

# Book of Abstracts



RaAM16

# Programme outline

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## Plenary speakers

**Musolff, Andreas** (University of East Anglia, UK)

**Metaphor, Public Discourse and Conspiracy Theories**

**Olza, Inés** (Institute for Culture and Society, University of Navarra)

*Literally: Drawing the boundaries of figurativity in large samples of public discourse*

**Soares da Silva, Augusto** (Catholic University of Portugal, Braga)

**Metaphor and intersubjectivity: Evidence from emotions, morality and politics**

**Solange Vereza** (Univ. Federal Fluminense, Brazil)

**Weaving viewpoints through metaphoric mappings in discourse**

## Theme session

### Metonymy in the Wild

**Gibbs, Raymond**

**The metonymic body**

**Hillbom, Annika** (Uppsala University, Sweden) & **Shimotori, Misuzu** (University of Bergen, Norway)

**Physical reactions as emotion metonymy in Swedish and Japanese crime novels**

**Johansson Falck, Marlene** (Umeå University)

**When abstract is concrete: Unexpected uses of metonymy**

**Littlemore, Jeannette** (University of Birmingham)

**Creative uses of metonymy in the wild**

**O'Dowd, Niamh Anna** (University of Oslo)

**The potential of creative uses of metonymy for climate protest**

**Pérez Sobrino, Paula** (University of La Rioja)

*It-that-must-not-be-named: The role of multimodal metonymy in the creative advertising of taboo products*

**Wiben Jensen, Thomas** (University of Southern Denmark)

**“We have such a stain on us”: The intertwined metaphoric/metonymic nature and social use of “stain”**

## Parallel session presentations

**Al-Azary, Hamad** (Lawrence Technological University)

Modelling metaphoric meaning: Evaluating the predication algorithm

**Alejo-González, Rafael** (University of Extremadura)

Metaphor variation in English as a Lingua Franca: An analysis of SPEECH metaphors in academic interaction

**Augé, Anais** (Université Catholique de Louvain)

The Red Rebel Brigade and the Blood Bath: Artivism and the visual impact of metaphors

**Awier, Martyna** (University of Białystok)

Polish environmental discourse in the light of dispute over Turów. Frames and discursive strategies

**Boieblan, Mostafa** (University of Alcalá)

Metaphorical framing effects on Spain's body politic and nationalism on the political agenda of Vox

**Bonnefile, Stéphanie** (Climas, Bordeaux Montaigne University)

How is "eco-anxiety" framed in the press (January 2018-January 2023)?

**Brdar-Szabó, Rita** (Eötvös Loránd University, Budapest) & **Brdar, Mario**  
(University Of Osijek)

Does metonymy deserve to be shortshrifed as a framing device?

**Bredahl, Anne** (University of Bergen)

Metaphor scenarios in the Norwegian political discourse about COVID-19

**Cai, Dongman** (Guangdong University of Foreign Studies)

How metaphor shapes corporate discourse? A big-data perspective

**Cersosimo, Rita** (Università di Genova), **Rossi, Micaela** (Università di Genova), &  
**Al-Azary, Hamad** (Lawrence Technological University)

Is metaphor an inclusive device in educational discourse?

**Chigbu, Godswill** (The Hong Kong Polytechnic University)

Cross-cultural variation in the metaphorical framing of CORRUPTION in Nigerian political discourse

**Cibulskienė, Jurga** (Vilnius University), **Šeškauskienė, Inesa** (Vilnius University),  
& **Masiulionytė, Virginija** (Vilnius University)

Evaluation through metaphorical labels: Is Belarus a cancer of Europe or a country led by a kind old man?

**Cighir, Anca Irina** (University "Dunărea de Jos" Galați, Romania) & **Neagu, Mariana**  
(University "Dunărea de Jos" Galați, Romania)

Figurativeness and humour in Covid-19-related internet memes

**Clarke, Meryem** (University of Birmingham)

Modern melancholia: A corpus analysis of depression online

**Colston, Herbert** (University of Alberta, Edmonton, Canada), **Rasse, Carina**

(Alpen-Adria-Universität, Klagenfurt, Austria) & **Bohach, Megan** (University of Alberta)  
Metaphorical alignment via public discourse: Cognitive and social contributions

**Deignan, Alice** (University of Leeds)

Multiple meanings and metaphor in academic discourse at school

**Del Fante, Dario** (University of Ferrara)

The role of perspective and historical context as determinant of metaphorical representation of migration. The U.S.A and Italian newspaper discourse between 20th and 21st century

**Despot, Kristina** (Institute of Croatian Language and Linguistics) & **Veale, Tony**  
(School of Computer Science, University College Dublin)

“Somewhere along your pedigree, a bitch got over the wall!” – A data-driven approach to a typology of implicitly offensive language

**Despot, Kristina** (Institute for the Croatian Language and Linguistics) & **Werkmann Horvat, Ana** (University of Osijek)

Early acquisition of figurative meanings in polysemous nouns and verbs: A corpus study

**Dorst, Lettie** (Leiden University)

The “struggles” of machine translation: The role of metaphor in students’ conceptualizations of machine translation and the influence of public discourse on Artificial Intelligence

**Đurović, Tatjana** (University of Belgrade, Faculty of Economics and Business) & **Silaški, Nadezda** (University of Belgrade, Faculty of Economics and Business)

*Of life belts, medieval castles and poorly-built houses:* The functions of metaphors in the Serbian pro-vaccination discourse

**El Refaie, Elisabeth (Lisa)** (Cardiff University)

Assessing the effectiveness of patient-generated (verbo-)visual metaphors about endometriosis: A think aloud study

**Elliott, Darren** (Nanzan University, Nagoya, Japan)

Conceptual metaphor analysis as method in social science research: Coherence between problem, theory, and method

**Field, Eleanor** (Lancaster University)

Metaphor and trans lived experiences on Reddit

**Filardo-Llamas, Laura** (Universidad de Valladolid) & **Roldán-García, Alba**  
(Universidad de Valladolid)

New gender unlocked. Figurative construals of gender identity in Tumblr. A case study

**Fischer, Eugen** (University of East Anglia)

Linguistic salience bias: A bias affecting verbal reasoning with metaphors

**Foley, Jennifer** (Universidad Autónoma de Madrid) & **Hidalgo Downing, Laura**  
(Universidad Autónoma de Madrid)

Go full Marie Kondo: Metaphors for social media and mental health in health blogs

**Forceville, Charles** (University of Amsterdam)

Metaphors presenting cancer in instructional animation films

**García Romero, Margarita** (Universidad Complutense de Madrid)

The role of gender in the choice of the foodstuffs used as source domain to conceptualize attractive individuals in Peninsular Spanish

**Girardi Ferrari, Caroline** (Federal University of Rio Grande do Sul)

Figurative language comprehension assessment: searching for a continuum in figurative language acquisition

**Górska, Elżbieta** (University of Warsaw)

Recontextualization of metaphor in interpretation of visual art. A case study of the installation *Przejście* 'Passage' by Jerzy Kalina

