RaAM news

The Association for Researching and Applying Metaphor

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RaAM

CFP: the 8th RaAM Specialized Seminar

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Metaphor columns

Our Postgraduate Liaison Caroline interviews Professor Augusto Soares da Silva (Catholic University of Portugal, Portugal) and Phillip Wadley (Bangor University, UK).

Look inside for events, calls, and many more!

Visit the website at raam.org.uk for details on upcoming RaAM events

Message from the Chair

It seems like no time has passed since I was writing the introduction to the May newsletter but so much has happened in the meantime.

We had our first face to face event since 2019 at the conference in Alcalá de Henares, Spain, which I think you will all agree was a roaring success! HUGE thanks to Maria Dolores, Manuela, Maria Angeles, Maria Muelas and Silvia for organizing such a wonderful event. Everything about it was just perfect – a beautifully run conference with great talks, held in a stunning environment with lovely food, and of course, the memorable storks!

We're very much looking forward to the 8th RaAM Specialized Seminar which will be held next June in Macerata, Italy on the very important topic of Metaphor, Inclusion and Accessibility (dates: 6th-7th June 2024). The call for papers is now open for the seminar. Huge thanks to Gill for organizing this. It looks like it's going to be an amazing event!

And of course, our next RaAM conference is going to be held at Lawrence Technological University near Detroit in 2025 on the theme of Metaphor, Technology and Communication. Thanks in advance Hamad for organizing this.

So, we have a couple of great events to look forward to.

In the meantime, we are cracking on with setting up the RaAM mentoring scheme. Huge thanks to everyone who has offered to be a mentor. We'll be sending out the invitation for mentees very soon then we will begin the pairing up process.

I'm sure that you will all have noticed our fancy new website. Very easy on the eye and super easy to navigate. Justyna has done a brilliant job with that. Thank you Justyna!

This newsletter contains a detailed report on the RaAM 15 conference, reports by the winners of the RaAM prizes, bursaries, grants, and fund winners, information about the specialized seminar in 2024 and the call for papers, information about recent publications relating to metaphor, information for students and of course our ever-favourite metaphor columns.

Huge thanks as always go to Sui He for putting together this Newsletter, to the EC committee for all the work they have been doing behind the scenes, to all the conference and workshop organizers, and finally to all you in the RaAM community (old and new) who are doing such valuable work on metaphor in all its guises, across the world.

I hope you all enjoy reading the Newsletter!

Jeannette Littlemore, Chair of RaAM

Welcome to our new website!

RaAM website has undergone a makeover! So what's new?

- A brand-new RaAM logo designed by RaAM's Web Editor

- A restructured homepage to accommodate the responsive layout

- A brand-new member area where RaAM members are able to access their account information and member-restricted content such as conference recordings or funding application forms

What else is coming to the new website?

- Accessibility features involving increasing the font or contrast

- Registration page for the upcoming specialized seminar in Macerata

- … and many more!

Check out the new website here: https://www.raam.org.uk/! We welcome your feedback on the new layout and possible new features of the website! Feel free to drop us a message using the contact form.

The 8th RaAM Specialized Seminar: Metaphor, Inclusion and Accessibility

6-7 June 2024, University of Macerata, Italy

Seminar Theme

Our understanding of cognitive and physical disabilities, accessibility, and inclusive practices are largely shaped by metaphor. In such contexts, it is almost impossible to avoid reference to barriers and obstacles, i.e. metaphors structured by the image schemata of BLOCKAGE, RESTRAINT-REMOVAL, ENABLEMENT (Johnson 1987), whose removal – via bridges, pathways, and the unlocking of potential – ensures access (informed by the CONTAINER image schema, ibid.). This metaphorical terminology frames access as the provision of entry points to physical spaces, and the retrospective viewpoints expressed in the discourse of retrofitting, tacking-on,and re-designing architectural structures reveals how accommodating different abilities is all too often an afterthought.

The epistemological shift in more recent years "from a barrier-centred view to one that is focused on people's diverse abilities" (Di Giovanni & Raffi 2023: 168) has yet to percolate down into mainstream discourse, and as a result society at large is still playing catch-up. As Goethals et al. (2020) demonstrate, media representations of people with disabilities overwhelmingly perpetuate traditional stereotypes, relying on well-worn tropes such as the PARASITE, the BURDEN, and the VICTIM, which recur in discourses of all sorts of 'outlier' societal groups (see e.g. Musolff 2022, Santa Ana 1999, Tipler & Ruscher 2014). Yet such depictions do not reflect the lived experiences of differently-abled people, and do not chime with the current mood in society to reframe divergent cognitive and physical abilities as assets, not defects; as opportunities to improve and redesign services and spaces that are accessible to all.

Metaphor studies itself has been accused of ableist bias, since both primary metaphors and embodiment theory base their somewhat universalist claims on the lived experiences of "normally functioning people" (El Refaie 2014: 110; see also Littlemore 2019: 123-137; Gibbs 2017: 163-4). Related to this are the entrenched metaphors and idioms involving disability terms such as blind or cripple, which some feel perpetuate harmful stereotypes and (intentionally or indirectly) stigmatise differently-abled individuals (Vidali 2010). As people with different cognitive and physical abilities find their voice, these discipline-specific areas require refinement and revision to accommodate the diversity of lived human experiences and the conceptual structures that they engender.

The 8ᵗʰ RaAM Specialized Seminar: Metaphor, Inclusion and Accessibility

6-7 June 2024, University of Macerata, Italy

Call for Papers

We invite proposals for **full papers** (20 minutes + discussion) and for **posters** on topics related to the central theme of the seminar (see 'Seminar Theme' in the menu on the left) - including:

- Metaphors and/of/for diversity
- Metaphor and discourses of inclusion
- Frames and counterframes in the representation of disability and neurodivergence
- Metaphor processing and production in neurodiverse and differently-abled individuals
- Perspectives on the ableist bias in Conceptual Metaphor Theory and theories of embodiment
- Real-world experiences of using metaphor in the context of accessibility/ inclusion
- Investigations of disability terms in metaphorical and idiomatic expressions
- Metaphor and accessible communication in L1 and L2 contexts

We also invite **posters** detailing work-in-progress, interim results and completed research on topics unrelated to the seminar theme.

Finally, we intend to dedicate a specific poster session to **False Starts, Dead Ends, and Negative Findings in Metaphor Research**, with a view to opening up debate and sharing experiences with the RaAM community.

IMPORTANT DATES

- Deadline for submission of abstracts: Sunday, 7 Jan 2024 (23:59 CET)
- Notification of acceptance: Friday, 16 Feb 2024
- Seminar dates: 6-7 Jun 2024

Submission guidelines and portal can be found here. For more information about the seminar, please visit the website here.

The seminar theme is compatible with the United Nations Sustainable Development Goals, specifically Goal 10 https://www.un.org/sustainabledevelopment/inequality/.

(Spoiler: The poster sessions will have more interactive elements! Stay tuned for updates!)

RaAM 16 Report: METAPHOR IN PUBLIC DISCOURSE

28 – 30 June 2023, Alcalá de Henares

Co-organized by Universidad Autónoma de Madrid and Universidad de Alcalá

Expectations were high this year for our first on-site RaAM Conference after three years of virtual ones. Last June, we finally met in Alcalá de Henares (Spain) and it was really exciting. About 120 presentations were delivered, including posters and a theme session on metonymy, as well as 2 pre-conference workshops and 4 plenary sessions by Andreas Musolff, Augusto Soares da Silva, Solange Vereza and Inés Olza. Many of the more than 150 participants were veteran RaAMmers and were so pleased to have the chance to meet again and catch up, but there were also many newcomers sharing our passion for metaphors. In their work, we all could see how promising the future for the field is… and for the Association, too. The work of novel researchers was so good that our jury was unable to decide on only one PhD Best Presentation and we had to grant "two best prizes" for this category, and much the same with the Best poster. So this year we had a double prize for both categories!! Besides, we enjoyed a guided visit to the historical buildings of the university, lots of wine and "tapas", a great dinner and a final choral concert.

Organizing the Conference was a very hard job, but also very rewarding. It was fantastic to have all these metaphor researchers wandering our small city and discussing metaphors all around the place. So, we want to thank all delegates for their work and enthusiasm, the RaAM Association for their support, Justyna Wawrzyniuk , who organized the previous Conference, for her invaluable help and advice, and also the organizers of the virtual conferences in Hamar, Vilnius and Bialystok for "keeping the flame alive" during the hard times.

See you in the US in 2025!

The Local Organizing Committee

M Dolores Porto
Manuela Romano
María-Ángeles Martínez
María Muelas
Silvia Peterssen

Info about RaAM 17 (USA) coming soon!

Meet the prize winners!

Early Career Researcher Prize Winner: Beatriz Martín-Gascón

Beatriz Martín-Gascón holds a PhD (Cum Laude and International Mention) in Languages and Cultures from Universidad de Córdoba. Currently, she is an Assistant Professor at Universidad Complutense de Madrid (Spain), where she teaches on a range of undergraduate and postgraduate modules mainly about pragmatics, advanced grammar, academic discourse, and general linguistics. She also supervises BA, MA, and PhD students. During 2021, she completed a 7-month pre-doctoral stay at Columbia University (New York), funded by a Fulbright scholarship, and a 2-month stay at the Swiss Center for Affective Sciences (University of Geneva). Her PhD thesis examined the role of cognitive linguistics in the teaching and learning of complex constructions related to the expression of emotion in L2 Spanish. Her research interests include applied cognitive linguistics, corpus linguistics, L2 teaching-learning, metaphor, irony, and emotions.

Her winning paper "Teaching irony in the Spanish/L2 classroom", published in *Porta Linguarum*, explores how to teach irony in the Spanish/L2 classroom using a cognitive linguistics-based approach. It builds on previous research conducted by the author about identifying irony in Spanish and English tweets (Martín-Gascón, 2019, in press). This research addresses a gap in the literature and in the L2 classroom, as it focuses on a relevant aspect of learning and teaching an L2 that is often overlooked - irony.

87 intermediate and 82 advanced students from a North American university participated in the quasi-experimental study. A pre-and post- test was designed to see how well students produced and identified verbal irony as compared to other irony-related figures of speech, like satire or sarcasm. Test results were carefully analyzed using a detailed scoring system and we also looked at how students used different strategies to express irony, based on Ruiz de Mendoza's (2017) two categories. The results showed a significant improvement in students' ability to produce and identify irony after the pedagogical intervention. Interestingly, even though advanced students were better at producing irony, there was no noticeable difference between the two groups in recognizing it. This reveals the efficiency of teaching irony already at intermediate levels in the L2 classroom, instead of relegating it to advanced levels, as suggested by the CEFR and the *Plan Curricular del Instituto Cervantes*.

Meet the prize winners!

Early Career Researcher Prize Winner: Beatriz Martín-Gascón

Throughout the study, pertinent bibliography was used, which was handled in a rigorous manner when making methodological choices and analyzing the data obtained. Additional materials were also included in online repositories, following the current trend in open science and study replication.

For teachers and researchers, this study is a significant step forward in the field of L2 learning and teaching. It emphasizes how important it is to explicitly teach irony and provides a useful teaching resource based on cognitive linguistics methods. The originality, careful research methods, and practical applicability to real-life situations make it a valuable contribution to the existing literature.

