

# RaAM news

The Association for Researching and Applying Metaphor

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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 and metonymies seem to rule the world economy: as I am writing this message, the international press is commenting on the "Paradise Papers", named after "tax paradises" - originally a German coining (*Steuerparadiese*) or "tax havens". Literally, these are neither havens nor paradises but rather places with independent tax regimes where companies from other countries can 'safely' stash the money they don't want to declare to their national tax authorities.

Of course, RaAM would never do that: we are a registered charity under UK law, and any income that RaAM members generate goes into providing bursaries for conference and seminar attendance and supporting "the study of metaphor for the public benefit, with a commitment to the application of metaphor research to real world issues" (RaAM constitution). Both this summer's excellent seminar in Odense and the upcoming conference in Hong Kong (for details see pp 2-3) have been and are devoted to this purpose.

So, please encourage as many of your friends as possible to join RaAM and the Hong Kong conference (in fact, you cannot do the latter without the former), and see you all next year at RaAM 12.

*Andreas Musolff*

## Highlights

### [RaAM Conference, p.3](#)

RaAM 12 goes to Asia! The upcoming conference will take place in Hong Kong in June 2018.

### [Call for bids - Seminar 2019, p.4](#)

The RaAM EC invites bids from teams interested in hosting the next specialized seminar in 2019.

### [New RaAM members, p.5](#)

Get to know two new RaAM members - Michael Marks (Willamette University in Salem, Oregon, USA ) and Jakub Filonik (Jagiellonian University, Krakow).

### [The Metaphor Column, p.16](#)

RaAM Postgraduate Liaison David O'Reilly interviews María Muelas Gil, PhD student at the Autonomous University of Madrid.

*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.*

# Looking back at the RaAM seminar in Odense

## Ecological Cognition and Metaphor

University of Southern Denmark, Odense

18 - 19 May, 2017

Local organizers

Thomas Wiben Jensen - *University of Southern Denmark*

Astrid Jensen - *University of Southern Denmark*

Linda Greve - *Aarhus University*

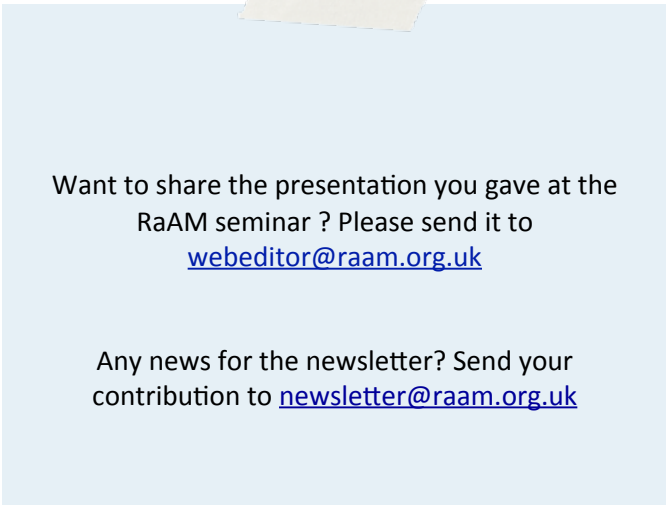
Anders Klitmøller - *University of Southern Denmark*

Anders Hougaard - *University of Southern Denmark*

Cindie Maagaard - *University of Southern Denmark*

The 6th RaAM Seminar took place in Denmark this year. In May 2017, 50 metaphor scholars gathered in the Danish spring to discuss and present their research. The seminar was preceded by a workshop called "Enacting metaphor in Everyday Life" containing four presentations and plenty of room for discussion. The theme of the pre-conference workshop was a part of the overall theme of the conference "Ecological Cognition and Metaphor". The goal of the seminar was to relate the newest tendencies within cognitive science to the study of metaphor and other forms of figurative language. In three plenaries given by Raymond Gibbs, Ágnes Szokolszki and Jordan Zlatev ecological cognition was presented and exemplified. The seminar program consisted of 37 presentations besides the three plenaries. A special issue of *Metaphor and Symbol* to be published in 2018 will gather and deepen the insights on ecological cognition and metaphor.

The local organizing committee wishes to thank all participants, the three plenary speakers and the RaAM organization for an interesting and engaging seminar.



Want to share the presentation you gave at the  
RaAM seminar ? Please send it to  
[webeditor@raam.org.uk](mailto:webeditor@raam.org.uk)

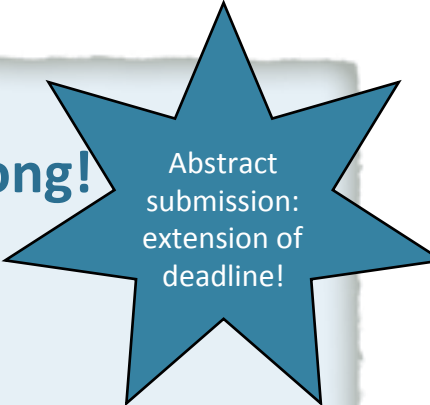
Any news for the newsletter? Send your  
contribution to [newsletter@raam.org.uk](mailto:newsletter@raam.org.uk)

## Looking forward to the next RaAM conference

### **RaAM 12 to be held in Hong Kong!**

**Metaphor across contexts and domains:  
from description to application**

**27 June - 30 June 2018**



Abstract  
submission:  
extension of  
deadline!

We are pleased to announce that the 12th conference of RaAM will be held at The Hong Kong Polytechnic University from *27 June to 30 June 2018*. The conference will be hosted by the university's Department of English. Professor Kathleen Ahrens and Dr. Dennis Tay are the organizing chairs.

The theme of RaAM12 is "Metaphor across contexts and domains: from description to application." We aim to highlight the multi-contextual and inter-disciplinary nature of contemporary metaphor scholarship and the various steps along the trajectory from description to application. We hope to provide a platform where researchers and practitioners can discuss descriptive, theoretical, conceptual, and/or applicative aspects of their work, across different forms, functions, contexts, and domains of metaphor use in the social world.

