's the whole system.

KM: **E** is for **exciting**. What, if anything, do you find exciting about researching metaphor?

GL: Several things. First it's the discovery of primary metaphors and how they arise from the neural system. The fact that the metaphors and the source and target domains are simple products of the fact that we're neural beings is very exciting. The other part that's really exciting is showing how in complex verbs (e.g. verbs with suffixes, prefixes, particles), in complex experiments you have cases where there's a metaphorical understanding of the root of the verb and of the suffix, prefix or particle, and then these are put together in a way that best fits them with the system of frames and other metaphors. To do that, the analyses are very beautiful and complex and not obvious, and sometimes they are put together with all sorts of other things.

Photograph: guardian.co.uk

George Lakoff is Distinguished Professor of Cognitive Science and Linguistics at the University of California at Berkeley, where he has taught since 1972. He previously taught at Harvard and the University of Michigan.

He has been studying the way meaning is expressed in language since 1963, when he developed the theory of generative semantics, integrating formal logic and generative linguistics. He was one of the founders of the field of cognitive science in the mid-1970s and of the field of cognitive linguistics in the early 1980s. Since the late 1980s, he has been working on the problem of how thought and language arise from, and are constituted by, the neural system of the human brain.

Since 1996, with the publication of *Moral Politics*, he has been applying neuroscience and cognitive linguistics to the study of politics, and is responsible for making students of politics aware of framing and morality in political discourse.

George Lakoff's website is: <https://georgelakoff.com>. Citations to his research can be found at the Google Scholar Citation Index, where there are more than 120,000 citations, with its impact measured by an h-factor of 92 and i-10 factor of 245. The list of works cited can be found [here](#).

KM: **T** is for **theoretical challenge**. Theorising about metaphor is a routinely slippery and controversial process. In your view, what are some possible approaches to future theory building in metaphor research?

GL: Well, I think first of all the work of [MetaNet: A Multilingual Metaphor Repository](#) is very important because it allows you to see the whole system as it's developing, and that's very important. The idea of showing how inferences work when you're doing multiple metaphors is very important as well. So, for example, there are certain very simple words and phrases that require four metaphors, five metaphors etc. where they have to all fit together, and it's anything but obvious! So I find it challenging to figure out how that works. In general what you're doing is activating the neural system already present, which comes for free. Often you don't know all of the rest of the system, you may know three quarters of the cases, but you may need to hypothesise to what a metaphor is, and if you do that you have to see whether it shows up elsewhere.

KM: **A** is for **advice**. What advice could you offer less experienced researchers (e.g. students) as they embark on their metaphor research journey into the unknown?

GL: Well first I would have them go through *Philosophy in the Flesh* (Lakoff, 1999) very carefully. Not just *Metaphors We Live By* (Lakoff & Johnson, 1980) - they should do that too! *Philosophy in the Flesh* has the most metaphors and there's a big section in there: the metaphors for concepts that philosophers have seen as most important (e.g. time, events, causation, the mind, the self, morality and being). This metaphor system covers a huge amount of stuff and keeps showing up across cultures. Getting practice with that system is important but also applying it is important. The applications in politics are extremely important and I have seven books on it now, but you know students should start with *Moral Politics* (Lakoff, 1996) then go through *Whose Freedom? The battle of America's most important idea* (Lakoff, 2006) and *The ALL NEW Don't Think of an Elephant* (Lakoff, 2014).

Just to go through for practice, see how it works, and then always try to take new cases, and to see how the new cases work. The way you get new cases is very simple, you take any book or any newspaper and you put your finger down and there's bound to be a metaphor there! So practice with the system, practice with applications of the system, but always try to look at new cases.

KM: **P** is for **projects**. Could you tell us something about projects you are currently working on, and what you hope to be doing over the next few years?

GL: I'm finishing up a book on what might be called *The Neural Mind and How Brains Think*. I'm on the tenth draft, hopefully the last! I'm trying to work that out with Srinivasan [Narayanan] who is my co-author, so that's one project we hope to get done by midsummer.