**Gradečak, Tanja** (NA)

A new kind of enemy – antiscience metaphors in political and laypeople discourse

**Haddad Haddad, Amal** (Universidad de Granada)

Frame-based terminology: Systematic metaphor analysis in climate change discourse

**Hampe, Beate** (University of Erfurt)

The role of construction networks in the emergence of figurativity and expressivity: *Revisiting* [(Det) N of (Det) N] constructions

**Herrero-Ruiz, Javier** (Universidad Politécnica de Madrid)

Delayed-domain (dis) appearance in metaphor and metonymy: The case of printed advertising

**Hillbom, Annika** (Uppsala University, Sweden)

Metaphorical conceptualizations of *knowledge* in Finnish, Finland-Swedish and Swedish primary education

**Hope, Alexander** (Univerisidad Autónoma de Madrid)

“Neuronal ideology”: Analysing grammatical metaphor in contemporary neurobiological discourse

**Iori, Ilaria** (University of Modena and Reggio Emilia)

“*The Beast has spread its tentacles strategically around the world*”: A corpus-assisted critical investigation of animal metaphors used to frame China in Australian editorials and reader comments

**Isakova, Elena** (Tver State University) & **Isakov, Maksim** (IB translations)

How to catch a metaphor: cognitive metaphors and their types in picture books for children

**Ishii, Yasutake** (Seijo University, Tokyo, Japan)

Semantic clusters of polysemous English prepositions based on observation of co-textual figurative hand gestures

**Julich-Warpakowski, Nina** (University of Erfurt) & **Wiben Jensen, Thomas**

(University of Southern Denmark)  
Zooming in on the notion of metaphoricity

**Kalve, Anna** (Latvian Academy of Culture)

Metaphors in Latvian political discourse: A case study of debates on the Draft Civil Union Law

**Kiadan, Jad** (Tel-Aviv University)

“WOMEN ARE GEMSTONES” – Metaphors on the role of women in the Arab-Islamic public discourse

**Kieltyka, Robert** (University of Rzeszów, Poland) & **Grząsko, Agnieszka**

(University of Rzeszów, Poland)  
Animal imagery and symbolism in the Bible

**Koller, Veronika** (Lancaster University)

Networks, streams and barriers: Metaphor use in British higher education discourse on Brexit

**Krennmayr, Tina** (Vrije Universiteit Amsterdam)

Explanatory metaphors on climate change

**Kryvenko, Anna** (Institute of Contemporary History, Slovenia; NISS, Ukraine)

Metaphorizing Europe and Ukraine in parliamentary discourse

**Laparle, Schuyler** (Tilburg University)

Metaphors for displacement in times of crisis

**Li, Hongying** (University of East Anglia)

“Women” as metaphor vehicle in Chinese: What can they tell us about the female social status?

**Li, Chengyan** (University of Leeds)

A contrastive study of metaphors in Brexit discourse: A case study of Theresa May’s and Boris Johnson’s social media posts

**Littlemore, Jeannette** (University of Birmingham) & **Turner, Sarah** (Coventry University)

‘I’ve drawn five blobs and five half blobs’: Comparing the ways in which children and adults use metaphor to reason about time, number, emotion, and music

**Lozano, Inés** (Universitat Politècnica de València) & **Ruiz de Mendoza, Francisco** (Universidad de La Rioja)

How hyperbole enhances ironic meaning: A cognitive-linguistic approach

**Lunyova, Tetyana** (Poltava V.G. Korolenko National Pedagogical University, University of York)

Metaphor as a means of constructing an argument on the social role of the visual arts in modern Anglophone essays

**Mannoni, Michele** (University of Verona)

Personification of pets in online pet obituaries

**Martin de la Rosa, Victoria** (Universidad Complutense de Madrid)

Brexit: The value of achieving a human scale narrative

**Martín-Gilete, Marta** (University of Extremadura)

Raising metaphor awareness in the L2 classroom: A waste of time or time well spent?

**Nacey, Susan** (Inland Norway University of Applied Sciences)

The Norwegian *dugnad* in public discourse as a metaphor during the coronavirus pandemic

**Negrea-Busuioc, Elena** (National University of Political Studies and Public Administration, Bucharest, Romania)

Armies, soldiers and intelligence officers: The role of warfare metaphors in explaining the immune system in science popularization videos on YouTube

**Orkodashvili, Mariam** (Vanderbilt)

Scientific metaphors and modalities in media discourse

**Paliichuk, Elina** (Borys Grinchenko Kyiv Metropolitan University)

The “Bavovna” meme in Ukrainian media discourse: How to resolve a linguistic puzzle

**Pan, Biwei** (The Hong Kong Polytechnic University, Hong Kong), **Ahrens, Kathleen** (The Hong Kong Polytechnic University, Hong Kong), & **Zeng, Winnie Huiheng** (The Hong Kong Polytechnic University, Hong Kong)

Pitching products as a WAR or JOURNEY: Gender differences in venture capital pitches

**Parr, Eloise** (University of Birmingham)

Moving metaphor density analysis of metaphors of pregnancy experience

**Peterssen, Silvia** (Universidad Autónoma de Madrid)

Polarising metaphors and social actors in Venezuelan presidential tweets

**Philip, Gill** (University of Macerata)

Metaphor in descriptors for craft beer

**Piquer-Píriz, Ana María** (Universidad de Extremadura) & **Castellano Risco, Irene** (Universidad de Extremadura)

‘Shipping routes are like roads in the air’: exploring the use of similes in CLIL primary school textbook

**Piquer Píriz, Ana M<sup>a</sup>** (Universidad de Extremadura), **Alejo González, Rafael** (Universidad de Extremadura), & **Castellano Risco, Irene** (Universidad de Extremadura)

Measuring metaphorical competence in heritage and non-heritage secondary school learners

**Reijnierse, Gudrun** (Vrije Universiteit Amsterdam) & **Brugman, Britta** (Universiteit van Amsterdam)

Metaphors for sustainability: Effects on perceived and actual concept comprehension

**Riboni, Giorgia** (Università di Torino)

The “invisible load” and the division of household labor: A critical metaphor analysis of motherhood podcasts

**Riggs, Ashley** (Ca' Foscari University of Venice)

Metaphor choices and the interplay between metaphor and image in constructive news in English

**Ritchie, David** (Portland State University)

“*Trumpty Dumpty had a great fall*”: Satirical transformations of metaphorical stories

**Saric, Ljiljana** (University of Oslo) & **Stanojevic, Mateusz-Milan** (University of Zagreb)

Metaphorical complexes and (evaluative) communities

**Scarpete Walters, Gina** (Arizona State University)

A corpus-based approach to conceptualizations of HEART in Romanian

**Semino, Elena** (Lancaster University)

Similes and identities on an online forum for people with chronic pain

**Seracini, Francesca Luisa** (Università Cattolica del Sacro Cuore di Milano)

Metaphors in American movies and the conceptualisation of key values

**Shuttleworth, Mark** (Hong Kong Baptist University) & **Xu, Ziyu** (Hong Kong Baptist University)

Imagining translation: Icons, logos, visual metaphor and the public representation of translation