Plenary speakers are Professor Raymond Gibbs Jr., Professor Zoltán Kövecses, Professor Elena Semino, and Professor Lily I-Wen Su. In addition to our plenary speakers, we will also hold workshops on the morning of the 27th. The conference will open the afternoon of the 27th and end on Saturday, June 30th, with an optional trip to two famous cultural sites. Throughout the conference, Chinese culture (and food!) will be highlighted.

While Hong Kong may be far away for some of you, once you get here, it's easy to get around. The excellent MTR subway system can take you directly from the airport to our conference venue at The Hong Kong Polytechnic University and nearby hotels. Wifi will be available on campus via Eduroam, and there are plenty of cheap (and delicious!) eateries nearby as well. Come join us for an exciting and informative conference!

Note that the conference deadline has been extended from November 5th to November 15th, so take a look at the conference link below and join us in Hong Kong. We're looking forward to seeing you there!

Conference Website: <http://www.engl.polyu.edu.hk/events/raam/>

## Student matters: An update from the Postgraduate Liaison

Dear RaAM Student Members,

I am writing this update on student matters from a New York hotel room where the outside temperature is a whopping 27 degrees! So, let my 'autumnal' greetings extend to RaAM-ers from all longitudes, latitudes and climates.

Great to see many of you at our specialized seminar in Denmark back in May. We had an excellent few days, not least due to a wonderful student event featuring smørrebrød (technically a type of sandwich, but more like a banquet) and micro-brewery beer in H.C. Andersen's hometown. Big thanks go to the Local Organizing Committee for that!

The student event at the RaAM 2018 conference in Hong Kong promises to be just as enjoyable. Looking forward to seeing many of you there. Make sure you submit your abstract before the deadline of 15<sup>th</sup> November 2017 (11:59pm Hong Kong time [GMT+8]).

The conference also marks my time to step down as RaAM Postgraduate Liaison and Development Officer after 4 years representing the student voice and helping build community. Serving on the RaAM Executive Committee has been an invaluable and thoroughly enjoyable experience. As a student reading this, let me invite you to consider running for this exciting role when it becomes available next year. Please feel free to email me with any questions you may have.

For this edition's METAPHOR column interview, I talked to María Muelas Gil about Spanish metaphors, politics, and a visit to Northern Ireland that turned into an extended stay. You can read my interview with María on page 16.

Finally, let me encourage all student members who have not already done so to join the RaAM student directory: <http://www.raam.org.uk/student-section/student-directory/>. This is a great way to let others know what you are researching and to archive activities and achievements. To create your profile, simply email me at [postgrad\\_liaison@raam.org.uk](mailto:postgrad_liaison@raam.org.uk) with the information you'd like to include.

Best wishes, until six months from now!

David O'Reilly

**RaAM Postgraduate Liaison & Development Officer**

[postgrad\\_liaison@raam.org.uk](mailto:postgrad_liaison@raam.org.uk)



## Call for bids to host the RaAM specialized seminar in 2019

The RaAM Executive Committee (EC) invites bids from teams interested in hosting the next specialized seminar in 2019.

The event should be organized by a Local Organizing Committee (LOC) led by at least one member of RaAM and will be expected to further the aims of the RaAM Association, as laid out in its constitution (please refer to <http://www.raam.org.uk/>). LOCs normally consist of a team of 2-4 researchers, plus student volunteers.

In order to be held under the auspices of the Association, organizers must have their proposals approved by the Executive Committee. Advice and support will be available from the EC throughout the entire process of submitting the bid and preparing for the event (please contact Lettie Dorst, RaAM Conference Secretary, [a.g.dorst@hum.leidenuniv.nl](mailto:a.g.dorst@hum.leidenuniv.nl), for any questions).

The next specialized seminar is to be held between May and July of 2019. Specialized seminars are held in odd-numbered years, between the biennial conferences, and allow for a smaller group of metaphor scholars with particular research interests to present and discuss their research. Most recently, seminars have been held in Leiden, NL ('Metaphors in/and/of Translation', 2015) and Odense, DK ('Ecological Cognition and Metaphor', 2017).

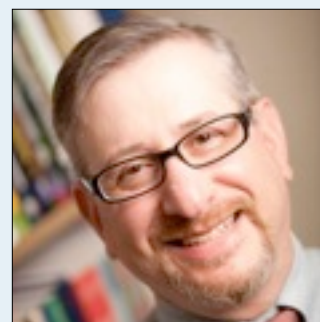
RaAM encourages organizers to consider formats such as hands-on workshops and training sessions, to allow for in-depth discussion and practical or applied work. Specialized seminars usually attract between 50 and 100 participants, usually last two days, and may be attached to a larger event.

Details of how to present a bid are available on the RaAM website (see 'hosting a conference' page <http://www.raam.org.uk/>). The deadline for receiving bids is March 31<sup>st</sup> 2018. Please contact the Conference Secretary, Lettie Dorst ([a.g.dorst@hum.leidenuniv.nl](mailto:a.g.dorst@hum.leidenuniv.nl)) with any questions, or to discuss a prospective bid informally. An example budget is available upon request. Please note that you need not budget any travel or accommodation for EC members. As RaAM is a charity, you may offer plenary speakers travel, accommodation and subsistence, but you may not pay them a fee.

## New RaAM Members

### Michael Marks

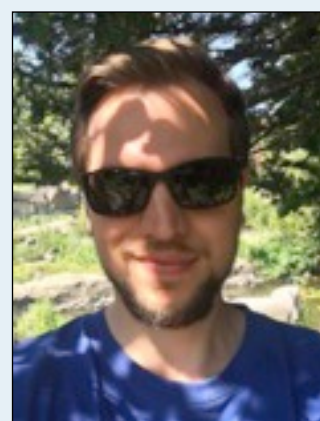
I am a Professor of Politics at Willamette University in Salem, Oregon, USA. My area of expertise is metaphors in international relations theory and am I the author of the book *Metaphors in International Relations Theory*. Presently I am on sabbatical and am finishing up a new book with additional insights on metaphors in international relations theory.