Now that I'm retired from teaching, I'm trying to set up a research centre that has many parts. So there'll be one collaboration with [MetaNet](#) on cancer discourse. Secondly, I'm going to work with a friend to look at the use of metaphor in decision making. Third, I'm going to be working with one of the world's experts on energy and global warming. We're going to look at systemic causation within the environment and public health. The fourth has to do with quantum mechanics. One of the great experts at Berkeley on quantum mechanics has said that you need better metaphors to understand the mathematics and physics of this. Now, I have a book on the metaphorical structure in mathematics and a lot of the metaphors in higher math are used actually in quantum mechanics too. So we've started working on that and are trying to figure out how you understand phenomena like action at a distance, that are not weird and strange and spooky, but are just a natural part of quantum mechanics.

So those are the kinds of research we would do there. And the idea is they have to be diverse but that the same kind of system works for all of them.

KM: **H** is for **highlights**, what have some of your highlights of your career and work been thus far?

GL: Well, there was first the work on generative semantics where we found a huge number of counter examples to Chomsky's theory of generative linguistics and transformational grammar. We worked out an initial version of how to do this with logic. And that got us a certain distance, but eventually the logics didn't cohere. What made sense of that is embodiment. The work by Eleanor Rosch on basic level concepts, Paul Kay on colour, Len Talmy on image schemas and Chuck Fillmore on frame semantics that came out of the mid 1970s at Berkeley helped with that enormously. Over time

we discovered more: Zoltán Kövecses' work on how the physiology of emotion gives rise to the metaphor system for emotion, the work with Srinivas Narayanan on aspect.

One of the other major things was figuring out how politics works in America, what conservative and progressive moral systems are like in America and lots of other countries around the world. Along with that came the discovery of bi-conceptualism which is very important for politics. Also the work on foundations of mathematics, the metaphorical and cognitive foundations of mathematics is marvellous, [Rafael] Núñez is a great guy to work with and the basic discovery there was that there's one metaphor for every form of infinity in mathematics.

So those things have been exciting, you know, you don't pick one of them, there's lots!

KM: O is for *other*. Do you have any academic interests other than metaphor? What are your interests outside of academia?

GL: I have lots of them. I'm married to an artist and poet. I got into linguistics because I was interested in poetry and I still am. I've written about form in art and the way image schemas work in art but that's just the beginning. And then of course, all the applications of the work to politics and other things are very important. I think virtually everybody can do something useful politically and what I try to do is figure out, "OK I work on metaphor and frames, how can that be useful politically?"

Another passion I have is tai chi. I've done tai chi for 40 years and when I first learned the movements of tai chi, I went to the master of the shodan and he said "well now that you've learned the movements you can start the tai chi" which is not in the movements but how they're done, and I said "well what does it take to learn that?" and he said "well work on it for 20 years and we'll see!" Now I've been working on it for 40 years and it's been a wonderful thing to do for mediation, physical things, and health but also for understanding the relationship between the mind and the body. All my work on the mind and body actually came out of a lesson in tai chi in the advanced class on mind body tai chi.

KM: R is for *revisit*. Many a metaphor journey has begun with metaphors we live by. Revisiting 1980 for a moment, could you tell us about some of your reflections and memories from that period?

GL: Oh yeah, very exciting period! First there was this discovery of conceptual metaphor which was actually in an undergraduate class, by accident. It turned out later on that a friend of mine Mike Reddy had made a similar discovery and he didn't have tenure at the time and he got fired, because he discovered how metaphor worked! He's gone on to do other things. He's a carpenter, a musician, builds boats and has travelled around the world on them. I was fortunate that I had tenure at the time; otherwise I probably would have gotten fired as well!

Also working with Mark Johnson has been one of the great things in my life. Mark Johnson is a philosopher and an incredibly smart, interesting, insightful, wonderful person. We've worked together since 1979. It started with *Metaphors We Live By*. He was here for six months and we wrote a paper for the *Journal of Philosophy* after three months, and then he said "what else should we do?" I said "maybe we should write a book", he said "you can't write a book in three months!" I said "let's try!" He had to leave at nine o'clock in the morning, July 2nd, and we finished it at midnight on July 1st! He was a touch typist, and every morning he would wake up at six, he would go out and run six miles then would come back and type up perfectly what we'd done the day before and at nine o'clock show up at my house where I was waking up and starting to have breakfast. Over breakfast we'd work out what we had to do and write that day, and do it again the next day.