**Solie, Tasneem** (Lancaster University)

Metaphor identification in Syrian Arabic data from interviews with refugees

**Stickles, Elise** (University of British Columbia), **Johnstone, Caitlin** (University of British Columbia), & **Browning, Celeste** (University of British Columbia)

Diffusing the Time Bomb: Differential impacts of metaphor on climate doomism

**Stickles, Elise** (University of British Columbia), **Lozano, Inés** (Universitat Politècnica de València), & **Ortiz, Rodolfo** (University of British Columbia)

¿*El virus del dragón o un pequeño covicho?* Variation and change in COVID-19 metaphors across varieties of Spanish

**Suárez-Campos, Laura** (University of Antilles and University of Zaragoza)

Exploring metaphorical competence in the comprehension and production of emotions in Spanish L2

**Sun, Xinmei** (Lancaster University; Aston University)

Evidence for effects of metaphor extendedness and position in discourse: From conceptual accessibility to extent of metaphorical framing of political issues after reading

**Sweetser, Eve** (University of California, Berkeley)

Culturally-based metaphors, frame metonymy, and “culturally primary” connections?

**Tota, Felipe** (UFRGS - Universidade Federal do Rio Grande do Sul)

“Linda IGUAL uma Barbiezinha” [Beautiful like a little Barbie doll]: the metonymic basis of assimilative comparative constructions in Brazilian Portuguese

**Trnavac, Radoslava** (National Research University Higher School of Economics) &

**Patterson, Katie** (University of Granada)

Tipping the scales – Analyzing the relation between Metaphor and Evaluation to document the balance of power in the news on the international alliance AUKUS

**Urbonaitė, Justina** (Vilnius University)

Explanatory metaphors in public discourse on health and fitness

**Veale, Tony** (UCD) (School of Computer Science, University College Dublin)

Why so serious? Packaging automated interventions into online debates as metaphor-rich comic trips

**Vogel, Anna** (Stockholm University)

Unity, disintegration, and negative evaluation. Purposeful metaphors in a debate on Save the Children Sweden’s role in the welfare state

**Wadley, Phillip** (Prifysgol Bangor University)

Concreteness effects in open-ended metaphor interpretation

**Wallace, Bryce** (University of California, Berkeley) & **Sweetser, Eve** (University of California, Berkeley)

Anti-Vax framings and metaphors: What makes an Anti-Vaxxer?



**Werkmann Horvat, Ana** (University of Osijek) & **Bolognesi, Marianna** (University of Bologna)

Attention to the source domain of conventional metaphorical expressions: Evidence from an eye-tracking study

**Wong, Sum** (Hong Kong Baptist University)

Visualisation in discourse-based metaphor studies: A case study of visualising metaphor patterning in popular science discourse

**Xu, Ziyu** (Hong Kong Baptist University)

“Bums on the outside, library inside”: an analysis of the intersemiotic (text-to-screen) translation of the “book people” metaphor in *Fahrenheit 451*

**Zacharias, Sally** (University of Glasgow)

Integrating CL-orientated practices into a postgraduate TESOL programme: challenges and opportunities to move beyond the GRAMMAR IS A RULEBOOK construal

**Załęska, Maria** (University of Warsaw)

Face metaphors and face claims in Italian public discourse

**Zeng, Winnie Huiheng** (The Hong Kong Polytechnic University) & **Chen, Jieyu** (South China Agricultural University)

Metaphors of COVID-19 in public discourse: A cross-linguistic and crosscultural gain-loss framing perspective

**Zhang, Airen** (University of Leeds)

A comparative study of metaphors of cancer and Covid-19 prevention in UK newspaper

**Zhou, Taochen** (University of East Anglia)

A BATTLE or a JOURNEY? A metaphor analysis of gendered ageing perceptions in two British health magazines

**Zurolo, Alessandra** (University of Naples "Federico II")

The new coronavirus in the German press: A functional, text-typological perspective

## Posters session

**Antloga, Špela** (Universtiyt of Maribor)

Drug abuse metaphors as the source of humour in Slovene stand-up comedy

**Bailey, Richard** (University of Bolton)

‘We need to be aware of where the changing landscape is leading and get on board’ A study of metaphors used by lecturers in a higher education context to describe their engagement with and affective reactions to educational technology innovation in their professional lives

**Engelis, Davis** (Institute of Literature, Folklore and Art, University of Latvia (ILFA))

Body metaphors in music descriptions. A study of the Latvian musical thought

**Girardi Ferrari, Carolina** (Federal University of Rio Grande do Sul) & **Tota, Felipe** (Universidade Federal do Rio Grande do Sul)

Metaphor and persuasion in *tweets* on covid-19 prevention measures

**Grogan, Kimberley** (University of British Columbia)

Multimodal metaphor and climate change activism

**Guadagnano, Laura** (University of Bayreuth / Africa Multiple - Cluster of

Excellence/ Romance and General Linguistics)

«c'était comme une malaDIE con[tagieuse]» - Metaphors and morality in young women's health discourse in Côte d'Ivoire

**Lin, Szu-Chi** (The Graduate Institute of Linguistics, National Taiwan University)

Metaphorical conceptualizations of emotions in depression: A case study

**Ortiz, María J.** (Universidad de Alicante)

Humorous visual metaphors in print advertisements

**Pascu, Alina-Mirela** ("Dunarea de Jos" University of Galati, Romania)

Metaphorical Symbolspeak in visual political communication

**Pistol, Ramona** (Middlesex University)

Novelty in the meaning of metaphors

**Rasse, Carina** (University of Klagenfurt), **Onysko, Alexander** (University of

Klagenfurt), **Colston, Herbert** (University of Alberta), **O'Reilly, David**

(University of York), **Papitsch, Lisa** (University of Klagenfurt), & **Van der Horst, Iris** (University of Klagenfurt)

Know your onions: The role of metaphors in meaning interpretations of English idioms

**Revutskaya, Alena** (Minsk State Linguistic University, Belarus)

*Hidden Traces and Secret Paths: WRITING AS A JOURNEY* in Michel Butor's interviews

**Saito, Hayato**

Metaphors of international relations used in political cartoons in Taiwan under Japanese rule

**Sarkauskiene, Skirmante** (Vilnius University) & **Juzeleniene, Saulute** (Vilnius University)

The route Lithuania-Siberia-Lithuania: JOURNEY metaphor in the Lithuanian feature film "Excursionist"

**Virág, Ágnes** (Eszterházy Károly Catholic University, Institute of Fine Arts and Art Theory)

"Alpha men": Hypermasculine roles in political cartoons

**Wang, Wanwen** (Hong Kong Polytechnic University) & **Ahrens, Kathleen** (Hong Kong Polytechnic University).

LOVE RELATIONSHIPS ARE CATCHING FISH: A corpus-based study on LOVE RELATIONSHIP metaphors in Chinese social forums

## Pre-conference workshops

**Allison Creed & Lettie Dorst**

**Voluptuous, complex, and full-bodied: Metaphor translation in the world of wine**

**Gerard Steen**

**Updating Deliberate Metaphor Theory**

# Plenary speakers



**Andreas Musolff** (University of East Anglia, UK)

## **Metaphor, Public Discourse and Conspiracy Theories**

What impact do metaphors have on public discourse? They have been condemned on the one hand as deceptive, manipulative and misleading “framing” tricks; on the other hand they have been praised as a principle of conceptual organization and of making new scientific and social insights accessible. In the context of the COVID-19 pandemic, both sides of this ‘coin’ have been commented upon, with the dark side, arguably, being the most hotly debated aspect, especially the use of war-related metaphors, which has even led to calls of its “reframing”, i.e. avoidance of and resistance to the war metaphor, and its replacement by other metaphors.