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Martín-Gascón, Beatriz. (In press). Irony in American English tweets. A cognitive and phraseological analysis. In R. Mitkov, G. Corpas Pastor & J. Monti (Eds.), *Recent Advances in MWU in Machine Translation and Translation Technology. John Benjamins.*

For more information on Beatriz' research, visit https://www.ucm.es/lengespyteoliter/martin-gascon-beatriz/ or follow their updates on Twitter @bmartingascon1

Online Winter School: Apply by 4 Dec 2023!

Metaphor Identification using MIPVU

15-19 Jan 2024, Vrije Universiteit Amsterdam (online)

Metaphors are all around us - a tsunami of corona cases, fighting Covid-19, beating the virus. But how can we reliably and systematically collect metaphors for further study? Learn a state-of-the-art method of metaphor identification (MIPVU) or get better at coding than you already are! Through hands-on activities, this course will give you the skills and tools you need for building your own dataset.

* Course level: Master's, PhD, Postdoc, working professionals

* Coordinating lecturer: Dr Tina Krennmayr

* Contact info: Bianca van Putten (organizer) - graduatewinterschool@vu.nl

For more details, applications and fees, please visit the course website.

Meet the prize winners!

PhD Presentation Prize Winner: Marta Martín Gilete

Dear RaAMers,

I am absolutely thrilled to share my experience at RaAM16, especially the honor of being awarded with the Best PhD Conference Presentation Prize. A huge thanks to everyone for your support!

For those who have not met me yet, I am Marta Martín-Gilete, a PhD Candidate at the University of Extremadura in Spain. My RaAM journey began at RaAM13 in Hamar, Norway, where I first introduced my PhD project focusing on applied metaphor in the teaching of English as a Foreign Language. Engaging with metaphor scholars at RaAM events, and beyond, has been incredibly inspiring and fruitful. A highlight was my research stay at Lancaster University in 2022 under the supervision of Elena Semino, which significantly enriched my academic and professional perspective.

Many of you might remember RaAM7 in Cáceres back in 2008, organized by Fiona MacArthur at the Faculty of Arts at the University of Extremadura. I am currently a junior lecturer in the Department of English Philology. My main research interests concern cognitive linguistics, applied linguistics, and figurative language. I have presented various papers at national and international conferences on these topics and I am part of the English Language and Applied Linguistics research team at the University of Extremadura, focusing on applied metaphor research, L2 vocabulary acquisition, and discourse analysis. I have been involved in several funded research projects on metaphor and CLIL, collaborating with local and international colleagues, many of whom are fellow RaAMers.

Being awarded with the Best PhD Conference Presentation Prize at RaAM16 was a tremendous honor and a significant boost for my nearly completed research. In my thesis, I explore how introducing metaphor awareness into distributed learning of metaphor within the range of usual classroom activities for exam training can provide L2 learners with long-term support in using metaphors in both their speech and writing as their language skills develop and how this relates to their achievement at B2 level. In my presentation, "Raising metaphor awareness in the L2 classroom: A waste of time or time well spent?", I shared key findings from my doctoral research project, focusing on the link between metaphor usage in oral and written discourse and the perceived quality of learner outputs in high-stakes ESOL examination. Many thanks for the enlightening discussions that followed, especially to Susan Nacey for her valuable insights.

Meet the prize winners!

PhD Presentation Prize Winner: Marta Martín Gilete

A special thanks to the RaAM16 organizers for an unforgettable conference in Alcalá de Henares (Spain) and to all the participants for creating such a collaborative environment! Meeting many of you in person for the first time at RaAM16 was a highlight for me!

I would like to extend my congratulations to Phillip Wadley, who also received the Best PhD Conference Presentation Prize. His work and presentation were outstanding, and it is an honor to share this recognition with such a talented fellow researcher.

Heartfelt thanks go to my academic supervisors, Dr. Fiona MacArthur and Dr. Ana Mª Piquer-Píriz, for their invaluable guidance and support. Their introduction to the world of metaphor studies has been fundamental in my academic journey.

If you are interested in my research or would like to chat, please feel free to email me at mmgilete@unex.es or connect with me on Twitter: @mmartingilete.

I am eagerly looking forward to sharing my thesis with you all very soon and to see where our metaphor adventures take us next!

All the best,
Marta

Chengyan Li (PhD student, University of Leeds)

RaAM16 is an invaluable opportunity for me, especially as a first-time attendee at RaAM. Not only did I have the privilege of presenting my own study, but I also had the chance to immerse myself in an environment teeming with innovative research, diverse perspectives, and engaging discourse. The conference consisted of several sessions, covering a wide array of topics, including political rhetoric, media discourse, gendered discourse, social media communication, educational discourse and more. This diversity allowed for a comprehensive understanding of how metaphor shapes and influences public perceptions across multiple domains. Furthermore, the collegial atmosphere fostered by this gathering of scholars is superb! My personal experience presenting my study was incredibly rewarding. The feedback and interactions I received not only affirmed my work but also provided valuable insights and perspectives that will undoubtedly benefit my future research work. RaAM16 was one of the most fruitful conferences that I have ever attended. I'm very much looking forward to the RaAM17 in 2025.

Meet the prize winners!

PhD Presentation Prize Winner: Phillip Wadley

Greetings fellow metaphor researchers! My name is Phillip Wadley, and I am a PhD candidate at Bangor University studying under Thora Tenbrink and Alan Wallington, and I am writing to you from beautiful foothills of Snowdonia in north Wales.

I was honoured this year to be presented with the prize for Best PhD Oral Presentation at RaAM16 on Concreteness effects on open-ended metaphor interpretation.

Metaphor interpretation can be a highly creative process, and I wanted to explore how the concreteness of Topics and Vehicles might influence people's degree of creativity in their elaboration. Using concrete conventional Vehicles (prison, rollercoaster, beast, and maze) and Topics of varying concreteness, I examined the appearance of different Vehicle semantic features incorporated in interpretations through a systematic content analysis. I found that nominal copula metaphors with concrete Topics are only slightly more creative than ones with abstract Topics. The nuance here is that, while psycholinguistics research shows that concrete words are processed more quickly and with clearer mental imagery than abstract words, the concreteness of words—especially in the context of metaphor—can be highly fluid. After all, we do have many cognitive mechanisms that can make abstract concepts concrete and vice versa, like metonymy, prototypes, exemplars, and pretence scenarios.

Admittedly, this an ambitious research question, (it's certainly not something fully answerable within the span of a PhD!), but I have learned a lot so far and hope to encourage wider critical discussion around this interface between metaphor and concreteness since they are so intertwined.

Check out Metaphor Column on , featuring an interview with Phillip!

MetaCol: Collocations in the Light of Metaphors and Metonymies

3 - 4 October 2024, Inter-University Centre Dubrovnik, Croatia

The aim of the conference is to provide various insights into the principles underlying the creation of collocations and the linguistic description of its semantic and pragmatic aspects, while bringing the metaphorical and metonymical dimension of collocations to the foreground and discussing also their possible implications for applied linguistics.

Deadline: 31 January 2024. Click here for the full call for papers.

Meet the prize winners!

PhD Presentation Prize Winner: Carina Rasse, Alexander Onysko, Herbert Colston, David O'Reilly, Lisa Papitsch, Iris van der Horst

Our study entitled **Know your onions: The role of metaphors in meaning interpretations of English idioms** explores how first language (L1) German learners of English – compared to English native speakers – make sense of idioms in English which are unknown to them.

Idioms are a central component of language use and feature prominently in public communication. In political discourse, for example, they can allow politicians to bring across messages in a manner that directly connects to the audience as in Barack Obama's use of the idiom *all hands on deck* to emphasize the value of cooperation (Degani 2015: 192). From a language learner's point of view, it is important to know your idioms as that is usually considered a sign of elevated lexical proficiency in a language. Acquiring idioms, however, is often complicated by their nature of being highly metaphoric (cf., e.g., Gibbs & O'Brien 1990) and frequently non-compositional, i.e. non-transparent, lexical units (cf. Nunberg, Sag & Wasow 1994). Put differently, the meanings of the words constituting an idiom do not always add up to its overall meaning, as in *shoot the breeze* ('having a casual conversation'). This combination of metaphoric meaning construction and lexical non-transparency render idiomatic expressions particularly difficult in contexts of second language acquisition (e.g. Littlemore & Low 2006).

In order to take a step towards understanding how learners of English create meaning associations to novel idioms, our study investigates how advanced L1 German learners of English, compared to native English speakers, make sense of idioms they do not know. Our data consists of familiarity ratings (perceived knowledge) and interpretations (real knowledge) of 100 idioms in English which we have previously analysed for corpus-frequency and difficulty level. In detail, the study tackles the following research questions (RQs):

1. How well known are the idioms?

2. How does idiom frequency relate to knowledge?

3. How do perceived and real knowledge compare? What role does conceptual metaphor play in mismatches?

Participants of our study were 100 L1 German speakers and 90 L1 English speakers. In our questionnaire, we included, as mentioned above, 100 "difficult" English idioms and, as a first step, asked participants to indicate whether they knew the idiom (yes/no). After that, we asked participants to provide the meaning of the idioms or, in case that they did not know the idiom, to guess the meaning.

Meet the prize winners!

PhD Presentation Prize Winner: Carina Rasse, Alexander Onysko, Herbert Colston, David O'Reilly, Lisa Papitsch, Iris van der Horst

All interpretations were scored according to whether they were correct, partially correct, or incorrect. To address RQ1 we compared percentage scores for each idiom for both groups of participants. For L1ers, at the most well-known end, scores of above 90% were observed for idioms such as 'keep your eyes peeled' and 'give something a whirl' while at the least well-known end, scores of less than 5% were seen for 'grist to the mill' and 'hand in your dinner pail'. Idiom scores were generally lower for L2ers with some interesting exceptions (e.g., 'bang the drum'). To address RQ2 we calculated the correlation between each idiom's score and its corpus frequency for both groups, which revealed a strong, positive relationship for L1ers and a weak, positive relationship for L2ers, for whom factors other than frequency are likely to be more salient. To address RQ3 we calculated the average and spread of matches, partial matches, and mismatches between perceived and real knowledge for both groups, which showed that the L2ers were often overconfident (idioms were seen as familiar but not actually known). A follow up thematic analysis showed various possible reasons for mismatches, such as L2ers transferring the German 'über den Berg sein' (over the worst) to arrive at an incorrect, positive interpretation of the English idiom 'over the hill' (old and no longer useful/attractive).

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Meet the prize winners!

PhD Presentation Prize Winner: Carina Rasse, Alexander Onysko, Herbert Colston, David O'Reilly, Lisa Papitsch, Iris van der Horst

Bio-notes

Carina Rasse is a Post Doctoral Associate within the FWF funded project *Metaphors and visual aids in learning English idioms* in the Department of English and American studies at the University of Klagenfurt, Austria. She is the author of *Poetic Metaphors: Creativity and Interpretation*, with John Benjamins, along with numerous works on metaphors in different contexts (i.e., second-language acquisition, fiction, health communication, management accounting), idioms, and figurative language and social functioning.

Alexander Onysko is Full Professor in English Linguistics at the University of Klagenfurt. His main research interests and publications are in the areas of World Englishes, Language Contact, Bi/Multilingualism, and Cognitive Linguistics. He is the PI of the ongoing binational project *Metaphors and visual aids in learning English idioms* funded by the Austrian Science Fund. Some of his further research foci are on the application of conceptual metaphors in multilingual contexts and on Englishes in Aotearoa New Zealand. He is the editor of the book series *Bloomsbury Advances in World Englishes* and co-editor of the journal *AAA (Agenda: Advancing Anglophone Studies)*. Some of his publications include *Language Contact and World Englishes* (2016), *Metaphor Variation in Englishes Around the World* (2017, with Marcus Callies), *Reconceptualizing language contact phenomena as cognitive processes* (2019), *Research Developments in World Englishes* (2021), and *Englishes in a Globalized World: Exploring Contact Effects on Other Languages* (2022, with Peter Siemund).