### Jakub Filonik

I am a postdoctoral researcher at Jagiellonian University in Krakow. My project (Oct 2016 - Sept 2019), funded by the National Science Centre in Poland, focuses on metaphors of citizenship and civic obligations in Athenian political discourse, based on the written versions of publicly delivered speeches in the period of Athenian democracy.

The project examines how citizens of classical Athens constructed their political identity through the discourse of democratic citizenship. It focuses on Athenian oratory, a source which distinctively links speech and action by preserving interactive appeals to live audiences, and which conveys a much broader spectrum of social interaction than any other record available to us today. It particularly seeks to explore conceptual metaphors to uncover more oblique ways in which the category of citizenship was reaffirmed and exploited in the political discourse of the explicitly hierarchical world of classical Athens. This may allow us to discover how Athenians thought of their own civic roles and status, and to understand the methods through which their basic political identity was reframed in discourse and exploited for rhetorical purposes. This project thus aims to shed new light on the ways in which the category of citizenship was constructed and reframed in democratic Athens, and seeks to bring fresh insight into the changing notions of citizenship, the modes of operation of political rhetoric, and issues of identity likewise relevant to the citizens of contemporary democracies.



Click [here](#) for my Academia.edu profile.

## Upcoming events

### Metaphor Lab Winter School 2018

details on p. 7

**21-26 January, 2018**  
**University van Amsterdam, NL**

Topic: Deliberate Metaphor Theory: Theoretical and empirical merit

### AFLiCo JET 2018

**3 - 4 May, 2018**  
**Nanterre, France**

Theme: Corpora and Representativeness

Deadline for abstract submission: 8 Dec. 2017

[Details](#)

### Pre-conference workshop ICAME 39

**30 May 2018**  
**Tampere, Finland**

Topic: Corpus approaches to conceptual metaphor and idioms in World Englishes

Convenors: Marcus Callies (Bremen/Germany) and Alexander Onysko (Klagenfurt/Austria)

### RaAM 12 - International Conference of the Association of Researching and Applying Metaphor

**27 - 30 June 2018**  
**The Hong Kong Polytechnic University**

Plenary speakers:

Raymond Gibbs Jr. (Univ. California, Santa Cruz)  
 Zoltán Kövecses (Eötvös Loránd Univ., Budapest)  
 Elena Semino (Lancaster University)  
 Lily I-Wen Su (National Taiwan University)

Deadline for abstract submission: 15 Nov 2017

[Details](#)

### 14th ALA conference - Towards Language Aware Citizenship

**4-7 July, 2018**  
**Vrije Universiteit Amsterdam**

Deadline for abstract submission: 30 Nov 2017

[Details](#)

### IACS3 - 2018 The Third Conference of the International Association of Cognitive Semiotics

**13-15 July**  
**Toronto, Ontario, Canada**

Plenary speakers:

Eve Danziger (University of Virginia, US)  
 John M. Kennedy (University of Toronto, Canada)  
 Kalevi Kull (Tartu University, Estonia)  
 Irene Mittelberg (RWTH Aachen University, Germany)  
 Maxine Sheets-Johnstone (University of Oregon, US)  
 Göran Sonesson (Lund University, Sweden)

[Details](#)

### LCM 8 - International Conference on Language, Culture, and Mind

**17 - 19 July, 2018**  
**Denison University, Granville, Ohio, USA**

Conference theme: Ecologies of Language and Mind

Plenary speakers:

Lorraine Code (York University, Toronto, Canada)  
 Dan Everett (Bentley University, Waltham, USA)  
 Harry Heft (Denison University, Granville, USA)  
 Asifa Majid (Radboud University, Nijmegen, NL)

### Cultural Linguistics Conference

**23 - 26 July, 2018**  
**Landau in der Pfalz (Germany)**

*Current and Emerging Trends in Research on Language and Cultural Conceptualisations*

co-organized by: 38th International LAUD Symposium (LAUD2018) and The Second Cultural Linguistics International Conference (CLIC2018)

Call deadline: 30 November 2017;  
 submit to: [laud2018@uni-landau.de](mailto:laud2018@uni-landau.de)

### DGKL-8 Eighth International Conference of the German Cognitive Linguistics Association

**26-28 Sept, 2018**  
**University of Koblenz-Landau, Campus Koblenz**

## Metaphor Lab Amsterdam Winter School 2018

'Deliberate Metaphor Theory: Theoretical and empirical merit'

21-26 January, 2018

PhD students  
and postdocs!

### Call for participants

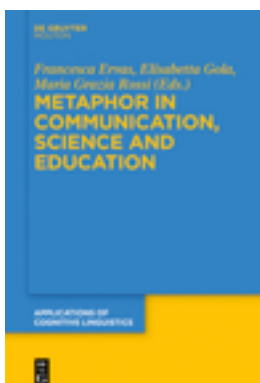
Which are the theoretical and empirical claims made by DMT and how can their empirical and theoretical merit be evaluated? These will be the leading questions of the next Metaphor Lab Amsterdam Winter School. The school is open to PhD and post doc researchers who either attended the previous Winter School (January 2017) or Summer School (June 2015), or have a sufficient background in metaphor theory.

There will be lectures in the mornings and three parallel courses in the afternoons, focusing on issues of deliberate metaphor identification and analysis.

Costs will be held minimal: 250 euros will get you a full week of teaching and interacting with Metaphor Lab Amsterdam members and other scholars, including coffee, tea, lunches, one reception and one dinner. Modest financial support for selected participants from financially challenged countries may be available.

If you would like to participate or if you have any questions, please send an email to [metaphorlabamsterdam@gmail.com](mailto:metaphorlabamsterdam@gmail.com)

## Books



Ervas, F., Gola, E. & Rossi, M.G. (2017). *Metaphor in Communication, Science and Education*. Berlin/Boston: De Gruyter Mouton.



Veale, T., Shutova, E. & Beigman Klebanov, B. (2016). *Metaphor - A Computational Perspective*, Morgan & Claypool Publishers.



Ritchie, D. (2017). *Metaphorical Stories in Discourse*, Cambridge: Cambridge University Press.