In order to assess the significance of such “reframing” efforts, two types of metaphor uses can be distinguished: first, the routine use of relatively general and abstract war-related vocabulary to designate the virus/pandemic as ‘enemy’; secondly, an emphatic ‘pre-packaged’ use of war scenarios to inform narratives, in particular conspiracy theories (CTs), that ‘explain’ the pandemic in terms of warmonger culprits to be punished, victims to be saved and heroes to be praised and supported.

Looking at the range of pandemic-related conspiracy theories that have been ‘enhanced’ or ‘weaponized’ by such war scenarios, I analyse the effects of their metaphorization and the ‘added value’ that war metaphors provide in making CTs attractive to believe and that help to immunize them against criticism. In conclusion, I argue that reframing efforts should not target lexical items or conceptual domains but instead focus on critiquing those figurative scenarios that specifically help to weaponize CTs.

**Inés Olza** (Institute for Culture and Society, University of Navarra)

***Literally*: Drawing the boundaries of figurativity in large samples of public discourse**

In this talk, I will explore the use, functions and scope of the adverb *literally* in large samples of public discourse, with instances such as the following:

- (1) What the two of you did **literally** saved lives, right? I mean, just seeing what people went through to just even get to your church (interview title: “Hero pastors rescue dozens of people from deadly winter storm”, CNN, 31/12/2022).
- (2) The Ukrainians are a role model for all of those things, especially living in a country that large parts of it, as David just mentioned, have literally been destroyed by Russia. (MSNBC, 30/12/2022)
- (3) He has to do the right thing here and step down. I don't think he will, because he's a Trump acolyte, and the rule is, you stay on until you are literally kicked out. (CNN, 28/12/2022)

Data to be analyzed are provided by the NewsScape Library of TV News, a massive multimodal database managed by UCLA and computationally developed by the Distributed Red Hen Lab to provide large corpora for multimodal linguistic research (e.g. Pagán, Valenzuela, Alcaraz, Olza & Ramscar 2020; Hinnell 2018). Currently, NewsScape stores around 500,000 hours of television news from 2004 until the present day, as well as over 5 billion words of television subtitles, which are fully searchable and allow to look for a concrete linguistic expression and find/watch the exact moment where it was uttered in a particular broadcast.

Drawing on a dataset of around 1,000 situated multimodal instances of TV news broadcasts, *literally* will be systematically analyzed in its hedging functions, which range from actually cancelling the possible figurative interpretation of the target expression –e.g. pastors *saving lives*, in example (1), or intensifying the meaning of a verb which is clearly used in a literal manner –*destroy*, in example (2), to –paradoxically– reinforcing the use of expressions which keep their figurative meaning in context –*to be kicked out*, in example (3).

Relying on a constructional and metadiscursive framework (Olza & Losada 2011), and taking advantage of the large size of the examined dataset, I will first attempt to offer a unified account of the diverse values deployed by *literally* in context, then explore major hypotheses on what is perceived as figurative (or not) in daily language, and finally delve into the tight relationships between figurativity and intensification in (public) discourse.

## References

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- Pagán, C., J. Valenzuela, D. Alcaraz, I. Olza & M. Ramscar (2020). Quantifying the speech-gesture relation with massive multimodal datasets: Informativity in time expressions. *PLOS ONE*, <https://doi.org/10.1371/journal.pone.0233892>.

**Augusto Soares da Silva** (Catholic University of Portugal, Braga)

## **Metaphor and intersubjectivity: Evidence from emotions, morality and politics**

Although intersubjectivity has been a prominent theme in recent cognitive linguistics, philosophy of mind and cognitive science research (e.g. Verhagen 2005; Zlatev et al. 2008; Davidse, Vandelanotte & Cuyckens 2010; Foolen et al. 2012; Fusaroli, Demuru & Borghi 2012; Gallagher 2017; Tantucci 2021), few studies have analyzed metaphor and figurative language in general from the perspective of intersubjectivity (Soares da Silva 2021). This presentation approaches conceptual metaphor as a potentially intersubjective phenomenon, arguing that metaphor is not only a powerful thought-structuring device, but also an efficient communicative and intersubjective discourse strategy, serving 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, using a usage-based empirical methodology.

The intersubjectivity of metaphor will be addressed not just as a linguistic mechanism for coding and monitoring speaker-hearer relations, but also and especially from the viewpoint of three other definitions of intersubjectivity. The first one is intersubjectivity as *cognitive coordination* (Verhagen 2005), *joint attention* (Tomasello 2008, Zlatev 2008), mutually shared attention to the situational context, as associated with the notion of *common ground* (Clark 1996, Verhagen 2015). This *immediate* intersubjectivity encompasses “primary intersubjectivity”, involving sensory-motor processes generated in face-to-face interaction, and “secondary intersubjectivity”, involving joint attention and joint action in pragmatic contexts (Gallagher 2017). If the key notion of *embodiment* includes not only the bodily sensory-motor basis of cognition but also social situatedness and intersubjective interaction, then metaphor is a prime example of the intersubjectivity of embodied cognition. The second definition is an *extended* sense of intersubjectivity, understood as shared culture or sedimented socio-cultural normativity. Metaphor is also a prime product of a culture and a community. Finally, intersubjectivity will also be approached from a metalinguistic perspective, as part of a growing acknowledgment that cognitive linguistics needs to incorporate an interactional, social conception of language (e.g. Geeraerts 2016). Metaphor is at the heart of this social turn, as advocated by the so-called Critical, Socio-Cognitive Approaches to metaphor developed in the past few years (Romano, in press).

The intersubjectivity of metaphor will be analyzed in three interrelated domains using a corpus- and profile-based methodology. First of all, the cultural differences in the metaphorical conceptualization of emotions highlighting different patterns of affective regulation, intensity and somatization in European and Brazilian Portuguese (Soares da Silva 2021, 2022) provide empirical evidence for both the immediate and extended intersubjectivity of emotional embodiment. Metaphors used in the context of the financial crisis and austerity policies in the Portuguese press – grounded in the conservative and religious morality of self-discipline, punishment and future reward and acting as a highly persuasive tool for ideological, emotional and moral purposes (Soares da Silva 2016, 2020) –, as well as the strong import of polarizing metaphors in the populist far-right Twitter narratives of the Brazilian president Jair Bolsonaro, which reveal how religion and politics are intertwined in Brazilian popular culture (Soares da Silva & Peterssen, in press) also provide empirical evidence for both the immediate and extended intersubjectivity of metaphor in social-political contexts.