Herbert L. Colston is Professor and former Chair of the Department of Linguistics, at the University of Alberta, Canada. His research interests include figurativity, embodied meaning, and social influences on communication. He is Editor-in-Chief of the journal *Metaphor and Symbol*, he also co-edits with Angeliki Athanasiadou the John Benjamins book series, *Figurative Thought and Language*. Selected publications include, "Figurativity: Cognitive because it's social" (with Carina Rasse, 2022, in *Dynamism in Metaphor and Beyond*, John Benjamins), *How language makes meaning: Embodiment and conjoined antonymy* (2019, Cambridge University Press), and *Using figurative language* (2015, Cambridge University Press).

Meet the prize winners!

PhD Presentation Prize Winner: Carina Rasse, Alexander Onysko, Herbert Colston, David O'Reilly, Lisa Papitsch, Iris van der Horst

David O'Reilly is Lecturer in Education at the University of York, UK. His research investigates L1/L2 metaphoric competence, vocabulary knowledge, language testing/development, and language play. David was the RaAM Early Career Research Paper Prize 2021 winner for his article "Eliciting and measuring L2 metaphoric competence: Three decades on from Low (1988)" published in *Applied Linguistics*. He is also involved in research projects on L2 grammar processing and promoting Open Research and is *Metaphor and the Social World* Review Editor.

Lisa Papitsch grew up in Cape Town and Klagenfurt, and now studies English and American Studies at the University of Klagenfurt. Her research entails *Metaphors and visual aids in learning English idioms*, a project in which she has participated since 2021 and the first results of which she presented together with her colleagues at the RaAM conference Madrid in 2023. Throughout her years at university, she also obtained a BSc in technical mathematics and worked as a student assistant in mathematics and statistics for several years.

Iris van der Horst has a Master of Education in EFL and History from the University of Klagenfurt, Austria, and since 2020 has been employed as a student assistant on the project *Metaphors and visual aids in learning English idioms*. She is also a lecturer in the English Department, where she has also given guest lectures on Shakespeare and performances at Shakespeare's Globe. Her research interests include English Renaissance Theatre, Global Citizenship Education, and gender studies. She spent a semester abroad at King's College London, and has published two novels in English, *Charlotte* (2016) and *Looking at Marseille* (2020).

Meet the prize winners!

PhD Presentation Prize Winner: Laura Guadagnano

Hello, dear RaAM-Members,

My name is Laura Guadagnano, and I had the honor of receiving the Highly Commended Poster Prize at the 16th RaAM Conference.

After completing the interdisciplinary Master's degree Language – Interaction – Culture at the University of Bayreuth (Germany), I started working on a research project named *Health discourses as moral communication? Linguistic case studies from Côte d'Ivoire and Cameroon* within the Africa Multiple – Cluster of Excellence of the University of Bayreuth. Here, I am a Research Associate at the Department of Romance and General Linguistics as well as a doctorate student at BIGSAS (Bayreuth International Graduate School of African Studies).

In my PhD thesis, I focus on the study of *moral communication* (Bergmann/ Luckmann 1999) in the field of sexual and reproductive health of young women in Côte d'Ivoire. More specifically, I am interested in the discourse and communication concerning sex education and pregnancies in the Ivorian school context. In this context, my aim is to investigate different linguistic devices and communicative practices through which *moral communication* emerges and is negotiated within interaction.

During the 16th RaAM conference, which was my first RaAM experience, I contributed with a poster entitled: « c'était comme une malaDIE con[tagieuse]» - Metaphors and Morality in Young Women's Health Discourse in Côte d'Ivoire. On this occasion, I presented first insights into my ongoing dissertation by elaborating on how participants use metaphors and metaphorical expressions to evaluate school pregnancies in the Ivorian context. Here, I focused especially on the metaphors related to school pregnancies and those referring to the child that is born from these pregnancies. In line with the media, social, and academic discourse around school pregnancies, my data collected with young Ivorian women revealed the same perception of school pregnancies. The participants in my study predominantly used different metaphors to judge the pregnancy negatively, while the child was mostly evaluated positively.

In addition to metaphors, I also examine other elements to show that moral communication is part of our everyday communication and is expressed at both the langue and parole levels. In general, I am interested in French linguistics with a focus on cultural, interactional, and multilingual aspects. My research interests include health communication and discourse, language in the media, interactional linguistics, sociolinguistics, and intercultural communication.

Recent Publications

Steen, Gerard (2023). [Thinking by metaphor, fast and slow: Deliberate Metaphor Theory offers a new model for metaphor and its comprehension](#), *Frontiers in Psychology***.**

The immense increase in metaphor theory and research over the past decades is posing a threat of fragmentation to the field, which has been responded to by calls for new and more encompassing approaches to virtually all aspects metaphorical. This article argues that the opposite response may be more productive. By focusing on a different way of theorizing metaphor and its comprehension, existing theories and data can be re-ordered in an alternative and coherent way, which moreover breaks new grounds in tying up both with a general theory for all utterance comprehension as well as a general theory for all cognition as involving fast and slow thinking. The core of the new theory highlights the differentiation between deliberate and non-deliberate metaphor use, related to how people see the use of a metaphor as a metaphor in communication, that is, as a metaphor that counts as a metaphor between language users. It shows how this distinction can be employed to make sense of many insights about metaphor and its comprehension in innovative ways. The article outlines the foundations of the new theory and discusses how existing data, old and new, can be seen as supporting the new proposals.
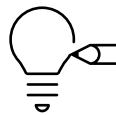

Forceville, Charles (in press). Identifying and interpreting visual and multimodal metaphor in commercials and feature films, *Metaphor and Symbol***.**

Research on metaphor has over the past decades increasingly been extended to its visual and multimodal varieties. While analysts of verbal metaphors are helped by the fact that languages have grammars and vocabularies, researchers of visual and multimodal metaphors need to rely on other methods for identification and interpretation. One approach that claims to have developed a robust method for analyzing metaphor in moving images is FILMIP, which has hitherto focused specifically on commercials. In this paper it is argued that there are serious problems with FILMIP. First, the theoretical basis of FILMIP and two empirical studies drawing on it are discussed. Subsequently, its limited use for analyzing metaphors in the genre of feature films is demonstrated on the basis of four case studies. The paper ends with sketching some general advice pertaining to researching metaphor in film, and provides a cautious alternative to FILMIP.

Recent Publications

Denroche, Charles (2023). [Translating Figurative Language](#), *Cognitive Linguistic Studies***.**

This article brings together the extensive literature on figurative language and translation into a single framework to serve translators in a directly practical way in their practice/training. It encourages a view of figurativeness as the norm rather than the exception and figurative language as a flexible meaning-making resource rather than an obstacle to contend with. All language is characterized as figurative because of the indeterminacy of language and the partial nature of meaning making; all translation is viewed as non-literal because of the lack of exact correspondences between languages and the need to use near equivalents. Two approaches are recommended: (1) recreating the 'semantic space' of the source rather than mechanically matching its lexicogrammar; (2) viewing metonymy and metaphor as 'master tropes' and translating other tropes in terms of relatedness. The challenges of translating metonymy and metaphor in discourse at the level of the whole text are also explored.
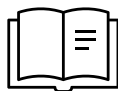
O'Reilly, David & Yan, Luling (in press). [Playing with second language metaphor: An exploration with advanced Chinese learners of English](#), *Applied Linguistics***.**

The present study continues research that takes non-serious language more seriously (Cekaite and Aronsson 2005) by focusing on a central second language (L2) Metaphoric Competence factor, Metaphor Language Play (MLP). For willing learners, MLP offers a diversity of benefits (Bell 2012a; Bushnell 2009) despite being one of the most challenging Metaphoric Competence aspects (O'Reilly and Marsden 2021a). While studies provide rich descriptions of naturally occurring MLP, elicitation approaches are needed to target comprehension/production of specific forms/meanings/usages and types of play, for example, comprehension of US sitcom humour (Dore 2015). With 69 advanced first language Mandarin L2 English learners, we addressed these issues via an Exploratory Factor Analysis to uncover hitherto unknown relationships between written/spoken/receptive/productive MLP measures, and a thematic analysis of the linguistic, conceptual, and metalinguistic themes in learners' MLP. The findings revealed three underlying MLP factors, two positively related, and a rich set of linguistic, conceptual, and metalinguistic themes. The implications of findings for future research and pedagogy are discussed.

Recent Publications

Philip, Gill (2023). [Metaphorical SPACE in Academic Talk](link), *Journal of Pragmatics*.

SPACE is one of the most basic semantic domains in language, and one which is routinely exploited in metaphor. This study explores how static space (place and position) is used in the academic talk of an EMI research seminar on theory building, investigating not only the metaphorical spaces evoked but also the ways in which participants in the seminar communicate their relationship with spatialized concepts. Three main configurations of space are used in this data, corresponding to the container, centre-periphery, and link image schemas. Each can be viewed objectively or subjectively; and it is in the subjective viewpoints that we discover how speakers position themselves with respect to their discipline, borrow ideas from others, seek to draw disparate concepts together, and discuss the difficulties they experience in their spatial relations with academic concepts and within academic groups.
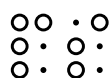
Pérez Sobrino, Paula, & Ford, Samantha (2023). [What counts as a multimodal metaphor and metonymy? Evolution of inter-rater reliability across rounds of annotation](link). *Language and Cognition*.

An open question in research on multimodal figuration is how to mitigate the analyst's bias in identifying and interpreting metaphor and metonymy; an issue that determines the generalizability of the findings. Little is known about the causes that motivate different annotations. Inter-rater reliability tests are useful to investigate the sources of variation in annotations by independent researchers that can help inform and refine protocols.

Inspired by existing procedures for verbal, visual, and filmic metaphor identification, we formulated instructions to identify multimodal metaphor and metonymy and tested it against a corpus of 21 generic advertisements and 21 genre-specific advertisements (mobile phones). Two independent researchers annotated the advertisements in six rounds. A joint discussion followed each round to consider conflicting annotations and refine the protocol for the ensuing round.

By examining the evolution of inter-rater reliability results, we found that (1) we reached similar levels of agreement for the identification of metaphor and metonymy, although converging on the interpretation of metonymy was more difficult; (2) some genre specificities made it easier to agree on the annotations for mobile advertisements than for the general advertisements; and (3) there was a consistent increase in the kappa scores reaching substantial agreement by the sixth round.

Recent Publications

Martín de la Rosa, Victoria (2023). [Taking back control: The role of image schemas in the Brexit discourse](#), *Russian Journal of Linguistics*.

Can image schemas sustain the discourse on Brexit while building up emotional and evaluative dimensions in the process? This paper analyzes the embodied meaning used in the Brexit discourse as seen through the lens of the pro-leave newspaper (*The Telegraph*). By way of a discourse-based approach, the main goal of this study is to show the persuasive role that two recurrent image schemas (CONTAINMENT AND FORCE) play in the characterization of the Brexit discourse, which were used to evoke strong feelings of fear and anger to mobilize readers into taking a defensive position against the EU at the time of the referendum. Regarding the material to be analyzed, a corpus of 43,576 words was compiled, distributed in 34 opinion articles and 13 leading articles, from May 22 to June 22, 2016. The data were analyzed from the perspective of Conceptual Metaphor Theory, where the embodiment of the mind plays a key role. The analysis reveals that the use of the metaphor scenario 'take back control', bringing together the use of image schemas and conceptual metaphor, galvanizes the readership's support against the EU through the use of this realistic formula in a less cognitively demanding manner. The study of image schemas seems to provide an important avenue for understanding the representation of complex political issues such as that of Brexit, underpinned by the use of highly compressed and simple information with a deliberate emotional load.