Dastyar, V. (2017). *Dictionary of Metaphors In Translation and Interpreting Studies*, Rahnama Press.

## Articles and book chapters

Boeynaems, A. Burgers, C., Konijn, E.A., & Steen, G.J. (2017). [The Impact of Conventional and Novel Metaphors in News on Issue Viewpoint](#). *International Journal of Communication*, 11, 2861–2879. doi:10.1932–8036/20170005

Fiedler, A. (2016). [Fixed expressions and culture. The idiomatic MONKEY in common core and West African varieties of English](#). *International Journal of Language and Culture* 3(2), 189-215. doi: 10.1075/ijolc.3.2.03fie

Musolff, A. (2017). [Metaphor, irony and sarcasm in public discourse](#), *Journal of Pragmatics*, 109: 95-104.

Musolff, A. (2016). [Cross-Cultural Variation in Deliberate Metaphor Interpretation](#). *Metaphor and the Social World* 6(2): 205- 224.

Reijnierse, W. G., Burgers, C. F., Krennmayr, T. & Steen, G. J. (2017). [DMIP: A Method for Identifying Potentially Deliberate Metaphor in Language Use](#). *Corpus Pragmatics*, 1-19, DOI 10.1007/s41701-017-0026-7

Fischer, E. (2017). [Two analogy strategies. The cases of mind metaphors and introspection](#). *Connection Science*.  
Electronic pre-publication:

Analogical reasoning is often employed in problem-solving and metaphor interpretation. This paper submits that, as a default, analogical reasoning addressing these different tasks employs different mapping strategies. In problem-solving, it employs analogy-maximizing strategies (like structure mapping, Gentner, D., & Markman, A. B. (1997). Structure mapping in analogy and similarity. *American Psychologist*, 52, 45–56); in metaphor interpretation, analogy-minimizing strategies (like ATT-Meta, Barnden, J. A. (2015). Open-ended elaborations in creative metaphor. In T. R. Besold, M. Schorlemmer, & A. Smaill (Eds.), *Computational creativity research: Towards creative machines* (pp. 217–242). Berlin: Springer). The two strategies interact in analogical reasoning with conceptual metaphors. This interaction leads to predictable fallacies. The paper supports these hypotheses through case-studies on “mind” metaphors from ordinary discourse, and abstract problem-solving in the philosophy of mind, respectively. It shows that (1) default metaphorical interpretations for vision- and space-cognition metaphors can be derived with a variant of the analogy-minimizing ATT-Meta approach, (2) philosophically influential introspective conceptions of the mind can be derived with conceptual metaphors only through an analogy-maximizing strategy, and (3) the interaction of these strategies leads to hitherto unrecognized fallacies in analogical reasoning with metaphors. This yields a debunking explanation of introspective conceptions.

### Please donate to the RaAM Support fund!

The Support Fund offers a limited number of bursaries for PhD students and non-students to attend RaAM conferences and seminars. Bursaries will be awarded based on economic need, with a special focus on students and non-students from developing countries, and include a fee waiver and/or a subsidy for travel costs.

Donations can be made via the [RaAM website](#).



## Recent Paper presentation

**Revenge of the Schwa: A Metaphor for Teaching English Word Stress in Academic Vocabulary** by Eileen Boswell, Asia ESP (English for Specific Purposes) conference, Beijing

Academic vocabulary presents myriad challenges for English Language Learners (ELLs). Among these challenges is the phenomenon of word stress changes when derivational affixes are added to change the lexical category or “part of speech.” Adjectives ending in –ic always exhibit word stress in the syllable just before the adjectival ending. For example, when the adjective academic is derived from the noun academy by addition of the –ic suffix, an English word stress rule requires that the stress now fall on the penultimate or second-to-last syllable. Knowing this rule helps ELLs' pronunciation, as well as their listening comprehension in academic and other situations. However, English word stress rules are complex to learn and teach, both for teachers of English and for students of English linguistics. One solution to this problem is to create and implement metaphors for abstract concepts that can aid in presenting simple explanations of complex phonological processes. Teaching through metaphor can have enormous benefits in the classroom for both learners and teachers, provided that certain cultural conditions obtain. After a brief history of metaphor generally and its application in teaching specifically, this paper establishes the phonological processes governing English word stress rules and then presents a metaphor for teaching these rules. Cultural considerations about the specific metaphor proposed are also addressed. Finally, a discussion of how to leverage classroom-based metaphors in order to boost ELLs' metaphorical competence is included.

Eileen Boswell ...

... earned her master's degree in Linguistics from the University of Iowa in 2005. She is pursuing her doctorate in education at the University of Nebraska-Lincoln with an emphasis in Language, Literacy and Culture. Eileen began her teaching career as a Peace Corps Volunteer in Guinea, West Africa. She has taught English to speakers of Chinese, Japanese, Spanish, Nuer, Bambara, Karen, Tetum, Fulani, Burmese, Farsi, Pashto, Turkish, Vietnamese, Wolof, Serer, Kiroundi, Beria, and Arabic. Her next project will focus on Metaphorical Competence as an academic literacy for English Language Learners in K-12 science classrooms.

[www.eileenboswell.net](http://www.eileenboswell.net)

## Call of Interest for an Intellectual History of Metaphor Research Group

It is a foundational tenant of approaches to metaphor like cognitive linguistics that metaphor's conditions concepts both lofty and every day: as Lakoff and Johnson write in *Metaphors We Live By*, “Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature.” However, while we may readily think of the status of metaphor today in terms of how it relates to concepts, metaphor itself has its own history in terms of how it has been conceived. The jump in Western thought from the view of metaphor in the Greco-Roman world as a tool of rhetoric used to persuade the listener of the truth, to the view held by cognitive linguistics that metaphor orients our very conceptions of concepts like truth is very large indeed.