**Solange Vereza (Univ. Federal Fluminense, Brazil)**

### **Weaving viewpoints through metaphoric mappings in discourse**

One of the defining characteristics of metaphor has been described by Lakoff and Johnson as a process of highlighting and hiding. This process involves the mapping of particular elements - and not others, which are hidden - from the source domain onto corresponding elements of the target domain. When these mappings are cognitively more stable and, therefore, conventionalized, as it seems to be the case of conceptual metaphors, their ideological effect in our worldview seems to be pervasive and often unconscious. In discourse, or language in use, however, mappings are significantly more dynamic and cognitively less rigid. Within this perspective, the aim of this paper is to explore the view that a) the highlighting of specific source domain elements and not of others, through “online” or “situated”, often unexpected episodic mappings, promotes the textual weaving of particular points of view; and b) situated metaphors may evoke distinct mappings on the part of different interlocutors, since the source domain elements which are either highlighted or hidden may differ, potentially causing the rejection or misinterpretation of the point of view being put forward. To illustrate and explore this hypothesis, an analysis of 100 comments on a visual metaphor, posted on a Facebook page, will be presented, along with a brief discussion of two other discourse events (memes and newspaper chronicles), in which points of view are constructed through discursal-cognitively situated mappings.



# Theme sessions



## Metonymy in the wild

In recent years there has been a growing interest in metonymy as not only a cognitive and linguistic phenomenon, but also a social resource by which we make sense of the world, form social relations, and communicate with each other in sometimes fast, efficient, and creative ways. Within Cognitive Linguistics, metonymy has been studied in detail as a cognitive and linguistic phenomenon often closely related to metaphor (Barcelona 2003, Dirven 2003, Panther and Thornburg 2002, Ruiz de Mendoza Ibáñez and Hernandez 2001). However, the detailed theorizing and modeling characterizing many of these studies has often relied on linguistic intuition rather than on real-life examples. To some extent, this lack of naturalistic data has resulted in a less detailed focus on the social dimensions and communicative impact of metonymy in use. Moreover, metonymic patterns in authentic language use have not been sufficiently explored. In recent years, however, the study of metonymy has been through a minor “social turn” with an increased focus on metonymy as “it occurs in the wild” (Littlemore 2015). This has resulted in a variety of studies examining metonymy in relation to different social issues and communicative purposes such as identity building in discourse communities, social distancing, the role of metonymy in therapy, in text messaging, in humor and irony as well as multimodal commercials and other creative uses of metonymy in both speaking, writing, and multimodal communication (Hidalgo-Downing and Kraljevic Mujic 2011, Littlemore 2015, Littlemore and Tagg 2016, Sobrino 2017, Zibikowski 2020, Jensen 2022). Yet other studies have explored how metonymy is linked to bodily experience and the way we understand our body as part of everyday experience (Gibbs, 2022).

The aim of this theme session is to gather different studies from a diversity of fields but with a shared focus on the social, communicative, or cognitive role of metonymy in authentic data in a variety of settings. By focusing on metaphors in the wild, we hope to facilitate a discussion on the many different types of metonymy, and the different functions that they perform depending on the context of the usage situation. We invite papers that focus on authentic uses of metonymy in spoken (including gesture), or written language (e.g., in fiction, poetry, or corpora), or in multimodal modes of expression such as advertising, film, music, art etc.

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## The metonymic body

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Metonymy is usually studied as a discourse phenomena that has roots in certain kinds of cognitive operations. But similar to metaphor, metonymy primarily arises within recurring patterns of bodily experience. My aim in this presentation is to outline the embodied roots of metonymy by focusing on the complex ways that understandings of our bodies, body parts, bodily sensations, and bodily actions are fundamentally conceptualized via metonymy. This work highlights the significance of contiguity in human experience and will suggest how many metaphorical concepts, also rooted in the body, may be more accurately understood in terms of metonymic relations. I will argue how our appreciations of the metonymic body, and when these realizations occur, help explain the ubiquity of contiguity in various cognitive and linguistic expressions of metonymy. More generally, this talk offers further arguments and evidence on the tight interaction of metaphor and metonymy in the vast wilds of everyday human life.

## Physical reactions as emotion metonymy in Swedish and Japanese crime novels

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People's emotions can be represented in various ways by language. In novels, the characters' emotions are often illustrated to the reader through descriptions of the characters' reactions to various experiences during the plot, without the use of emotion words. The present study use text analysis to examine physical reactions (e.g. blushing, sweating, crying, heart beating) as representations of people's emotions in literary works, namely in one Japanese and in one Swedish crime novel. The relationship may be described as a conceptual metonym: PHYSICAL REACTIONS FOR EMOTIONS (cf. Radden & Kövecses 2007, Hillbom 2015). This metonym might, in turn, be underlying more specific conceptual metonyms, in which certain basic emotions, e.g. fear, anxiety, sadness, happiness (Ekman 1999) are linked to certain physical reactions.

In disciplines such as psychology and medicine, several studies have proven connections between certain emotions and certain physical reactions (e.g. Bruegelmans et al. 2005, Williams & Bargh 2008, Zhong & Leonardelli 2008). There are also studies which indicate cultural, linguistic and conceptual differences on the field (e.g. Wierzbicka 1999, Shimotori 2004, Koptjevskaja-Tamm & Rakhilina 2006).

The aim of the study is to analyse all the metonymical uses of physical reactions as means of illustrating characters' basic emotions in the two crime novels, while focusing on linguistic and cultural preferences, as well as on aspects of conventionality (Svanlund 2001) and creativity (Littlemore & Tagg 2018).

The results show that physical reactions are a common means of illustrating emotions in both novels. When studied in detail, there are similarities as well as differences between the two novels. For example, surprise is more often illustrated by physical reactions in the Japanese novel, while more reactions representing fear have been found in the Swedish one. Most of the physical reactions are found in the two novels both, but they sometimes represent different emotions. To click one's tongue is an example of a physical reaction to anger in the Japanese novel which does not seem to have an equivalent in Swedish. The description of fear as a burning, cutting and rubbing sensation, in the Swedish novel, is an example of a more creative use of physical reactions as metonyms for emotions.

During our talk, we will present the results in detail while discussing the nature of these metonyms (conventional, language- and culture-specific, creative etc.).

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## When abstract is concrete: Unexpected uses of metonymy

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Cognitive linguists have long argued that our understanding of abstract concepts is grounded in metaphoric or metonymic mappings from more concrete or familiar domains of experience (Lakoff and Johnson 1980/2008, Lakoff and Johnson 1999). The relation between the abstract concepts of reality and insanity in sentence 1 is a case in point. It is understood as *a line* that *blurs into another* abstract concept, that is, *into nothingness* (i.e., into ‘the quality or state of being nothing’).