10th International Conference on Language, Culture, and Mind
Celebrating Linguistic and Cultural Diversity
11-14 July 2024, Masaryk University, Brno, Czechia

The Language, Culture, and Mind (LCM) conference series provides an interdisciplinary and international forum for dialogue and exchange in and between biological, cognitive, social, and cultural perspectives in theoretical and empirical studies of language and communication. As has long been recognized, no single discipline or methodology is sufficient to capture all the dimensions of language as a complex and multifaceted phenomenon, which lies at the heart of what it is to be human.

We invite contributions in any area of interest to the LCM community from scholars and scientists in anthropology, biology, education, linguistics, philosophy, psychology, semiotics, semantics, discourse analysis, cognitive sciences, and neurosciences who wish both to impart their insights and findings, and to learn from other disciplines.

- 30 November 2023: Deadline for theme session proposals
- 15 February 2024: Deadline for abstract submissions

→ Click [here](#) for the full call for papers.

Recent Publications

Jeannette Littlemore, Sarah Turner, Penelope Tuck (2024). *Creative Metaphor, Evaluation, and Emotion in Conversations about Work*. **Routledge.**

Description

This book explores the roles played by creative and conventional metaphor in expressing positive and negative evaluation within a particular workplace, drawing on interviews with 31 current and former employees of the British Civil Service.

Metaphor is often used to express evaluation but relatively few studies have investigated the ways in which metaphor is used to evaluate personal emotionally charged experiences. The volume explores how metaphor serves a predominantly evaluative function, with creatively used metaphors often more likely than conventional metaphors to perform an evaluative function, particularly when the evaluation is negative or ambiguous. The findings provide a deeper understanding of the relationship between evaluation, creativity, and metaphor. Examples, including military metaphors and family metaphors, show how creativity often comes through subverting the norms of use of a particular metaphor category, or altering the valence from its conventional use. The study elucidates the myriad ways in which people push at the boundaries of linguistic creativity in their efforts to describe the qualitative nature of their experiences.

Demonstrating how metaphor can be a powerful tool for the nuanced expression of complex and ambiguous evaluation, this book will appeal to researchers interested in better understanding metaphor, creativity, evaluation, and workplace cultures.
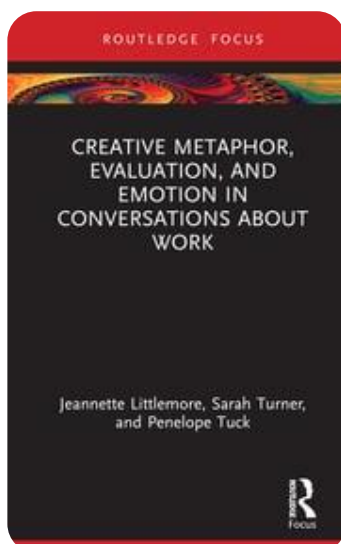
Reviews

Littlemore, Turner, and Tuck's, *Creative Metaphor, Evaluation and Emotion in Conversations about Work*, delves wonderfully into workers' use of conventional and creative metaphor to talk about work. Rigorous analysis of British Civil Servant interviews showed creative metaphors' predominance in evaluative, especially negative commentary—a necessary-read for metaphor and business communication scholars.
- Prof. Herb Colston, *University of Alberta, Canada*

Littlemore and colleagues have written a highly readable report on the creative metaphors people produce when talking about their experiences at work. The metaphor examples are wonderful, and the analysis of how these express people's thoughts and emotions provides a compelling story of metaphorical thinking and speaking in key life moments. This essay is a model for how to do metaphor research.
- Prof. Raymond W. Gibbs, Jr. *(Independent Cognitive Scientist)*

This marvellous book by Littlemore, Turner and Tuck reports an empirical study on how British Civil Servants conceptualize their work. Readers will highly appreciate the thoughtful insights the authors provide on the use of creative language in the evaluation of personal emotionally-laden experiences. A must-read for every metaphor enthusiast.
- Dr Carina Rasse, *Department of English, University of Klagenfurt, Austria*

Recent Publications

Jeannette Littlemore, Sarah Turner, Penelope Tuck (2024). *Creative Metaphor, Evaluation, and Emotion in Conversations about Work*. **Routledge.**

Table of Contents

Chapter 1. *"I'm sort of running on this soapy conveyor belt with people throwing wet sponges at me and I've got this sodding great elastic band attached to my back",* Why look at creative metaphor, evaluation, and emotion in conversations about work?, The role played by metaphor in the sharing of emotional experiences, Are creative or conventional metaphors more likely to be used for evaluation?, Is (creative) metaphor more likely to be used for positive or negative evaluation?, Previous studies of the role played by metaphor in the workplace, and the approach taken in this study, A final (but important) comment on the nature of 'creative metaphor', The context of the study, Research questions.

Chapter 2. *"I'm surprised anybody can hear anything going on for the crashing of all of these elephants in the room":* Methodology and taxonomy of creative metaphor types**,** Introduction, Participants and interview procedure, Procedure used for the identification of metaphor, Procedure used for the identification of creative uses of metaphor and taxonomy of creative uses of metaphor, Procedure used for the identification of positive and negative evaluation, Conclusion.

Chapter 3. *"She did the traditional sort of chuck it all up in the air, so get all the deckchairs and throw them up in the air, cause chaos for a year and a half and then leave":* To what extent are creative metaphors used to perform evaluation and how do creative and conventional metaphors relate to one another?, Introduction, To what extent is metaphor used to express evaluation in conversations about work? Is the use of metaphor more likely to be associated with positive or negative evaluation? And do creative and conventional metaphor differ in terms of the extent to which they express (positive or negative) evaluation?, Which metaphors were used to perform what kinds of evaluation, and how were they employed?, Conclusion.

Chapter 4. Conclusion: "*As people rotate round, some will spin off the merry-go-round and shoot off back to the private sector",* Conclusion.

→ Click the link to find out more!

https://www.routledge.com/Creative-Metaphor-Evaluation-and-Emotion-in-Conversations-about-Work/Littlemore-Turner-Tuck/p/book/9781032199788

Recent Publications

Anders Örtenblad (2024). *The Oxford Handbook of Metaphor in Organization Studies*. **Oxford University Press.**

Description

Metaphors for organization and management have been a subject of strong interest in the area of organizational studies since the 1980s. Metaphors enhance the understanding of organizations and provide a mechanism for critiquing current practices, increasing effectiveness, and improving communication. The Oxford Handbook of Metaphor in Organization Studies provides a comprehensive reference for researchers, educators, and managers. The book comprises twenty-nine chapters, which are authored by over forty contributors, many of whom have played major roles in the development of the field over the years. The theoretical underpinnings of organizational metaphors are explored. An array of metaphorical contexts for understanding management and organizations is presented. The various uses of metaphor as a tool in research, education, and management are addressed, as are the limitations of metaphors. Finally, future research directions related to metaphors in organizational studies and management are proposed.

- Explores the term metaphor broadly in organization studies, including research, teaching, and practice
- Advises on how to apply metaphors to enhance reflection among organization members, scholars, educators, and students
- Offers suggestions for various types of metaphor-based research
- Includes several of the most well-known authors in the field of metaphor-oriented organization studies
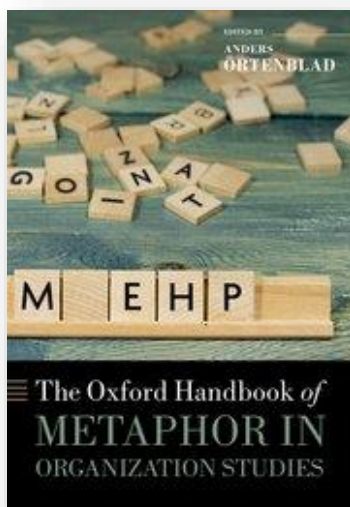
About the editor

Anders Örtenblad is Professor of Working Life Science at the University of Agder, Norway. While the majority of his career has been based in the Nordic countries, he has also worked elsewhere including three years in China. He has edited numerous books and journals, including *The Oxford Handbook of the Learning Organization* (OUP, 2019), and has previously edited various works on metaphor in organization studies with Linda L. Putnam and Kiran Trehan.

→ Click here to read the full table of contents and more!

Recent Publications

Jeannette Littlemore, Marianna Bolognesi, Nina Julich-Warpakowski, Chung-hong Danny Leung and Paula Pérez Sobrino (2023). *Metaphor, Metonymy, the Body and the Environment*. **Cambridge University Press.**

By exploring the associations that people make between emotions and colours, looking at how they vary across languages, and exploring the explanations that people provide for the associations that they make, this Element provides insight into the ways in which humans express emotions through colour, and the reasons why they do so. Metaphoric (and metonymic) language and thought play a key role on several levels in the formation of emotion–colour associations, interacting with physical, environmental and social factors. A strong metaphorical connection between the valence of the emotion and the lightness of the colours with which it is associated, and between the intensity of an emotion and the saturation level of the colours with which it is associated is found. However, the strength of this association varies according to the linguistic background of the speaker, and the gender in which the emotion is presented.

DOI: https://doi.org/10.1017/9781009042468

Call for book reviewers

Are you interested in writing a book review that would be published in *Metaphor and the Social World*?...and of course, receiving a free copy of the book! **If yes, please add your details to this short form** and we will contact you when a book becomes available for review. Further information:

- We will seek to match the book to your areas of interest;
- The standard deadlines for submitting the review are 15th Nov (publication in first issue of following year) and 15th April (publication in second issue of same year);
- The current book review length is maximum 3,000 words with everything included (title, main text, references, etc.);

For enquiries, contact david.oreilly@york.ac.uk

Recent Publications

Mingjian Xiang (2023). *Fictive questions in the Zhuangzi: A cognitive rhetorical study*. **John Benjamins Publishing Company.**

Rhetoric is intimately related to interaction and cognition. This book explores the cognitive underpinnings of rhetoric by presenting a case study of the rhetorical use of interactional structures, namely expository questions and rhetorical questions, in the classical Chinese tradition. Such questions are generally meant to evoke silent answers in the addressee's mind, thereby involving a fictive type of interaction. The book analyzes fictive questions as intersubjective mixed viewpoint constructions, involving a viewpoint blend of the perspectives of the writer, the assumed prospective readers, and possibly also that of the discourse characters. The analysis further shows that in addition to attention, other late developing human capacities such as mental simulation and perspective taking also have a pivotal role to play in rhetoric, on the basis of which a simulation-based rhetorical model of persuasion is proposed to account for meaning construction in rhetorical practices. The book will influence our understanding of rhetorical practices outside the Western tradition but within the framework of cognitive semantics.