I am a final year PhD candidate at Queen Mary, University of London, and the intellectual history of metaphor in 19<sup>th</sup> and 20<sup>th</sup> century Western thought is my own area of research. As I'm looking out at post-PhD life, I would be interested to get in touch with researchers from a variety of disciplines who are interested in the intellectual history of metaphor from a variety of time periods and cultures. This would be with the view of founding an informal research group to see where overlapping interests may take us and possibly to begin to map an intellectual history of metaphor across time periods and cultures. You can get in touch with me here: [a.hines@qmul.ac.uk](mailto:a.hines@qmul.ac.uk)

**Andrew Hines, Queen Mary, University of London**

[a.hines@qmul.ac.uk](mailto:a.hines@qmul.ac.uk)

## New Projects

### Dementia in metaphors: towards shared understanding and decision-making in families of various cultural backgrounds

dr. Gert Olthuis and dr. Anke Oerlemans, dep. IQ Healthcare (ZonMW grant, NL)

In the elderly with roots outside the Netherlands, dementia is being diagnosed and treated insufficiently. We have limited knowledge about how these families experience the diagnosis of dementia and how the future of the patient is discussed. In our everyday language use, we discuss dementia using powerful metaphors: for instance 'getting lost in your brain' (verdwalen in je brein) or 'dissolving into fog' (opgaan in de mist). These metaphors shape our thinking: they create imagery that carry meanings. A proper mutual understanding is essential for shared understanding and decision-making on the diagnosis, and a future with dementia. This research project aims to gain insights in the manner in which distinct groups of patients and their closest ones give meaning to this illness in their everyday speaking and thinking by metaphors. The Metaphor Lab Amsterdam contributes one post-doc researcher to identify and analyze the metaphors in the spontaneous speech of patients and their caregivers.

### Resolving distortions in semantic spaces defined by words by analyzing relations between word, sense and reference

Pia Sommerauer, Vrije Universiteit Amsterdam, NWO 'PhD in the Humanities' grant

Supervisors: Piek Vossen, Gerard Steen

Pia Sommerauer has just started her PhD project under the supervision of Piek Vossen (Computational Lexicology, Vrije Universiteit Amsterdam, head of the Computational Lexicology and Terminology Lab (CLTL) and the co-supervision of Gerard Steen (Speech Communication, Argumentation and Rhetoric at the Department of Dutch at the University of Amsterdam, director of the Metaphor Lab Amsterdam). This research is closely linked to several projects ongoing projects of the CLTL, such as the Spinoza Prize Project "Understanding of language by machines". The combination of experts in computational linguistics and cognitive linguistics provides a unique environment for this project.

### Health Communication Project: Resistance Risk and Responsibility (ResRisRes)

Dr. Giulia Frezza

Host: Metaphor Lab Amsterdam

Our goal is to understand how metaphors are used in dementia public discourse generating conflicting narratives and implying different ethical risks and responsibilities, which may lead to resist such metaphors and invent new ones.

We selected two main metaphorical models for dementia: "decline" and "plasticity" which can be attributed to different targets such as brain, cognition and the individual. First, we will create a model of how such metaphors work in discourse by analyzing their use in the major international publications. Second, we will test how scientists and journalists are aware of their metaphor use and the consequent ethical risk and responsibility involved by tapping into their language awareness when communicating science as well as in patient-physician relationships.

### Understanding discourses of art with MUCADA

Ewa Olszewska, Adam Mickiewicz Univ. Poznan, Poland

Supervisor: Małgorzata Fabiszak

#### Abstract

In Olszewska (2016) I have proposed a multimodal critical analysis of discourse of art — a methodological framework based on a combination of Conceptual Metaphor Theory (CMT) (Lakoff and Johnson 1980, 1999, Dancygier and Sweetser 2014, Forceville and Jeulink 2011, Forceville 2013, Kwiatkowska 2013, El Rafeie 2015), Social-Semiotics (O'Toole 2011, O'Halloran 2008) and the Discourse Historical Approach (DHA) (Reisigl and Wodak 2009). The methodology was applied to the analysis of nine 3D artworks of self-taught African American artists. My PhD project takes a further step and tests the question of whether there is a correlation between the outcomes of such semiotic analysis and viewers' reception and understanding of the discourse of art.

### Introduction

Based on the premise of Cognitive Linguistics, the project focuses specifically on the verbo-visual communication of modern art, where language helps to frame processes of perception and conceptualization of art (cf Barthes 1977). Zlatev (2005), Sinha (2005), Cienki (1998), Lupyan and Bergen (2016) emphasize the importance of interrelations between language, thought, bodily experience and culture. Following the idea that embodied cognition construes the basis of our cognitive processes, including the construction of metaphorical concepts and meanings (Johnson 1990, Forceville and Jeulink 2011, Forceville 2013, Dancygier and Sweetser 2014), I argue that through the embodied experience the viewer is able to relate to the work of art and to interact with it. This experience is further enhanced through situated and distributed cognition, or the so-called 4E cognition: embodied, embedded, enacted, and extended (cf. Hutchins 2005 and Jensen 2016). In other words, on the basis of a shared semiotic code, the viewer may respond to the choices of an artist.

### Multimodal critical analysis of discourse of art

In Olszewska (2016) I propose the *multimodal critical analysis of discourse of art (MUCADA)*, which is based on the premise that metaphorical processes are central in the construction of art and its meanings. It consists of the analysis of the art work itself, its title and the surrounding discourse. The present project seeks to test whether *MUCADA* is an appropriate model to account for both the researcher's and the viewers' ways of meaning construction in response to the work of art. To achieve this goal it is necessary to conduct a reception study.

### Reception study

The aim of the reception study is to test to what extent the results of the semiotic analyses conducted by the researcher are similar to the impressions of museum visitors as expressed in the following data sources: (1) Surveys with museum visitors (2) Ethnographic interviews with museum visitors (3) Visitors' reactions published online (4) Responses in visitors' books.

The method follows the tradition of research developed within DHA, which consists of the triangulation of data sources, and of other analytic ethnographic methods (cf. Babbie 1990, Crane 1992, Schensul et al. 1999, Spradley 2016). This means that the data will be gathered from a range of possible sources (see above) and analyzed quantitatively and qualitatively (Dörnyei 2007). Interviews and surveys (point 1 and 2) will include both semi-structured and descriptive questions.