1) ... the line between reality and insanity blurs into nothingness. (COCA, our emphasis)

Uses such as these are in line with understanding abstract concepts (a relation) as concrete ones (a line), MOTION as CHANGE, and abstract concepts (nothingness) as bounded entities that something can develop into. In 2, however, *nothingness* is not used in reference to an abstract concept, but to a space that a flashlight drops into:

2) Her feet dangled in the air over the dark emptiness below, *her flashlight dropping into nothingness*. (COCA, our emphasis)

Uses such as these are quite unexpected. Here the abstract concept of nothingness is used metonymically for the perceived quality of the space that a flashlight drops into, and this quality, in turn, metonymically for the real-world physical space involved. But how common are uses such as these in authentic data? Are other abstract concepts similarly used as sources in metonymic conceptualizations and are there similar ABSTRACT FOR CONCRETE instances of nothingness in usage-based data? These are the research questions dealt with here.

To investigate abstract concepts in a systematic way, we did a semantic analysis of the usage patterns of the abstract nouns that collocate with the preposition *into*. The study is based on data from the Corpus of Contemporary American English (Davies 2008), which then consisted of more than 560 million words of text from several genres (i.e., spoken, fiction, popular, magazines, newspapers, and academic texts), and a previous study of the 100 most frequent nouns that collocate with *into* (Johansson Falck & Okonski, submitted). Our aim was to map out the metonymies that structure *into* + abstract noun constructions in authentic data and to gain a better understanding of such uses. Results suggest that several abstract concepts besides nothingness are used as sources in metonymic mappings. Some of them are darkness, daylight, obscurity, eternity, compliance, submission, and oblivion. Examples will be presented alongside the contexts in which they occur in the wild.

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## Creative uses of metonymy in the wild

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@PPEinPPE is the name of a Twitter account, which seeks to mock the fact that a disproportionately large number of people in power in the UK, including a many Prime Ministers have all graduated from a single degree programme at the University of Oxford: Politics, Philosophy and Economics (PPE). Most people who study PPE have been privately educated, and therefore the implication is that the country is run by a privileged elite. It also mocks the current trend for leaders to be seen ordinary, everyday working people', wearing personal protective equipment ('PPE') in order to create the impression that they can relate to working class people. The Twitter account features photographs of numerous politicians in this attire and its main aim is to mock the strong link between power and privilege and the crude attempts that are made to deny this fact by those in power.



This Twitter account involves several creative uses of metonymy. It juxtaposes the two meanings of PPE, both of which are metonymic for certain activities. On the one hand it uses the name of the degree programme to stand metonymically for the type of people who take that programme. This by extension refers to the privileged elite more generally. And on the other hand, it sees the wearing of the protective equipment as standing metonymically for the act of pretending to be 'ordinary working people'. The first use of PPE also appears in a construction that leads people to read it as a mass noun rather than a count noun, perhaps suggesting that these people are all the same.

In this talk, I explore creative uses of metonymy such as those shown here. I also address a number of questions:

- Can (or should) we distinguish between creative metonymy and creative *uses* of metonymy
- At what point can we say that a new metonymic mapping has been created as opposed to a creative use of an existing mapping?
- If so, at what level of analysis must the decision be made?
- Are the rules in this respect analogous to those used for metaphor?
- What affordances does metonymy offer for creative use and how do these relate to the affordances that are offered by metaphor?

I will answer these questions through an analysis of the creative use of metonymy 'in the wild'.

## The potential of creative uses of metonymy for climate protest

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This paper extends the concept of metaphor scenarios (Musolff, 2006) to that of *metonymy scenarios* by exploring the social and cognitive dimensions of various creative uses of metonymy (often in combination with irony) in a collection of digital posters created for the Global Climate Strike movement. The paper argues that the posters exploit existing metonymic relationships to activate dominant anthropocentric discourses in society, and to subvert them via processes of recontextualisation and reappropriation, in order to challenge system conventions and normative attitudes regarding climate change. To this end, creative uses of metonymy are instrumental in framing the climate strikes within the familiarity of convention, and yet in transgressing convention by proposing creative and surprising alternative frames. The literature to date has not adequately considered metonymy as a dynamic and scenario-activating cognitive operation, nor has it thoroughly investigated (the communicative potential of) metonymy-irony combinations. However, the data analysed here show that several creative uses of metonymy, including twice-true metonymy (Littlemore, 2022), metonymy in combination with metaphor, and metonymy in combination with irony, are markers of what this paper posits as metonymy scenarios.

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## It-that-must-not-be-named: The role of multimodal metonymy in the creative advertising of taboo products

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Advertising offers an excellent opportunity to explore figurative language in non-exclusively verbal formats (Bolognesi & Strik Lievers, 2018; Forceville & Urios-Aparisi, 2009; Pérez Sobrino et al., 2021; van Mulken et al., 2010) because it shows a product or service upon which a number of features are mapped (usually borrowed from a different domain). However, there are specific products that, while not being forbidden from advertising, are not traditionally depicted explicitly due to social decorum, (e.g. lubricants, condoms and anti-constipation drugs, among others). Advertisers are thus forced to resort to creative detours to promote their products without explicitly mentioning them, thus becoming a great case study to explore the affordances and limitations of figuration in multimodal use.

In spite of the fact that multimodal metonymy pervades advertising (Downing et al., 2013; Forceville & Urios-Aparisi, 2009; Pérez-Sobrino, 2017), most of the research on multimodal figuration has focused on metaphor. This study aims to fill this long-standing research gap by addressing the following research questions:

- (1) What is the nature of multimodal metonymy and what communicative purposes does it play in taboo advertising?
- (2) To what extent does it help to elicit product attributes when the promoted commodity is not shown?
- (3) To what extent does the positive or negative framing of the advert (that is, whether the metonymy highlights the *benefits* triggered by the product or the *problem* it helps to avoid) has an impact on people's attitudes towards the advertisement?

In order to answer to (1), a corpus of 100 advertisements of taboo products was collected from the advertising database Ads of the World ([www.adsoftheworld.com](http://www.adsoftheworld.com)), and then annotated for figurative language type at work (with special attention to metonymy and its patterns of interaction with other multimodal tropes) and for evaluation (positive and negative). To address (2) and (3), a convenience sample of the corpus will then be shown to 100 participants from UK and Spain (recruited through the crowdsourcing platform Prolific, [www.prolific.co](http://www.prolific.co)) to investigate what they think about the product and its promoted attributes as well as how effective and engaging they find the adverts to be. Further implications of response variation in terms nationality will be illustrated with authentic examples from participants' responses.

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## “We have such a stain on us”: The intertwined metaphoric/metonymic nature and social use of “stain”

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Within Conceptual Metaphor Theory the metaphoric use of “stain” has until now primarily been accounted for in terms of the conceptual metaphors GOOD IS CLEAN, BAD IS DIRTY as part of an embodied moral reasoning (Johnson 1994, Lakoff and Johnson 1999, Gibbs 2017). Within this conceptualization we understand and experience unmoral or socially unacceptable behaviors in terms of (interaction with) dirty or filthy objects. However, based on a combined data set of a corpus sample from KorpusDK as well as transcriptions of psychotherapy sessions it is argued that this account only addresses one dimension of stains, that is, their tendency to be perceived as dirt, and thereby misses their status as traces with a metonymic value (Jensen 2022).