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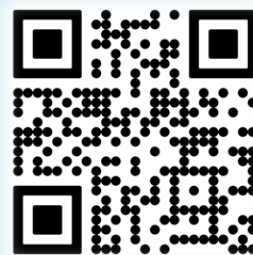
Recent Publications

Thomas J. J. Scherer (2024). *Inszenierungen zeitgenössischer Propaganda: Kampagnenfilme im Dienste des Gemeinwohls [Stagings of Contemporary Propaganda. Campaign Films in the Service of the Common Good]*. **De Gruyter (Open Access).**

"Don't drink and drive!", "Respect Covid regulations!", or "Don't get the vaccine!": In the public spheres of democratic societies, there are many insistent audiovisual messages that appeal to the public in the name of the "common good". This monograph examines such social advertisements against a multi-disciplinary field of theoretical reference in order to develop a discourse-analytical approach. By analyzing films serving "mundane" purposes as cinematic forms of meaning-making, it opens up audiovisual discourse formations to aesthetic and political critique. This film studies perspective sheds new light on media practices where propaganda, advertising, and public relations intersect. What emerges through this analysis is a poetics of persuasion: a political instrumentalization of fictional worlds, with their inherent possible actions, responsibilities, and views of humanity, staged in the language of cinema.

Drawing on a number of case studies, this book teases out three main elements of social advertising: the genre-specific pedagogy of negative audience feelings, cinematic metaphors that shape public media discourses, and the temporal structure of prevention. It shows that audiovisual persuasion is not a unidirectional rhetorical manoeuvre, but rather a process of negotiation, of shaping ideas and stances through the medium of cinematic fiction. Through this reflection of media-specific societal practices, the study contributes to the interdisciplinary research on contemporary public media spheres.

This book could be of interest to scholars of audiovisual metaphoricity, cinematic metaphors, as well as metaphor-led discourse analysis. The publication is in German on November 20, 2023.

About the Author

Thomas J. J. Scherer, Cinepoetics – Center for Advanced Film Studies, FU Berlin, Germany.

➔ Click here for detailed information.

Recent Publications

Bin Zhang (2023). *Metapherntheorie und Konstruktionsgrammatik. Ein vierdimensionaler Ansatz zur Analyse von Metaphern und metaphorischen Konstruktionen*. **Narr.**

This book develops an integrative concept that brings the Conceptual Metaphor Theory and Cognitive Construction Grammar together. And it makes them available for the analysis of metaphorical constructions. This connection is examined on three different levels (idioms, text, and discourse) or modalities (written texts and images). The language data used includes idiomatic constructions, editorials, cover images, and cover stories from two national news magazines. The comprehensive corpus investigation shows that four different dimensions must be taken into account for an appropriate analysis approach: Prosody, Structure, Semantics, and the Pragmatics of a linguistic construction (PSSP model). Particular emphasis is placed on the roles of prosody and pragmatics, which have so far received little attention in Cognitive Construction Grammar. In this respect, the proposed model gives new theoretical impulses to functional linguistics, cognitive linguistics, and construction grammar.

About the author

Bin Zhang (Ph.D.) is now a postdoctoral fellow at the Institute for German Language and Literature II at the University of Cologne.

➔ Click here for detailed information.

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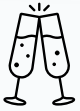
Completed PhD Project: Dr Ramona Pistol

"Aesthetic experience, novelty and consciousness in the comprehension of metaphors"

PhD thesis, Middlesex University, available at Middlesex University Research Repository.

This thesis explores theoretical ideas about the nature of metaphors and develops an account of metaphor that integrates both the rational and the emotional in an attempt to explain and embrace that which has not been theoretically addressed in any well-known theories of metaphor – metaphor's expressiveness. This thesis argues that novelty is the key source of meaning creation in the interpretative process of metaphors and explains how potentialities are at the core of the comprehension of new meaning. This epistemological study considers a wide range of approaches which aim to define cognition, emotions, consciousness, beauty and aesthetic experience.

The thesis argues that the interpretation of metaphor relies heavily on organism-environment interactions in the sense that bodily states create an experience which helps interpretation. Equally important, the experience includes awareness of the new association of the ideas because the newness can only arise from processes through creating possibilities and assessing them until arriving at an acceptable conclusion. After revising the theoretical path of metaphor, the thesis expands the idea of embodiment to include cognition as a dynamic interaction between humans, as interpreters and the environment. The argument is then directed to emotions and the critical role of mental imagery in the evocative function of metaphors, the aesthetic experience and the criteria for considering a metaphor to be successful.

Synthesizing all of these factors in an account of metaphor, the thesis seeks to address some of the problems in the understanding of the expressiveness of metaphor and the problem of obscurities of meaning. In particular, it clarifies the relationship between novelty/creativity and, on one hand, the moment when the connection in the comparison that gives the surprise is identified, and on the other hand, the awareness of what is significant to arrive at the meaning of the metaphor and to what we choose to represent or to bring to existence through the metaphor.

Whether you have a new project or a newly completed project or any other info you would like to share with other RaAMmers, we would love to hear from you!

Simply fill in the form here: https://www.raam.org.uk/newsletters/contributions/

New Project
Metaphor and Epistemic Injustice in Mental Illness

PRIN-PNRR project: "Metaphor and Epistemic Injustice in Mental Illness"

With the interdisciplinary approach of three research units (UniCa, UniMe, and UniCh) combining philosophy of language and mind, experimental pragmatics, cognitive science, psychiatry and neuroscience, the project investigates epistemic injustice in metaphorical communication in the case of mental illness. Focusing on schizophrenia, the project analyzes the cognitive and bodily mechanisms at the roots of the failure to attribute credibility (testimonial injustice) and interpretive capacities (hermeneutical injustice) to people with mental illness, when they communicate their illness to other people via metaphors vs. their literal counterparts. We hypothesize that both patients' difficulties in embodying metaphors in communicating their mental illness and interpreters' negative social and moral stereotypes concur to create the case for epistemic injustice, in its double shape of testimonial and hermeneutical injustice. The project will go at the roots of the reasons for this failure in mental illness communication via metaphors, exploring 1) the interpreter's perspective (UniCa), 2) the mental-ill speaker's perspective (UniMe), and 3) the mental-ill speaker/interpreter interaction (UniCh), to understand the cognitive mechanisms responsible for the missing attunement between people with mental illness and interpreters.

Metaphor is proposed as a valuable resource to foster a better attunement between the speaker with schizophrenia and the interpreter and to possibly prevent or overcome epistemic injustice in illness communication. Metaphor is indeed a necessary tool for people with schizophrenia to express their illness and themselves in relationship with the illness, but also for the relevant others (families, friends, doctors, healthcare professionals, people in their social life, etc.) to have access to what the speaker feels as meaningful to articulate of their experience of illness. Results will significantly advance the understanding of the linguistic and cognitive aspects of metaphor use in mental illness communication, with interdisciplinary scientific academic impact and social impact on public policies and health institutions. A social campaign, based on the experimental data on metaphors production/understanding and the active engagement of stakeholders, will also be designed and produced, with an impact on the general public. Finally, the outcomes will lead to the development of possible novel rehabilitative interventions and novel social behaviors of caring to prevent epistemic injustice.

Principle Investigator: Francesca Ervas (University of Cagliari)

→ Stay tuned for the monthly seminars and calls for post-doctoral applicants! Project website coming soon.

Welcome to RaAM!
Christina Christou (University of Birmingham, UK)

I am in the 2nd year of my PhD at the University of Birmingham, United Kingdom. I'm looking at how people use metaphors in their lived experience narratives of trauma, through the use of three expressive media: art, expressive writing and story writing. The working title of my PhD is: An exploration of how people use metaphors in their lived experience narratives of trauma, through expressive media; art, expressive writing and story writing.

My PhD is multidisciplinary and draws on my experience as a counselling therapist. I am interested in the neurobiological underpinnings of metaphor, cognitive science, the relationship between metaphor and narrative, all within the context of trauma.

I situate my own study in the current literature on narration and metaphor, drawing attention to what is distinctive about trauma. My project draws on extant research into the relationship between narrative and metaphor where I have looked at metaphorical stories or scenarios and large, shared, over-arching metaphors (Musolff, 2016) and on mental simulations (Ritchie, 2006, 2017).

The gap in the research I am exploring is in that of the lived experiences narratives on trauma, that draw on the conventions but are individual, that are at once literal and metaphorical and that contain complex interactions between conventional metaphors (at all levels). I am interested in the creative uses of metaphors, especially which have implications for epistemic injustice.

References

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Ritchie, L.D., 2017. *Contextual Activation of Story Simulation in Metaphor Comprehension*-Chapter 12.

Christina Christou, PhD Researcher
English Language and Linguistics
University of Birmingham, United Kingdom

Fully-funded PhD opportunity!

Cross-Cultural Experiences of Grief and Bereavement through a Creative Lens (Coventry University, UK)

We are very excited to announce this opportunity to study for a funded PhD with Dr Sarah Turner at Coventry University, UK, with further supervision support from Prof. Jeannette Littlemore at the University of Birmingham and a close partnership with Cruse Bereavement Support, the UK's leading bereavement charity.

The PhD is scheduled to start in **September 2024,** and is **fully funded** through a Midlands4Cities Doctoral Training Partnership Collaborative Doctoral Award ('CDA'). CDAs are projects which are co-designed in collaboration with an external partner organisation. They have pre-established research aims and supervisory teams, made up of academics and a member of the external partner organisation.

About the Project

If your application is successful, you will be working to investigate and compare the experiences of grief and bereavement of two distinct cultural/ethnic communities within the West Midlands area of the UK, as expressed through metaphor. The project aims to give a voice to traditionally underrepresented groups in social research, obtain new understandings of diverse experiences of grief and bereavement, and inform effective bereavement care.

You will be answering the following research questions:

1. What are the similarities and differences between the two communities in terms of how they experience, conceptualise, and communicate grief?
2. What insights can an analysis of participants' creative outputs provide into the experience of grief?
3. What are the implications of RQs 1 and 2 for the provision of high-quality bereavement care to the specific groups in particular, and in a culturally diverse society in general?

You will be collecting and working with two sets of data. The first will be interviews with bereaved individuals, in which participants reflect on their experiences and understandings of grief and loss. The second will take the form of creative outputs (e.g. art or creative writing), produced by the participants through involvement in workshops.

You will be fully supported by your involvement with Cruse Bereavement Support, both in participant recruitment and workshop delivery. As part of the project, you will also undertake a placement with Cruse in which you will undertake bereavement training, shadow Cruse staff, and get involved in existing campaigning and outreach initiatives.

Learn more and apply

- You can download more details about the project by clicking here.
- You can learn more about Midlands4Cities and the funding it offers by clicking here.
- You can apply here. **Deadline: January 10ᵗʰ, 2024.**

If you're thinking of applying for this post and would like to have a chat about it, or if you have any questions, **please don't hesitate to contact Dr Sarah Turner** on ad0091@coventry.ac.uk.

Please share widely with anyone who might be interested!

RaAM Grants and Awards: Call for Applicants!

Grants and awards have for a long time been at the core of the RaAM's values in our effort to contribute to support and foster research in the field of figurative language. This year, RaAM will be welcoming applicants for **two** funding opportunities: the well-known Research Grant and the Building Bridges Fund, aimed at showcasing existing research on figurative language and establishing new connections within the RaAM community and also with the outside world. This last grant, introduced for the first time last year, is looking for innovative, creative and ground-breaking minds to open the horizons of figurative language and reach new audiences. More information about the Research Grant and the Building Bridges Fund can be found here. We look forward to receiving your applications (apply by **30 April, 2024**).

If you have any questions, please email us at this address: grants@raam.org.uk.

Inés Lozano, RaAM Grants/Prizes Officer

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Donations can be made via the RaAM website.