After *Metaphors We Live By* got published, I sent a copy to my cousin who was then Chair of the Anthropology Department at Duke University. She was having an argument with somebody in the English department there, where they wanted 'traditional Aristotelian metaphor'. So he wrote a nasty review, and sent a copy to Chomsky and then Chomsky sent him a letter. And Chomsky, in this letter, says "this is right, everything you say is correct, it's true...I haven't read the book of course!"

And the other thing that's very nice, after 50 years, you wonder if anyone cares! Many people do, but you don't know. So one of my students said "Google put out a citation index with all the references to everybody's work, why don't you look yourself up?" so I did. I have 120,000 references, and not to the politics, 5,000 to the politics, all to *Metaphors We Live By* and *Women, Fire, and Dangerous Things* and *Philosophy in the Flesh* and so on. And that's number two of all of Berkeley. So it's nice to know that someone cares!

Overall format and questions M, E, and O adapted from Steen, G. (2014). Interview: 15 questions about metaphor research for Gerard Steen. *Metaphorik.de*. 25, 155-167.

Doctorate degrees

Linda Greve (Aarhus University, Denmark)

Supervisor: Peter Kastberg

Co-supervisor: Gerard Steen

Metaphors for Knowledge in Knowledge Intensive Groups

We live in a knowledge society. This fact places certain demands on education, cooperation, knowledge sharing, knowledge transfer, knowledge workers, knowledge communication and on management. However, it also places demands on our perception of knowledge.

In this dissertation the focus is on knowledge as a metaphorical concept in groups of knowledge workers from creative start-ups. The research question of the dissertation is: How is knowledge conceptualized metaphorically in groups?

This question is investigated from two methodological angles: through the analysis of metaphors in dynamic conversations and through analysis of how a shared metaphorical concept emerges in a group. Combined, these two angles on analysis provide a deeper understanding of the complexity and diversity of the concept of knowledge. Further it provides a foundation for implementing appropriate knowledge-sharing strategies.

The dataset of the dissertation consists of six conversations of six creative startups. In addition one case from a large Danish food production company was studied. All seven groups were taken through the same process. First they built three buildings in toy bricks of the brand LEGO Serious Play. Then the group conversed on the concept of knowledge. The purpose of this process was to provide more than words as a mode for communication between the participants in each group, thus increasing the opportunity for the group to co-create a metaphorical concept of knowledge as the result of a distributed cognitive process rather than a number of individual processes.

The dissertation can be downloaded [here](#).

Joanna Marhula (University of Warsaw, Poland)

Supervisor: Elżbieta Górka

Metaphor in Spoken Discourse. Towards Characterization of Tuning Devices in Radio Talk. A Case Study of BBC Radio 4 'Woman's Hour'

My doctoral study focused on the exploration of metaphor in real language use and the linguistic phenomena which co-occur with verbal metaphors. Within the extensive phenomenon of metaphor in spoken discourse, I concentrated on *metaphor tuning devices* situated in radio talk context. To refer to expressions which accompany verbal metaphors and affect their interpretation in discourse I have chosen the term 'tuning devices' (Cameron and Deignan 2003) originating in the dynamic approach to metaphor in discourse (Cameron 2003, Cameron 2010, 2011, Gibbs and Cameron 2008) and reflecting the *dynamic* and *intersubjective* nature of metaphor use.

In order to examine real instances of tuning devices use, I analyzed radio talk conversations extracted from BBC Radio 4 *Woman's Hour* programmes. In my radio talk corpus, I identified 31 types of tuning devices: apart from general discourse markers such as *actually*, *you know* or *kind of/sort of*, the collection of tuning devices also included adverbs of degree such as *completely*, *definitely* or *really*, explicit signals of comparison (*like*, *as*) and many other expressions (*by definition*, *pretty much*, *if you like*).

In four more detailed case studies which followed my preliminary analysis of radio talk data in terms of metaphor and tuning devices use, I focused on the most frequent and also, in some respects, the most controversial candidates for tuning devices, namely, *like*, *kind of*, *sort of* and *you know*. My primary concern was to examine in what ways these expressions can influence the reception of verbal metaphors in radio discourse.