E.g., in a therapy session, a therapist and a female patient discuss the impact of a so-called letter of concern which presumably questions the patient’s ability to take care of her daughter due to a previous incident in the kindergarten. Several times in this discussion both patient and therapist employ the expression of “stain”. The patient feels the whole situation has left “a stain on her” while the therapist addresses the letter of concern as “your stain”.

Looking closer at this metaphoric use of “stain” it is evident that both source and target domain also entail a contiguity relation between the stain and the actions leading to the stain. The stain reveals something problematic in the life of the patient by pointing back to the incident in the kindergarten. Thus, it works as an EFFECT FOR CAUSE metonymy (Radden and Kövecses 1999, Littlemore 2015) in which stains (in the physical realm) are perceived as effects of previous actions. This use of “stain” highlights inherent causal structures within and between different levels. The physical level 1) in which our experience of physical contact with filthy objects leading to stains constituting the structure of the source domain; the social level 2) in which problematic actions or unmoral behavior may lead to an impaired social reputation constituting the structure of the target domain, and finally a temporal dimension 3) in which the permanency of stains is mapped onto the severity of an impaired social reputation.

Importantly, this metonymic dimension highlights a central social dimension in the expression of stain in the sense that it provides access to a complex set of social relations and perceptions in a fast and easy manner. Its inherent metonymic value offers a simple causality between past actions and their present social effects.

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# Parallel session presentations



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### **Modelling metaphoric meaning: Evaluating the predication algorithm**

Natural discourse is an ecosystem of word meanings that serves as the foundation in which distributed semantic models are built. Distributed semantic models operate under the assumption that word patterns in large bodies of discourse quantify semantic representations (e.g., Landauer et al., 1997). For example, the meaning of the word “*storm*” is based on the words and contexts it co-occurs with in discourse (i.e., *hurricane*, *gust*, *cyclone*, etc.). The result of this approach is a multidimensional semantic space wherein word meanings are represented as vectors, allowing for semantic relationships between words to be quantitatively characterized. For example, *storm* is close in semantic space to *hurricane*. In this paper, we describe how semantic composition algorithms use distributed semantic models to compute the meanings of metaphors, such as *passion is a storm*. We will focus on the predication algorithm (Kintsch, 2000), a well-known model that has been generally accepted in the literature as an adequate model of metaphor processing (Gibbs & Colston, 2012; Holyoak & Stamenković, 2018). The predication algorithm has been designed to (1) produce correct interpretations of metaphors (such that “*passion is a storm*” is interpreted to mean “*intense*” and also (2) to distinguish between canonical and reversed metaphors (to distinguish between “*passion is a storm*” and “*a storm is passion*”). However, the predication algorithm has not been stringently tested using large datasets of metaphors and interpretations. Moreover, the algorithm’s sensitivity to metaphor reversibility has not been systematically tested. To that end, we report simulations that evaluate the predication algorithm on over 80 metaphor interpretations (obtained from Roncero & de Almeida, 2015). The simulations involve (1) determining if the predication algorithm’s metaphor interpretations are closer to relevant rather than irrelevant interpretations, in addition to (2) comparing the meanings for a set of over 500 canonical and reversed metaphors (obtained from Harati et al., 2021). The results demonstrate that the predication algorithm is comparable to rival, simpler algorithms (such as basic vector addition) in distinguishing between relevant and irrelevant features. Moreover, the algorithm produces virtually identical results for canonical and reversed metaphors. Thus, when stringently tested, the predication algorithm, as implemented by Kintsch (2000), is not a superior computational model of metaphor. We conclude that one issue with distributed semantic models is that, although they are rich in semantic information, they nonetheless lack any direct pragmatic and embodied information, which we argue are necessary for processing directional metaphorical meaning.

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## **Metaphor variation in English as a Lingua Franca: An analysis of SPEECH metaphors in academic interaction**

A growing body of metaphor research has shown how metaphor varies in different communicative contexts (cf. e.g., Cameron, 2012; Deignan et al., 2013; Kaal, 2012). Multilingual contexts, however, have received more limited attention (although see Callies & Degani, 2021 on World Englishes, WEs), and English as a Medium of Instruction (ELF) has not been an exception, partly because of the limited literature addressing metaphor use in this last context (cf., Franceschi, 2018; Fielden-Burns and Piquer-Piriz, 2022; MacArthur, 2020; Pitzl, 2012, 2018). This paper intends to address this gap by analysing the language used in 3 English as a Medium of Instruction seminars (totalling 34,324 tokens) dealing with digital marketing in order to determine, following Gibbs' (2021) proposal for WEs, whether ELF contexts entail a preference for a) the use of more particular or local mappings and expressions, as could be anticipated by both the transient nature of these multilingual groups (cf. Pitzl, 2018) and the L2 status of the speakers (hypothesis 1), or b) more general and conventional metaphorical mappings that would also tap into more basic and embodied source domains as these would be more readily available to speakers of different languages (hypothesis 2). To this end, after identifying all metaphors used following MIPVU (Steen et al., 2010), the target domain of SPEECH was selected and, the metaphors were categorised as instantiating a particular or more established source domain depending on whether the literature has already attested the mapping as widely used (cf. Reddy, 1979; Lakoff & Johnson, 1980; Grady, 1998, Semino, 2005, 2006). The results show that in these 3 EMI seminars there is a high density of SPEECH metaphors and that there is a preference for some of the more established metaphors in English (drawing on source domains such as MOTION, CONTAINER, VISUAL REPRESENTATION, TRANSFER (OF OBJECTS), OBJECTS and PHYSICAL CONSTRUCTION), at the expense of less conventional metaphorical and locally systematic mappings (e.g., PUBLIC SPEAKING IS THEATRE). The analysis shows that the first group of metaphors could be seen in terms of reification of the discourse, used as a mitigation strategy when providing negative feedback. This strategy is particularly favoured by the lecturer, who is by far the participant using the most and the more varied SPEECH metaphors and is thus able to link the seminars with his lectures on the marketing pitch. Thus, this very preliminary study seems to favour the second hypothesis, although the considerations for further necessary research will be discussed.

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## The Red Rebel Brigade and the Blood Bath: Artivism and the visual impact of metaphors

Metaphors play a significant role in the verbal and visual discourse produced by Non-Governmental Organisations (Doyle, 2007). In this paper, the communicative strategy favoured by the NGO Extinction Rebellion is of particular interest. This newly-founded organisation (established in the UK in 2018) is known for its international influence and its spectacular performances facilitating wider communication about climate change.