RaAM Research Grant (2022): Project Updates

How About Metaphors for Dinner? A Digest of Metaphorical Conceptualizations in Pro-Ana Communities. Paola Vernillo (University of Florence, Italy) and Gloria Gagliardi (University of Bologna, Italy).

Mid-term Report

The project "How About Metaphors for Dinner?", that I run in collaboration with Prof. Gloria Gagliardi, was among the three finalists of the RaAM Research Grant 2022. The central idea of this project was that to explore the metaphorical imagery of Anorexia Nervosa (AN) and to provide a digest of its most frequent metaphorical conceptualizations. We were mainly interested in understanding how anorectic individuals use metaphors to narrate how they live with their eating disorder and deal with their bodily image. These aspects are particularly significant as, beyond the strictly physical symptoms (e.g., extreme weight loss), AN is a psychopathological disorder characterized by fluctuant bodily perception, inflexible thinking, and total disconnection from bodily experience. The investigation was carried out by collecting data from TikTok Italian recovery accounts (i.e., adolescent and young adult users who are in the process of healing from AN) and via the adoption of both quantitative and qualitative methodologies (e.g., TikTok corpus creation, topic modelling analysis, and application of MIP).

Some of our preliminary findings were presented in international events (i.e., "GSCP", Rome, June 2023), academic seminars ("CLUB Day", Bologna, June 2023), and will be soon discussed at the international conference "CliC-it 2023", to be hosted in Venice this November. Moreover, in connection to the project, we organized our own conference "IPAN - Interdisciplinary Perspectives on Anorexia Nervosa", a one-day event hosted on May 26, 2023, by the Department of Classical Philology and Italian Study - University of Bologna (Italy). The conference fostered multidisciplinary exchange about research on AN and, more in general, represented an opportunity to discuss ongoing research on eating disorders (EDs) from theoretical and experimental viewpoints. It brought together experts and scholars from different backgrounds (among the others, Linguistics, Psychology, and Neuropsychiatry) and provided a stimulating environment for dialogue and integration.

The main topics of interest were:

- Linguistic profile of AN: morphosyntactic and lexical markers
- Conceptual representation of AN: abstraction deficits and concretism
- Relationship between altered body image and disordered eating
- NLP detection of online pro-ana and pro-mia communities
- Representation of ED in social media
- Analysis of voice disturbance in patients with ED

RaAM Research Grant (2022): Project Updates

How About Metaphors for Dinner? A Digest of Metaphorical Conceptualizations in Pro-Ana Communities. Paola Vernillo (University of Florence, Italy) and Gloria Gagliardi (University of Bologna, Italy).

The keynotes speakers were:

• Laura A. Cariola (lecturer in Applied Psychology, School of Health in Social Science, University of Edinburgh): *Experiencing newspaper representations of eating disorders: an interpretative phenomenological study*;

• Massimo Cuzzolaro (psychiatrist, Department of Medical Pathophysiology, "Policlinico Umberto I", Sapienza University of Rome): *Anorexia nervosa as a counter-metamorphosis*;

• Serena Mazzini (social media strategist, contributor to "Domani Editoriale", podcaster for ChoraMedia, and lecturer at NABA): *Anorexia nervosa in the tiktok era: when the disease becomes a reality show*.

Overall, the IPAN conference welcomed 17 presenters (3 keynotes, 6 oral presentations, and 8 posters) from 7 countries and 3 continents, and it resulted in the publication of a Book of Abstracts (Gagliardi & Vernillo 2023).

Concerning the scientific outputs, the project has so far led to the creation of two corpora (Donati et al. 2023a, Donati et al. 2023b) and to the production of two papers (Vernillo, Donati & Gagliardi, *in press*; Vernillo, *in press*). Yet, some more publications are under preparation. Furthermore, we were able to set up 5 curricular internships with the collaboration of the University of Bologna: three of which were successfully completed (MA students enrolled in the MA in Clinical Linguistics, Universi) and two more are about to start (MA students within the Department of Classical Philology and Italian Studies).

Finally, as communication and outreach play a central role in our research activity, some of the project's outcomes were disclosed with initiatives for schools (i.e., "IIS Manfredi Tanari", Bologna, March 2023) and during an educational event organized by the University on Bologna (i.e., "AperiScienza - Aspettando la Notte Europea dei Ricercatori", Bologna, September 2023).

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RaAM Research Grant (2022): Project Updates

How About Metaphors for Dinner? A Digest of Metaphorical Conceptualizations in Pro-Ana Communities. Paola Vernillo (University of Florence, Italy) and Gloria Gagliardi (University of Bologna, Italy).

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RaAM Research Grant (2023): Project Updates

Eyes as a window to perception: Cognitive processes underlying iconic-metaphorical understanding. Marjorie Bates (Gallaudet University, USA).

Across languages, people use metaphors to map abstract ideas (e.g., emotions) onto concrete source domains (e.g., embodied actions) for understanding.[1] In American Sign Language (ASL), abstract concepts often take on manual forms through both metaphorical and iconic mapping, or double mapping.[2] Potential for double mapping in ASL and gesture may facilitate cross-linguistic understanding for certain concepts.[3] This project will investigate the cognitive processes involved when non-signers attribute abstract meaning to ASL signs.

Pupillometry is a research method of analyzing real-time changes in pupil size using infrared light and eye-tracking technology. Comparing pupillary responses across conditions can demonstrate how certain linguistic structures increase cognitive processing load.[4] For example, pupil dilations increase as word recognition becomes more challenging, due to factors like unfamiliarity[5] or metaphorical underpinning.[6] This study will use pupillometry to examine relationships between perception, cognition, and confidence at first exposure to ASL signs.

Non-signers (n=40) will observe individual ASL signs (n=72), guess their meanings, and give subjective confidence ratings. Guesses will be coded as: transparent, if the majority of participants guess the same meaning; iconic, if the meaning guess is concrete and represented in the sign; metaphorical, if the meaning is abstract and represented in the sign, or arbitrary, if there is no form-meaning overlap. Pupillary responses will be analyzed in relation to the signs, meaning guesses, and confidence ratings. The results will indicate cognitive processes that underlie transparent, iconic, and metaphorical sign perception, contributing to understanding across languages and modalities.

Marjorie Bates is a PhD student in Linguistics at Gallaudet University, in Washington, D.C. As a hearing, second-language learner of ASL, Marjorie is interested in the cognitive processes (e.g., attention, metaphorical mapping) that contribute to understanding across modalities, including visual (sign, gesture, written), tactile, and spoken/auditory. Marjorie has an MA in Deaf Studies and an MA in Linguistics, both from Gallaudet University where there is a large signing community.

Photo: Marjorie Bates, pictured signing 'metaphor' in ASL, describes her proposed research project in a recent presentation titled "The eyes as a window to perception of iconicity and metaphor in American Sign Language" at Gallaudet University.

RaAM Research Grant (2023): Project Updates

Eyes as a window to perception: Cognitive processes underlying iconic-metaphorical understanding. Marjorie Bates (Gallaudet University, USA).

Examples
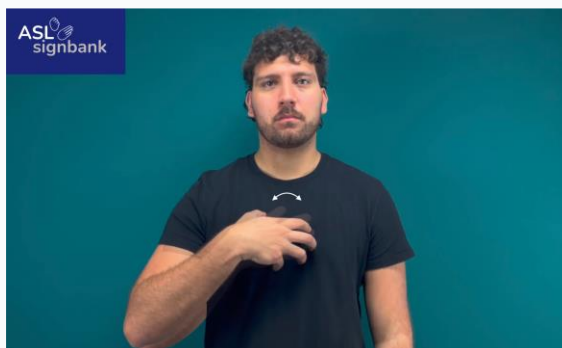
CODESWITCH

An example of the metaphor CONTROL IS PHYSICAL CONTROL in ASL.[2] CODESWITCH7 is represented with a turning motion at the chest, meaning *to code-switch* or *change behavior or way of speaking*.[7] Non-signers (n=37) provided meaning guesses in response to this sign.[3] Of these guesses, 38% related to emotions (e.g., *uneasy, heartbroken*), potentially indicating use of double mapping via the sign's location and the metaphor LOCUS OF EMOTION IS THE CHEST.[2] 57% of guesses were iconic (e.g., *turn, chest pain*); 5% of guesses were arbitrary (*hello, you're welcome*).

GRIEVE

An example of the metaphor LOCUS OF EMOTION IS THE CHEST in ASL.[2] GRIEVE[7] is represented with opposite twisting motions near the signer's chest, meaning *devastated* or *heartbroken*. Non-signers (n=42) provided meaning guesses in response to this sign.[3] All guesses could be mapped to the sign iconically (e.g., *squeeze, twist, heart*); only one participant's guess related to emotion (*causes anxiety*), potentially via the metaphor LOCUS OF EMOTION IS THE CHEST.[2]

RaAM Research Grant (2023): Project Updates

Individual differences in the perception of metaphoricity. Nina Julich-Warpakowski (University of Erfurt, Germany).

The project investigates whether metaphor can be viewed as a gradable phenomenon. I argue that the difference between literal and metaphorical language is a quantitative rather than a qualitative/categorical one. In particular, my test-bed are technical motion metaphors used in descriptions of Western classical music, as illustrated in the following examples:

(1) The bass line ascends.
(2) The main motif returns.
(3) The music arrives at the final chord.

I intend to show that the perceived metaphoricity of these musical motion metaphors varies with participants' musical background: musicians perceive these expressions as more literal compared to non-musicians, showing that there are individual differences in the perception of metaphoricity based on the degree of acculturation with a specific metaphorical term or pattern.

To do so, I am going to conduct a rating study (extending on a previous study, Julich-Warpakowski (2022)). In the study, participants with varying degrees of musical background will be asked to rate musical motion sentences like in (1) to (3) for their degree of metaphoricity. Participants will be recruited via the platform Prolific and by reaching out to professional orchestras and University music departments in the UK and the USA.

The study is relevant for metaphor research because the findings may present quantitative evidence for the gradable nature of metaphor and may indicate that the degree of metaphoricity of a certain metaphorical expression varies with respect to the speaker and his or her degree of familiarity with a certain metaphor use.

About Nina

I am currently a lecturer and post-doc researcher at the University of Erfurt in Germany. I teach classes on the structure of English, figurative language, and corpus linguistics. My research focuses on figurative language viewed from the perspective of Cognitive Linguistics, especially Conceptual Metaphor Theory, and I am very much interested in the ways in which figurative language can be studied empirically. I hold a master's degree in English and musicology and a PhD in English linguistics. In my PhD, I have investigated the conceptual motivation and (degree of) metaphoricity of motion expressions in descriptions of Western classical music using corpus linguistic methods and metaphoricity rating data.

RaAM Building Bridges Fund (2023): Project Updates

Organisation of an interdisciplinary hybrid conference on climate communication. Elise Stickles (University of British Columbia, Canada).

Abstract

We're very grateful to RaAM for its support of the conference we are co-organizing, *Communicating climate hope: Countering eco-anxiety and climate doomism in research and practice*. This distributed, hybrid conference will be held simultaneously at Tilburg University in The Netherlands and the University of British Columbia in Vancouver, Canada, on August 15-16, 2024. The conference will bring together experts in climate communication with community organizers and artist-activists. Our goal is to cultivate a productive conversation on how we can more effectively communicate about climate change, while avoiding anxiety-oriented frameworks; conference participants are invited to identify and develop effective strategies for communicating climate hope. Prior to the conference, we will sponsor a climate storytelling student fellowship across both universities in partnership with the Climate Stories Project, which will train the next generation of climate activists in effective and creative climate communication strategies; the outcome of their work will be a series of digital artifacts which will be featured at the conference. Following the conference, participants will be invited to contribute to a multimedia, open access proceedings.