## Workshop Report

### Figurative and Fictional Speech

*Event: Workshop "Figurative and Fictional Speech", 22 and 23 September 2017, Hamburg*

*Organizer: Emmy Noether Research Group "Ontology After Quine", University of Hamburg, Germany*

*Rapporteur: **Andreas Heise** (Institut Jean Nicod, Département d'études cognitives, ENS, EHESS, CNRS, PSL Research University, 75005 Paris, France)*

What, if anything, is the connection between metaphor and fiction? Both engage the imagination and both involve particular ways of using symbols, linguistic or other. This much was common ground among the participants of the workshop "Figurative and Fictional Speech". Spelling out the details, however, proved to be a slightly thornier issue. As far as the philosophical debate is concerned, Kendall Walton (1990, 1993) articulated what is probably the most prominent proposal these days regarding the relation between the two. Fiction, so his story goes, is a game of make-believe. In such a game, we are invited to imagine typically, though not necessarily, a counterfactual scenario – let's say

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the myth of Apollo and Daphne – with the aid of props of some sort – be it Gian Lorenzo Bernini’s famous sculpture or a literary work such as Ovid’s “Metamorphoses”. We use these props in order to guide our imagination when exploring the fictional world. In metaphor, according to Walton, the direction of fit is turned upside down. We use the imagined world in order to direct our attention to the prop and its features. In Walton’s (1993) words, metaphor is a kind of prop-oriented make-believe.

Referring more or less explicitly to this general background, the participants of the workshops explored a number of implications of this proposed rapprochement. Taking her lead from John Searle’s (1979a) analysis of fictional discourse, Elisabeth Camp (Rutgers University, USA) argued that metaphor and fiction are two rather different animals, contrary to what Walton would have us believe.

Whereas fictional utterances merely pretend to assert the sentence’s literal content, metaphorical utterances genuinely assert a figurative content. Metaphor and fiction also engender distinct imaginative projects. If Camp declares “I am Anna Karenina”, we end up perceiving her differently, depending on whether we think she is speaking metaphorically or, more like an actress, making a move in a game of make-believe. In his contribution, Manuel García-Carpintero (University of Barcelona, Spain) denied what Camp, following Searle, assumed, namely that all speech acts in (literary) fiction are nothing but pretence. Fictions make assertions. In order to drive this point home, García-Carpintero took a different route from Camp, all the while following Searle (1979b), by proposing to think of assertions in fiction as cases of indirect speech acts.

How do fictions constrain our imagination? Richard Woodward (University of Hamburg, Germany) tackled this question in his presentation, based on joint work with Robert Williams (University of Leeds, UK). With reference to Walton’s theory of make-believe, they fleshed out what they call, by analogy to the cognitive role of truth, the cognitive role of fictionality. Much like beliefs aiming at truth, the imagination had better track what is fictional, that is true in the game of make-believe. What may seem trivial at first turns tricky in cases of fictional incompleteness. For instance: Is Rick Deckhard, the protagonist of “Bladerunner”, an android? The film doesn’t tell, so the fiction is incomplete in this respect. Now are we, in such cases, allowed to imagine either way, or is there a prohibition to conjure up whatever strikes us more plausible? Working towards an answer, Woodward and Williams remind us that beliefs can be partial, so perhaps the same holds for imaginings. By harnessing further the analogy with belief, they propose that the degree of our imaginative credence in, say Deckhard being an android, should reflect the evidence found in the fiction.

Metaphor may be incomplete in a somewhat similar fashion. When using metaphor, we at times lack clear intentions as to what particular point of comparison we would like our audience to settle on. On occasion, this is due to the fact that we ourselves are struggling to get a grip on the property we might want to express. What does it feel like, for instance, to drink an astringent wine? Well, it gives you a “cotton mouth”. In various talk exchanges, such as among non-expert wine tasters, we as speakers rely on our audience to help us work out, as it were, what our own metaphors might mean. In “Metaphor as Joint Communication”, Anne Bezuidenhout (University of South Carolina, USA) described this joint elaboration of metaphorical meanings – meanings that are “ratified” by the speaker, as she calls it, without necessarily being intended.

Yet how much creative leeway do interpreters have when they enter in a “benign competition” (Donald Davidson) with the maker of a metaphor or of a work of fiction? The answer may be different for metaphor and fiction, and it might well depend on the type of discourse we are looking at. As far as literary fictions are concerned, François Recanati (Institut Jean Nicod, France) took the critic to be concerned with describing faithfully the internal structure of the relevant work of art, while retaining a sense of awareness concerning its metaphysical status as fiction. He termed the corresponding approach “parafictional”. An example of the parafictional way of speaking would be the following: “In Conan Doyle’s stories, Sherlock Holmes is a private detective, investigating cases for various clients, including Scotland Yard”. This is, on the one hand, different from fictional statements such as “Sherlock Holmes shook his head and lighted his pipe” that are inside the story, so to speak, and hence neither true nor false, if we adopt a pretence account of



fiction as Recanati does. On the other hand, we also have to distinguish parafiction from metafictional statements as for instance “Sherlock Holmes is a fictional character created by Conan Doyle”. Since these say something about the story from the outside, thus referring to the cultural artefact as it exists, they can be true. Parafiction seems to be a hybrid insofar as it says something potentially true about the story, while at the same time describing it from the inside. In order to tame that unruly beast called parafiction, Recanati proposed an oecumenical solution in terms of his mental files framework (Recanati 2012, Recanati 2016).

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## Metaphor Festival Amsterdam: Report

From August 31<sup>th</sup> to September 2<sup>nd</sup>, the Metaphor Lab Amsterdam hosted the Metaphor Festival Amsterdam for the second time. Almost a hundred participants from thirty countries attended three days of inspiring talks and workshops. The program contained a wide variety of topics and approaches, e.g. effects of metaphors on political opinions, corpus studies on issues related to health, education and religion, to name just a few. The plenary speakers this year were *Kathleen Ahrens* (Hong Kong Polytechnic University, Hong Kong) and *Alan Cienki* (Vrije Universiteit Amsterdam, Netherlands; Moscow State Linguistic University, Russia). *Ksenija Bogetic* was awarded the Christina Alm-Arvius Award (for best presentation by a PhD student - with her paper on ‘Direct metaphors as corrective framing devices’ (abstract below). As the closing event, the participants were taken on a canal cruise through the beautiful canals of Amsterdam.