My dissertation has been also a search for the appropriate method of analysis of tuning devices: it sought to explore different approaches to studying tuning devices in dialogic interaction and to work out a more detailed description of the functional category of tuning devices.

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Doctorate degrees

Chiara Pollaroli (Univ. della Svizzera Italiana)

Supervisor: Andrea Rocci

External members of the jury: Stefano Arduini (Univ. Carlo Bo, Urbino) and Jens E. Kjeldsen (Univ. of Bergen)

T(r)opical patterns in advertising. The argumentative relevance of multimodal metaphor in print advertisements

The dissertation provides a theoretical contribution to the still underdeveloped study of pictorial or multimodal metaphors in print advertising from an argumentative viewpoint. In particular, I investigate whether and how tropes are related to argument schemes, e.g. whether pictorial/multimodal metaphors are related to argument from analogy.

Advertising is an argumentative communicative activity in which reasons are advanced in order to support the desirability of a product, service, social action, or organization. Since advertising messages are visually structured by an integration of verbal text and images and they widely exploit patterns of rhetoric, such as metaphors, it is natural to ask whether these semiotic and rhetorical devices are relevant for the argumentation.

A fine-grained analysis of 30 print advertisements (10 award-winning, 10 from the literature, and 10 from *The Economist*) enabled to provide an answer to the research questions. The analysis of each ad in the corpus was conducted following an integrated method which combines insights from multimodal discourse analysis, semiotics, pragmatics, studies on pictorial/multimodal metaphors from different disciplines, and, most importantly, the central tool of Blending Theory and the Argumentum Model of Topics. Blending Theory enables to make explicit the mental spaces composing the pictorial/multimodal tropes, especially the abstract mental space that the audience is invited to infer. The analysis conducted following this cognitive theory combines with the analysis of the advertising multimodal enthymemes following the Argumentum Model of Topics. This model provides the tools to (I) reconstruct the contextual and logical premises of multimodal enthymemes, and (II) directly compare the trope with the argument scheme.

The main finding that emerged from the analyses is that, in advertising, isomorphism between pictorial/multimodal metaphor and argument from analogy is the case if the pictorial/multimodal metaphor makes the audience discover an abstract mental space (a generic space) that activates a functional genus. The recognition of the functional genus works as the endoxical premise of an argument from analogy. In such a case, the pictorial/multimodal metaphor fulfills a presentational-inferential function.

The analyses also showed (1) that some visual incongruities, which might easily be confused with pictorial/multimodal metaphors, are in reality pictorial/multimodal metonymies. Differently from what metaphors do, they prompt the recognition of a chain of associations (a connected space), which are based on argument schemes of the causal type; and (2) that pictorial/multimodal metaphor in advertising may sometimes work together with pictorial/multimodal metonymies. In the latter case, three scenarios are possible: (a) the two tropes collaborate and activate both an argument from analogy and causal argumentation; (b) the pictorial/multimodal metaphor prevails over the subordinate metonymy and activates an argument from analogy; (c) the pictorial/multimodal metonymy prevails over the metaphor and activates an argumentation of the causal type. In such a case, the pictorial/multimodal metaphor fulfills only a presentational function.

Bodo Winter (Cognitive and Information Sciences, University of California, Merced)

Supervisor: Teenie Matlock

The Sensory Structure of the English Lexicon

The thesis provides an overview and quantitative analysis of the sensory vocabulary of English, focusing on such topics as “visual dominance” (words for sight concepts are more frequent) or “the hedonic dimension of taste and smell” (taste and smell words occur in more emotional texts). The final chapter focuses on synesthetic metaphors (“smooth taste”, “rough smell”, “loud colors”) and provides a quantitative analysis of such metaphors in the Corpus of Contemporary American English. Results show that adjectives that are more strongly emotionally valenced are more likely to occur in synesthetic metaphors, and so are adjectives that are more frequent. In the past, researchers have proposed a “hierarchy of the senses” (touch > taste > smell > vision/sound) to explain which senses can be used to talk about which other senses. The present results qualify this proposal and suggest that metaphorical asymmetries may not be explicable by a single monolithic hierarchy. Instead, asymmetries may be co-determined by multiple competing factors, including word frequency and word emotionality.