As metaphor researchers, we all know the important role that our research can play in understanding and improving climate change communication - as demonstrated by the many fantastic climate change talks and posters presented at RaAM 16 this past summer, and by the work of one of our plenary speakers, Prof. Teenie Matlock. We hope that many of our fellow climate-focused RaAM friends will join us at the conference, be it in Tilburg, Vancouver, or online. Please check out our conference website at www.climatehope2024.com, and keep an eye out for our call for submissions, coming soon!

Climate Stories Map. Source: Climate Stories Project.

RaAM Building Bridges Fund (2023): Project Updates

Organisation of an interdisciplinary hybrid conference on climate communication. Elise Stickles (University of British Columbia, Canada).

Prof. Elise Stickles is an Assistant Professor in the Department of English Language and Literatures at the University of British Columbia in Vancouver, Canada. She is a cognitive linguist whose research focuses on variation in metaphoric usage across linguistic varieties and genres by applying methods from corpus and computational linguistics to news media, social media, and political speech, particularly in the areas of healthcare, climate change, and social inequality. She is currently leading a project studying the metaphors used to conceptualize cancer, climate change, and COVID-19 in Canada, the United States, Mexico, and France. Prof. Stickles is also the PI and maintainer of the MetaNet Project, a database of metaphors in English, Spanish, and French.

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Dr. Schuyler Laparle is currently a lecturer in the Department of Communication and Cognition at Tilburg University in the Netherlands. Their research focuses on multimodal discourse analysis and the use of metaphor in conceptualizations of complex social and ecological issues. They are currently leading an interview archiving project entitled "Climate Narratives: the individual in a changing world" which looks to engage individuals in generative conversation about the climate crisis and imagining alternative ways of being. Dr. Laparle is also interested in the use of invasion metaphors in discourses on the displacement of human and non-human populations, and in identifying beneficial reframings to deconstruct underlying nationalist narratives.

Email address: S.M.Laparle@tilburguniversity.edu

RaAM Building Bridges Fund (2023): Project Updates

Organisation of an interdisciplinary hybrid conference on climate communication. Joanne Boisson (Cardiff University, UK).

Abstract

We are developing a website of publicly available resources for metaphor identification. Users will be able to access a repository of datasets, upload new resources and automatically label raw text.

The RaAM Building Bridges grant enables us to expand and share our recently created Unified Benchmark for Metaphor Identification (UBMI). The UBMI is a collection of 30 datasets in English, used in Natural Language Processing (NLP) and Psycholinguistic studies containing expressions labelled as literal or metaphoric. The datasets formats have been unified and can be conveniently loaded by machine learning models in order to train them to produce similar annotations, and to compare their performance. Our first published work with the UBMI takes advantage of its scale to discuss the impact of dataset construction methods on the performance of automatic metaphor identification models (https://arxiv.org/abs/2311.00790).

The RaAM community has developed numerous valuable labelled corpora in various languages over the years. Many of which are not only unknown to the NLP community, but are also often not easily shared among the researchers. Our hope is that RaAM members will be interested in sharing their datasets through this new website and participate in the extension of this repository to more languages.

Both in human sciences and in NLP, researchers will benefit from a centralised database of labelled resources, easily accessible. Moreover, the progress recently made by transformer-based language models for metaphor identification opens the path to the creation of helpful tools for semi-automatic labelling of metaphors based on an initial sample of annotations.

Joanne Boisson is a PhD Student in the CardiffNLP group at Cardiff University, working on metaphor processing with professors Jose Camacho-Collados and Luis Espinosa-Anke in the area of Natural Language Processing. The group's research focus includes analysing how recent language models represent meaning. Joanne previously worked in Taiwan on Chinese language processing and relation extraction for three years in the industry as a Machine Learning engineer (link). She also collaborated with literary criticism researchers in Taiwan National Central University for a study on plant metaphors in Taiwanese textbooks over the last seventy years (link).

→ Click HERE for "Joanne & Robot"!

Student matters: An update from the Postgraduate Liaison

Dear RaAM Student Members,

Here we are once again! In our last exchange, we were preparing to visit the enchanting city of Alcalá de Henares for RaAM 16, and let's face it, the conference surpassed all expectations. Returning to in-person conferences at the University of Alcalá was truly a remarkable experience. Who would have thought that our academic endeavors would lead us to conferences set in UNESCO heritage buildings?

Well, beyond all invaluable contacts and learning experiences, RaAM 16 will forever hold a special place in our hearts. Enjoying this moment, I'd like to express my gratitude to the local organising committee for organising such a nice event. A sincere thank you to all the keynote speakers and presenters who dedicated their time to deliver brilliant insights into their research. Finally, I'm also grateful to every participant who contributed to the vibrant atmosphere of the conference and the student event. Meeting and engaging with some of you in the charming backdrop of Alcalá was great, and I can't wait to meet you again in the future. Until then, my sincere appreciation to everyone involved in making RaAM 16 an unforgettable experience!

Looking ahead to the prospect of meeting you in person once again, RaAM is happy to announce an upcoming specialized seminar at the University of Macerata in Macerata, Italy, on June 6-7, 2024. Get ready to talk about metaphors in Italy next year! Mark your calendars for this seminar, which has Metaphor, Inclusion and Accessibility as its main theme. We are also excited to tell you that the RaAM conference is travelling on a new journey to America for the first time! Save the date for RaAM 17, set to take place in July 2025 at Lawrence Technological University in Southfield, USA. For more details about both these events, be sure to visit RaAM's website. Don't miss out—check it regularly for updates!

In this newsletter, we feature two captivating Metaphor Column interviews. Inspired by our experience at RaAM 16, my classmate, Felippe Tota (PhD candidate at Federal University of Rio Grande do Sul), and I had the privilege of interviewing Prof. Augusto Soares da Silva (Catholic University of Portugal, Braga), one of the plenary speakers from our last conference. His talk about metaphor and intersubjectivity left a lasting impression, making it a perfect fit for our column. Still inspired by RaAM 16, I also had the pleasure of interviewing Phillip Wadley (Bangor University, UK), one of our Best PhD Presentation winners at RaAM 16. Though I couldn't attend Phillip's presentation, we had the opportunity to talk many times during the event. While chatting, Phillip told me nice insights about his research on concreteness effects in metaphor interpretation, and I felt compelled to share his insights with a wider audience. As a result, here we are! I trust you'll enjoy reading about Prof. Augusto Soares and Phillip Wadley on pages 43 and 46, respectively.

Finally, remember that the Metaphor Column is always open for contributions. We're always happy to receive news about the metaphor students and established academics in our community. If you feel like participating in the columns, email me! Our Facebook group is also open to your contributions. Join us! If you have questions, suggestions, commentaries, or ideas, email me at postgrad_liaison@raam.org.uk. I'm always happy to listen to you!

Best wishes,

Caroline Girardi Ferrari

The

Metaphor

Column

interview by Caroline Girardi Ferrari and

Felippe Tota

M E T A P H O R

Augusto Soares da Silva is Professor of Linguistics at the Faculty of Philosophy and Social Sciences of the Catholic University of Portugal, in Braga. His research focuses on lexical semantics, grammar and conceptualization, and language variation and change within the framework of Cognitive Linguistics. He is also interested in metaphor, ideology and discourse. His book *O Mundo dos Sentidos em Português: Polissemia, Semântica e Cognição* ('The World of Meanings in Portuguese: Polysemy, Semantics and Cognition', 2006) won an international award from the Portuguese Language Society. More recently, he *edited Pluricentricity: Language Variation and Sociocognitive Dimensions* (De Gruyter, 2014) *and Figurative Language: Intersubjectivity and Usage* (John Benjamins, 2021). He coordinates two research projects on the lexical, constructional and attitudinal convergence and divergence between European Portuguese, Brazilian Portuguese and African varieties of Portuguese. He is the director of the Center for Philosophical and Humanistic Studies and coordinator of the Communications Sciences course and the PhD program in Linguistics.

Let's begin with our timeless inquiry: **M** is for **Metaphor.** Do you have a favorite metaphor? What makes it your favorite?

My favorite metaphor is LIFE IS A JOURNEY, for three main reasons. Firstly, because I love travelling and this metaphor sometimes becomes, for me, a metonymy or an admirable interplay between metaphor and metonymy or metaphtonymy. Secondly, because this metaphor is a good representation of both the wonders and challenges of life. To quote the great Portuguese poet Fernando Pessoa in his *Livro do Desassossego* ('The Book of Disquiet'), it represents the good disquiet of life. Lastly, because this metaphor (or metaphtonymy) portrays very well the long history of my country and a fundamental trait of Portuguese culture, namely the search for the Other (especially the foreign Other) as a defining aspect of one's own identity. Portuguese culture can be characterized as a "border culture", not because there is a no man's land beyond Portugal, but rather a sort of personal void that is filled by craving what is outside of it, a longing for the Other.

M E T A P H O R

E is for **Evidence**. In your presentation at RaAM 16, you delved into some insightful studies on metaphor as an intersubjective phenomenon, with evidence based on emotions, morality and politics. Could you share additional insights on these studies? What are your most recent findings about this theme?

Metaphor is not only a powerful thought-structuring device, but also an efficient communicative and intersubjective discourse strategy, serving personal, social, and cultural contextualized needs. Metaphor, as well as the other figures, should therefore be studied as cognitive and communicative processes grounded in intersubjective interaction. This is in line with the so-called discourse and sociocultural turn in metaphor studies, as an effect or follow-up of the social turn in cognitive science and in cognitive linguistics. I'm gathering phenomenological (Husserl, Merleau-Ponty, Schütz, Gallagher), developmental and evolutionary (Trevarthen, Tomasello, Gallese), and linguistic (Verhagen, Geeraerts, Zlatev) evidence to the role of intersubjectivity in metaphor and the role of metaphor in intersubjectivity. Specifically, and interpreting intersubjectivity as a multifaceted and multi-level concept, I'm exploring the intersubjectivity of metaphor in three interconnected senses of intersubjective interaction: immediate or bodily-based intersubjectivity (shared embodiment), personal extended or cultural intersubjectivity (shared culture and shaping the individual), and social extended or ideological intersubjectivity (shared culture and ideology and changing the system). Metaphors of emotions, morality and politics are excellent empirical proofs of the fundamental role of intersubjectivity in metaphor and vice-versa. Why and how metaphor is intersubjectively special? It provokes emotions, reinforces, and enriches cultural models, and is a powerful ideological strategy for social action and transformation. I'm particularly interested in investigating how affectivity, morality and intersubjectivity are crucial for conceptual metaphor in general and specially for polarizing metaphor in social-political contexts.

T is for **Track.** On your research journey, what are the core themes and contributions that have defined your track?