We would like to thank the participants for making the Metaphor Festival 2017 such a big success and hope to see many people (again) next year! We would also like to thank our partners ABC - Amsterdam Brain and Cognition, the Network Institute, and John Benjamins Publishing Company for supporting us.

*Simone Wolfswinkel, Metaphor Lab Amsterdam Assistant*



### Language is a Beautiful Creature, not an Old Fridge: Direct Metaphors as Corrective Framing Devices *Ksenija Bogetic, University of Belgrade (Serbia)*

Direct metaphor has been widely studied from the cognitive perspective, but its functions in the communicative dimension (Steen, 2010) are still less understood. This study investigates direct metaphor as a tool of metaphorical framing (Ottati et al., 2014; Ritchie & Cameron, 2014) in discourse, by examining a corpus of British newspaper texts on the topic of language and language change. The analysis of direct metaphors is sufficient to point to major ideologies of language and communication in the observed media context, which echo broader anxieties over social change, social organization and control. Most notably, unlike the meanings stressed in existing studies, the vast majority of direct metaphors are here found to serve the specific role of relational argumentation. This function is achieved through a kind of "corrective framing", which explicitly juxtaposes two conflicting representations through an "A is B and not C" type of metaphor. The findings are discussed with respect to deliberateness, metaphorical framing, resistance to metaphor and rhetorical goals in discourse. It is hypothesized that corrective framing is among the major functions of direct metaphor in public discourse, which can influence public opinion in ways different from other metaphorically created representations.

## Doctorate Degrees

**Dr. Gudrun Reijnerse** (University of Amsterdam, NL)

*The value of deliberate metaphor*

Supervisor: Prof. Dr. Gerard Steen

Co-supervisors: Dr. Christian Burgers, Dr. Tina Krennmayr

Over the past decades, metaphor has predominantly been studied as a matter of language and thought within the framework of Conceptual Metaphor Theory. Recently, however, metaphor scholars have observed that this two-dimensional cognitive-linguistic view of metaphor does not (sufficiently) accommodate the role of metaphor in communication. They argue for a rehabilitation of more rhetorically-oriented approaches to metaphor in which the role of metaphor *as* metaphor in communication between language users is central.

The thesis investigates the communicative dimension of metaphor within the developing theoretical framework of Deliberate Metaphor Theory (DMT). DMT extends the two-dimensional model of metaphor with a dimension of communication in which a distinction is made between 'deliberate' and 'non-deliberate' metaphors. Specifically, the thesis contributes to the further development of this three-dimensional model of metaphor by addressing a set of key methodological and empirical issues regarding the role of deliberate metaphor that are currently in need of clarification. To this end, the first part of the dissertation is concerned with the establishment of a reliable method for the identification of deliberate metaphor in language use. In the second part, the manifestation of deliberate metaphor in natural language use is described from both a quantitative, corpus-analytical perspective, as well as from a qualitative perspective. Finally, the third part examines the effects of deliberate metaphor on reasoning. Together, the studies demonstrate the value of deliberate metaphor, adding to the growing body of research on the role of metaphor *as* metaphor in communication.

**Dr. Justina Urbonaitė** (Vilnius University, Lithuania)

*Metaphor in written academic legal discourse: a cross-linguistic study*

Supervisor: Prof. Dr Inesa Šeškauskienė, Vilnius University

The dissertation presents a contrastive corpus-driven study of metaphor in written academic legal discourse, extracted from two specially-designed corpora of research articles on criminal law, criminal justice, and criminology in English and Lithuanian. The aim of the study is to analyze law-related metaphors in research articles on criminal law, criminology and criminal justice in English and Lithuanian in terms of the main source domains and identify language-specific trends of metaphoricity. I also attempt to examine the linguistic expression of metaphors cross-linguistically focusing on their lexical variation to account for language-specific similarities and differences of metaphor occurrence in the two languages. The data of this study are research articles on criminology, criminal justice and criminal law in English and Lithuanian. The English corpus consists of 50 research articles (381,212 words), while the Lithuanian corpus consists of 70 research papers (383,517 words). This research is a corpus-driven analysis of metaphors extracted from corpora applying corpus linguistics tools (AntConc). The study adopts the principles of Metaphorical Pattern Analysis and MIP(VU) for metaphor identification, it applies quantitative and qualitative research methods as well as the method of contrastive linguistics.

The analysis has confirmed that the most prominent metaphorical patterns in research articles on criminal law, criminal justice, and criminology in both corpora rely on objectifying and personifying the law. Specific source domains structuring written academic legal discourse in both languages were the same, namely: OBJECT, PERSON, SUBSTANCE, CONTAINER, MACHINERY, STRUCTURE, INSTRUMENT, FIGHT AND COMPETITION, NATURE and HEALTH. However, the cross-linguistic distribution of these specific source domains constructing academic legal discourse in English and

Lithuanian has revealed significant differences. Namely, the quantitative analysis has shown that while specific source domains are distributed rather evenly in the English dataset, Lithuanian criminal law discourse tends to predominantly rely on metaphors of reification, which constitute 68 percent of all metaphorical patterns.

Although the source domains underlying metaphorical expressions identified in the two corpora were the same, comparing and contrasting metaphors in English and Lithuanian has revealed that shared source domains display considerable cross-linguistic variation which is reflected by different lexis realizing metaphors in language. The evidence from this study therefore suggests that cross-linguistic variation of metaphorical patterning can be best disclosed by examining the language of metaphors. The contrastive analysis of the lexical variety of metaphors has shown that Lithuanian legal discourse features particularly frequent recurrence of the same metaphorical patterns while English research articles tend to contain a greater variety of metaphorical patterns which are less frequent in the corpus. Such results have been determined by the high frequency of metaphorical legal terms identified Lithuanian criminal law discourse which was not characteristic of the English data analyzed.