My research interests include three main domains. One of them, the first in my academic career, is lexical semantics, and includes polysemy as a window of meaning and cognition, and correlated phenomena as vagueness, prototypicality, metaphor, metonymy, image schemas, as well as semantic change and its mechanisms and causes, synonymy and the interaction between semasiology and onomasiology. My PhD, supervised by Prof. Dirk Geeraerts, focused on the semantics of the Portuguese verb deixar 'to leave, to let', including the semantic development of this verb from the Latin laxare 'to loosen, to slacken', the current polysemy of deixar, its image-schematic coherence and semantic categories such as causation, permission, and negation. An extension of this research domain involves my studies about metaphor and emotions, as well as metaphor, emotion, morality, and political and economic discourses. The second research interest is about the conceptual bases of typical Portuguese grammatical constructions within the framework of Cognitive Grammar and Construction Grammar, such as the meaning of the inflected infinitive and inflected infinitival constructions, causative constructions, and the category of negative causation, se 'if' (reflexive, reciprocal, middle, passive, and impersonal) constructions, and relative constructions. The third main domain is historical and variation linguistics

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and focuses on the pluricentricity of Portuguese, especially lexical, constructional and attitudinal indicators of convergence and divergence between European Portuguese, Brazilian Portuguese and African varieties of Portuguese. An important topic here is the correlation between conceptual construal or perspectivization, (inter)subjectivity and lexical and constructional variation and change.

A is for **Augusto**. Who is Augusto Soares da Silva beyond his academic endeavors? What other interests do you have besides studying Cognitive Linguistics?

My hobbies are travelling and walking (also along Portuguese beaches and mountains), reading (Portuguese and Brazilian classics, as well as world literature), swimming, playing tennis, and listening to music (fado – of course!, but also other genres).

P is for **Polysemy.** One of your most famous work is about Polysemy, Semantic and Cognition. When did you start being interested in studying such themes? What drove your interest in this area?

I started with the challenges of distinguishing between polysemy, vagueness and homonymy in my Master's degree and continued studying the complexities of polysemy in my PhD, focusing specifically on the diachronic and synchronic semantic wonders of the verb *deixar* 'to leave, to let', as aforementioned. Polysemy has always interested me for three reasons: its paradoxical nature, posing a thousand challenges to linguists while presenting none to the speakers; its history marked by passion (Aristotle, Bréal, cognitive semantics) and contempt (structuralist semantics, generativist semantics); and the wealth of insights it can provide about the nature and functioning of linguistic meaning and human cognition. I must say it was the challenges of polysemy that led me to Cognitive Linguistics, unfortunately still relatively unknown in Portugal.

H is for **Hearing.** For students embarking on their studies in metaphor and Cognitive Linguistics, is there a specific topic that they should not only hear or read about but also give extra attention to?

Polarizing metaphor.

O is for **Observation.** Given your research experience, what trends can you observe as potential topics for analysis in future studies on metaphor and Cognitive Linguistics?

The intersubjectivity of metaphor; metaphor and conversation; metaphor and multimodal interaction.

R is for **Research.** Drawing from your experience in both research and teaching, could you offer any practical suggestions for students and researchers in the areas of Cognitive Linguistics and Metaphor?

Address metaphor as a phenomenon of both cognition and communication, of both "universal" and culturally specific dimensions, and of both language and other semiotic systems. Contribute to the discourse and interactional approach (especially the critical socio-cognitive approach), the sociocultural and socio-historical approach, and the corpus-based and experimental empirical methodological approach to metaphor and the other figures of thought and language.

The

Metaphor

Column

interview by Caroline Girardi Ferrari

METAPHOR

Phillip Wadley is a PhD candidate at Bangor University researching the relationship between metaphor and concreteness.

M is for **Metaphor.** Let's start with the most special question. Do you have a favorite metaphor? What makes it your hold a special place in your heart?

I encounter a new favorite metaphor about every week (I keep a little notebook on me, much to my friends' and colleagues' amusement). These days, I think a lot about the metaphor *my cat is an opera singer*. What's interesting about it to me is, while there's a clear salient property being conveyed about the cat—its loud vocalization—there are also what I'd call 'opportunistic' properties that go along with it: perhaps the cat is also overly-dramatic, has bourgeois taste, wears fine furs, is the center of attention, etc. You can even imagine it on stage in a grand opera hall and it conjures an image that has a lot rich but also humorous potential in its elaborated interpretation. It really shows how often creative mental imagery enhances the 'core message' of a metaphor.

E is for **Effects**. Your research on concreteness effects in open-ended metaphor interpretation earned you the Best PhD Oral Presentation Prize at RaAM 16. Could you share some insights into this research?

Metaphor scholars have only recently started to re-reflect on the relationship metaphor and concreteness. On its own, concreteness research in psycholinguistics shows that concrete words like *cup*, *dog*, and *house* are processed more quickly and with clearer mental imagery than abstract words like *government*, *love*, and *proverb*. There are ratings that exist, like that of Brysbaert et al. (2014) that normalize the concreteness of words. My research question is to see what bearing this has on creative metaphor interpretation. I'm finding that concreteness is far from a fixed feature of words, something which mirrors a key issue metaphor research has faced in the past couple decades: domains are notoriously difficult to define. Concepts evoked from words are not fixed but instead quite fluid and adaptable to different contexts, and this includes their concreteness. To use my own example metaphor, *the town is a prison*, concrete properties of *prisons* do not always directly apply to *town*. While some participants in a study I conducted imagined the *town* having literal physical walls, emergent features that were more abstract like economic difficulties were commonly inferred. The fact the metaphor ground is often abstract for

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metaphors with at topic and vehicle usually rated high in concreteness suggests that metaphor is a context where words are fluid in the concreteness of their mental representations. After all, we do have mental devices to represent abstract concepts more concretely and vice versa: metonymy (ex. *going under the <u>knife</u>* → SURGERY), exemplar specification (ex. *great thinkers* → ARISTOTLE, including his physical appearance of a beard and ancient Greek clothing), and pretense scenarios (ex. mind-library that is a highly organized facility where you can walk around, check out books of things you know, and browse memory catalogues). My research so far has found that while concreteness does have slight effect on the interpretive diversity of an open-ended nominal copula metaphor, it is quite small.

T is for **Thesis.** Currently, you're a PhD candidate who's developing a thesis about creative metaphor interpretation. Could you share the journey that led you to study metaphors and how you arrived at your current thesis topic?

I began my career with music metaphor, a subject on which I did my master's thesis. My colleague Nina Julich-Warpakowski, who also has worked in that subject, and we have talked about how music metaphor makes us question some of the tenets of metaphor at large. For her, she's pursuing questions about metaphoricity. For me, my interest in concreteness stemmed from challenges I've encountered in metaphor identification in music. For example, the metaphor, a pitch comes from the oboe is highly layered and ambiguous to me. When listening to music in a concert hall, this could be considered literal since sound does indeed physically travel from the instrument to the listener. Yet, saying the same but in the context of using headphones where the is very little travel from the sound source to the ear suggests a more metaphorical conception. Interestingly, in terms of concreteness, music and sound are not prototypically concrete. Researchers in concreteness have found that people instead tend to prioritize visual and haptic properties in making these judgments.

A is for **Award**. Receiving the PhD Oral Presentation Award at RaAM 16 must have been a remarkable achievement. How did it feel to win that? Do you have any advice for aspiring researchers aiming to present their work and compete for such or similar awards?

It came to me as a bit of surprise since there were so many other brilliant presentations by talented PhD students. It did help with the imposter syndrome I was feeling at the conference though, especially after meeting so many bright folks. My advice to other researchers is what a colleague once told me, that 'research (especially in a PhD) is less about finding answers than about finding better questions.' The goal while you are up there is not to claim that you know all the answers about your subject, but to rather start a discussion with other researchers about it. In the end, science is meant to be collaborative, and conferences are the environment for that.

P is for **Possibilities**. In addition to your current research, have you considered any other future research possibility about metaphors and linguistics? Are there specific areas or gaps in knowledge that have captured your interest through your research experiences?

Yes! I've been slightly distracted by my current research with something related that I encounter every day: metaphor interpretation in Autism Spectrum Condition. I am on the spectrum myself and I joke to friends that what got me interested in metaphor is

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the fact I often actually don't understand what people mean by them. To me, there are so many ambiguities, even with context. However, I do know that autists can understand metaphors and in addition can be extremely creative with them. The current literature often says that autists have a deficit in metaphor understanding, but my future research goals are to show that it is a difference instead.

H is for **Hobbies.** So far, we only talked about your academic background. And how about you outside academic life? What do you enjoy doing in your leisure time? What are your main hobbies and interests outside of your academic pursuits?

I mentioned I've had an interest in music metaphor, and often I encounter these metaphors as a horn player in my local orchestra. I've played the instrument for about 17 years now. As a result, I'm really into 20th century classical music and listen to Mahler, Bartók, and Stravinsky religiously. Many of their scores and biographies are on my bookshelves. I am also a total nerd who regularly leads a Dungeons & Dragons group with some of my fellow postgrad colleagues. I've even started painting minis and building terrain pieces for the game, which has become sort of a hobby of its own.

O is for **Objectives**. Regarding your current research, what are the primary objectives you aim to achieve with your thesis? Furthermore, as a PhD candidate, what are your career objectives for the future?

Right now, my current objective with my thesis is to get it written and simply make it good. It doesn't need to be a revolutionary magnum opus or anything, it just needs to be well-written (after all, there's lots of great composers like Rachmaninov and Prokofiev who didn't break much ground, but their music is still great!). Primarily, the thesis has been a learning experience for managing a long-term project, a marathon of self-discipline, and a springboard into future research questions. I am looking at post-docs at the moment, and I don't know exactly where I'll be next year—which is daunting but exciting! I'd like to go into academia, but I'm keeping an open mind.

R is for **Recommendations**. For researchers interested in exploring metaphors and creativity using psycholinguistic methods, what recommendations or suggestions can you offer to help them?

I recommend reading the book *Exploding the creativity myth: The computational foundations of linguistic creativity* by Tony Veale. While it is a computational book, it offers some really interesting insights into the systems of creativity in language, including much discussion of metaphor. It is interesting to compare this with the psycholinguistic approaches that focus on how humans use creativity in metaphor. The book has certainly helped in focusing my aim into distinguishing questions of how metaphors are interpreted and how a metaphor can be interpreted.

The Metaphor Column is open for contributions. We're always happy to receive news about the metaphor students and established academics in our community. If you feel like participating in the columns, email Caroline at postgrad_liaison@raam.org.uk!

Science is All Metaphor You See

Mariam Orkodashvili (Georgian American University)

Metaphors reflect cognitive process in the brain: both while producing and while understanding them. Metaphor is perceived as a higher order thinking product, since it vividly illustrates how efficiently human cognition works and how fast the meaning of a metaphor becomes graspable. Hence, metaphor can be considered as a central tool of human cognitive apparatus.
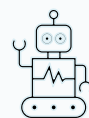
Media can help observe the dynamics of ideas both in scientific and general societies especially through the spread of science metaphors. Metaphors are innovative figures of speech. They are indices of evolution and innovation in scientific discourses. They are indicators of change. Innovations and discoveries in science are often accompanied by the creation of new metaphor coinages. Discourses changed by metaphors might as well reorganize reality.

Metaphors are effective in power / knowledge interplay. Metaphors create dominant discourses in sciences and help their spread to wider public, especially through media.

Bridging scientific research and practical application is fast developing trend in present day world. Mass media is envisioned as the most convenient shortcut for moving this process ahead through using and spreading scientific metaphors among public.

Multimodality is also characteristic of modern communication, especially of media and science. Both fields use verbal, audio, graphical, pictorial, video means to better present the arguments, data, statements and claims that they make. They also frequently use metaphors through verbal, visual and graphical means to vividly illustrate the point that they attempt to make.

Hence, media often use figurative acts of speech to make the message or information more effective, metaphor being one of the strongest representations of figurative speech.

Joanne & Robot