The study has also revealed that most metaphors structuring academic criminal law discourse are conventional, which, presumably, is due to discipline-specificity, genre conventions and other factors related to the written academic register. With regard to discipline-specificity, numerous metaphorical expressions extracted from the data are part of the specialist lexis of the discourse community and have well-established metaphorical senses. But despite preference given to highly conventional metaphors, research articles in both languages also tend to employ some novel metaphors which may be used for emphasis, argumentation, and, most commonly, expression of evaluation. In the context of contemporary metaphor research, this is in line with the claim that metaphor possesses evaluative properties and may be used in discourse for communicative purposes.

The analysis has also demonstrated that metaphors commonly occur in clusters and criminal law is often metaphorically referred to by mixed metaphors, i.e. simultaneous occurrence of metaphorically used lexis signaling different source domains. The findings of this study add to a growing body of research in confirming that the application of combined quantitative and qualitative approaches to the study of metaphor can disclose multifaceted conceptual and linguistic properties of metaphorical patterning in different discourses, text types and different languages.

This study has also enhanced the understanding of the role of metaphor in specialist discourse in general and in the development of legal lexis in particular. As has been revealed in the analysis, a significant proportion of metaphorical patterns are criminal law terms and other metaphorical expressions frequently used by criminology researchers. Therefore, this research suggests that metaphors could be a useful tool of enhancing discipline-specific (legal) vocabulary and could be used in the learning and teaching of legal English and Lithuanian. In this regard, the present study has practical applications for the development of discipline-specific language learning and teaching materials as well as law-related glossaries.

## **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](http://raam.org.uk/mailman/listinfo/metaphor-l_raam.org.uk)

M  
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COLUMN*interview by David O'Reilly*

**M** is for **Metaphor**. Do you have a favorite metaphor? What makes it your favorite?

Well, it has to be the very first metaphor I deliberately used many years before even reading or knowing about Lakoff and Johnson, even before knowing this would be my area of study. I was in my last year of high school and I had to give a speech in front of all my friends, family and teachers. I spent weeks trying to find an original idea and I eventually came up with the metaphor of a train that we all had shared for many years about to run into a diversion, which would mean finding new fellow passengers, some of them staying until the last stop, some others just traveling for a short journey etc. Still, the route back home would be a permanent one. This (LIFE IS A JOURNEY BY TRAIN), very briefly told, was a metaphor I will never forget and, I guess, my favorite.

**E** is for **Education**. Could you tell us about your PhD and area of research?

My focus of study is metaphors in the language of economics; more specifically, I analyze the discourse of different English and Spanish newspapers reporting economic news during the final weeks of the last national elections, critically observing the polarization of targets according to the political stance and the differences/similarities across cultures.

**T** is for **Travel**. You spent an extended period living in Northern Ireland, could you tell us about that?

I first travelled to Derry with a scholarship that was supposed to last for three months; then I simply fell in love with Northern Ireland, I found a great job as a Spanish Teaching Assistant at a Grammar school and decided to stay 'a bit longer'. This was, undoubtedly, the experience of my life (so far!).

**A** is for **Av. Los Alfares**, a street running through the campus where you are based. What is your department and day-to-day work/study life like?

I work at the Department of Modern Languages, which is quite huge, as it comprises four campuses in four cities in our region (Castile-La Mancha). I teach first and second year undergraduates studying a Degree in either Primary or Infant Education, as they compulsorily need an upper-intermediate level of English before leaving university. Combining my teaching job and studying for the PhD is of course demanding, but at the end of the day, it is all about organization and willingness, as I love both.



**María Muelas Gil** is a Teaching Assistant at the University of Castile-La Mancha (Spain), where she teaches English as a Foreign Language. She is also pursuing a PhD on Metaphor in the Spanish and British Economic Press at the Autonomous University of Madrid.



**P** is for **Partido Socialista Obrero Español (PSOE)** [The Spanish Socialist Workers' Party]. At our recent specialized seminar in Odense, Denmark, you presented a multimodal critical discourse analysis of cartoons depicting PSOE's internal political crisis. Could you tell us more about this study and what you found?

I started this small study a year ago approximately, when the PSOE had this internal crisis right before Mariano Rajoy was re-elected as the President of the Government. I was looking at different strategies used by Spanish cartoonists to portray the PSOE's president, Pedro Sánchez, during the crisis, and I found euphemistic and dysphemistic strategies: he was depicted as a victim of his party for one source, as the cause of the problem for another, and a problem for the entire country for the other. This, we can all agree, would have (and had!) very strong connotations for the Spanish public, who were very much involved in this crisis.

**H** is for the following question: **have you noticed any interesting differences between Spanish and English metaphors?**

Actually, that is what I am trying to find out in my thesis; for my master's dissertation, which was a small study, I did find that when it comes to financial discourse both languages share most generic metaphors, but the most specific realizations were different and context-dependent. However, in the more general sphere of language, I found many interesting differences in terms of expressing feelings while I was living in Northern Ireland, which was very useful as that is something we are not taught in school.

**O** is for **Other**. What are your other interests, apart from metaphor?

I have been teaching Spanish as a Foreign Language since I finished my Degree, so that would be my other field of interest, and I am actually looking forward to combining both fields once I finish my PhD (Metaphor and Spanish as a Second Language, I mean). Moreover, English Didactics in the Primary Classroom and the Teaching of English in the Spanish Curriculum is another of my areas of interest, so I would also like to do some future research on that. So many things I wish I had the time to do!

**R** is for **Research ambitions**. What do you aim to research in the future (e.g. after finishing your PhD)?

Well, apart from the two fields I just mentioned, of course I will continue working with metaphor, and I aim to expand my studies and knowledge on Cognitive Linguistics, Discourse Analysis and Language Teaching. I actually have several ideas that I came up with while doing my PhD, so I guess I will stay on this metaphor road for a while.

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