This paper investigates two activist performances produced by Extinction Rebellion: the Red Rebel Brigade and the Blood Bath. The Red Rebel Brigade involves a group of protesters dressed in red robes, red veils, and with faces painted in white. The Blood Bath involves litres of fake blood sprayed in the streets, on buildings, and on individuals.

Arguments conveyed by rebels (“Red Rebel Brigade symbolises the common blood we share with all species” Red Rebel Brigade, 2019; “this is the blood of our children, it is our blood, and things have to change” Blood Bath activist, 09/03/2019) suggest a metaphorical use of the concept BLOOD in the context of environmental protests.

Methodologies to identify verbal (MIPVU, Steen et al., 2010) and visual metaphors (VISMIP, Šorm and Steen, 2018) have been adapted to analyse each performance. This resulted in the identification of the metaphor scenario SHARED ENVIRONMENTAL CIRCUMSTANCES AS COMMON BLOOD (Musolff, 2004), derived from the metonymies RED FOR BLOOD and BLOOD FOR HUMAN LIFE (Littlemore, 2015).

The analysis aims at answering the following questions:

- what are the arguments promoted during the performance of the Red Rebel Brigade?
- what are the arguments promoted during the performance of the Blood Bath?
- How do these arguments differ from and-or complement each other through the use of a similar metaphor scenario?

To answer these questions, the different visual occurrences of the concept BLOOD and the visual characteristics of each performance have been closely investigated. Official statements produced by Extinction Rebellion have been consulted to document the activists’ own reflections about the performances. Media descriptions (UK newspapers and Twitter) have also been of interest to observe the endorsed and contested aspects of the protests.

The results suggest that the aesthetic version of the scenario produced by the Red Rebel Brigade sheds light on the organisation and invites the audience to join the movement. The horrific version of the scenario produced during the Blood Bath is more controversial, but it favours a more explicit communication of environmental arguments, and it initiates debates about the climate crisis.

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### **Polish environmental discourse in the light of dispute over Turów. Frames and discursive strategies**

Environmental affairs are a relatively new issue which emerged in Polish contemporary politics (Steciąg 2012). Before the end of communist period in Poland, public discourse on the environment had not existed. Then, the discourse of democratic Polish country was rather oriented towards political and economic matters. Consequently, ecological issues did not have any significant impact on the political discourse of democratic Poland. In today's Poland, environmental discourse still seems to be scarce and it is of occasional and contextual nature (Bennett and Kwiatkowski 2020: 238).

The recent problem of Turów seems to be an illustrative example of situational and context dependent employment of ecological discourse in Polish politics. The dispute over a Polish lignite coal mine Turów, which violates the European environmental laws, disrupted good relations between two neighbouring countries, i.e. Poland and the Czech Republic. This dispute brought environmental issues to the fore and introduced the discussion of ecological matters to the Polish political debate.

The main aim of the study is an attempt to examine environmental discourse in Polish politics on the example of a situational context of Turów dispute. To achieve this aim, two research questions were posed: 1) what frames were used in Polish environmental discourse and 2) which discursive strategies shape the frames. The proper analysis includes a qualitative and quantitative investigation of 12 official speeches delivered by 4 Polish political parties, i.e. *United Right*, *Civic Coalition*, *Left* and *Poland 2050*. The paper employs a Discourse-Historical Approach (Reisigl and Wodak 2001, 2008) to offer an in-depth analysis of frames (Lakoff 2010) and discursive, especially argumentation strategies (Rubio-Carbonero and Franco-Guillén 2022), which were used by Polish political parties while discussing environmental aspects of a long-running dispute.

The results show that Polish environmental discourse is of interdiscursive and peripheral nature. The qualitative and quantitative analysis demonstrates that Polish environmental discourse is dominated by fallacious argumentation, which does not offer coherent policies on the environment. Finally, the study reveals that Polish politicians discuss environmental affairs using *man is above nature*, *regulated commons*, *humans are a part of nature*, *energy transition*, *loss and opportunity* frames.

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### **Metaphorical framing effects on Spain's body politic and nationalism on the political agenda of Vox**

Conceptual metaphor plays a crucial role in shaping, disseminating, and contesting political and social reality in public discourse (Lakoff, 2008, 2002; Landau & Keefer, 2014). From a cognitive viewpoint, the power of metaphor in political discourse, for example, resides in its framing effects on citizens' conceptualization of and voting trends on social and political matters that decide the future of their nation (Musolff, 2004). This study assesses metaphorical framing effects on the political agenda of one of the leading right-wing parties in Spain, Vox, during its campaigns between 2020 and 2022. To this end, 20 political speeches given by the president of this party were analyzed paying special attention to the use of conceptual metaphors and their framing effects on issues including inflation, immigration, and body politic. The metaphor identification process in the data was carried out through MIP (Pragglejaz Group, 2007), which yielded 113 metaphors that were then thematically organized for further analysis: 58 metaphors were on immigration, 30 on inflation, and 15 on nationalism. Data analysis shows that this political party bases its political agenda around two main conceptual metaphors to address these issues. First, NATION IS A HUMAN BODY was highly exploited to present the issue of immigration, whose framing effect is to allow for conceptualizing immigrants in terms of parasites (see also Musolff, 2015). This metaphor was also utilized to introduce inflation as a threat to the body politic—NATION IS AN UNHEALTHY BODY. On the other hand, CITIZENS ARE FAMILY MEMBERS was used to frame the Spanish body politic being under the threat of external forces. Implications of these findings for public attitude toward immigration, inflation, and Spain's body politic will be discussed.

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### How is “eco-anxiety” framed in the press (January 2018-January 2023)?

Based on previous research in applied cognitive linguistics on climate change (Bonnefille, Mamère 2022, Bonnefille 2019, 2012, 2008), this paper looks at the word “eco-anxiety” (Albrecht 2003, Desbiolles 2020) from a cognitive linguistic standpoint (Lakoff and Johnson 1980, Barcelona and Valenzuela 2011). The corpus consists of a selected number of British and American newspaper articles<sup>1</sup> published over the last five years to (i) highlight the evolution of the use of the word “eco-anxiety” and (ii) see whether the consequences of the Coronavirus pandemic have repercussions in terms of its use.

Although many studies have been published in the field of psychology (Dodds 2021, Canu, Askland, Bunn 2018, Jameson, Steele, Denslow 2017), eco-anxiety has so far *not* been categorized as a mental illness (Desbiolles 2020). In a critical discourse approach (Musolff 2016, 2012, Li 2016, Charteris-Black 2013), rather than from an eco-linguistic perspective (Stibbe 2014), we analyze the metaphors, metonymies and similes (Dirven, Pörings 2002) called upon to communicate on eco-anxiety. What dominant conceptual source domains (Chung, Ahrens, Huang 2005) are chosen to frame (Lakoff 2004, Fillmore 1981) this new concept? Our study aims to interrogate the communications strategies (Matlock, Coe, Westerling 2017, Nall Banes, Sweetland, Volmert 2015, Shaw, Nerlich 2014, Cox 2013) designed to form mental representations in the minds of target audiences.

We expect a high use of the experience domain of illness and its related semantic field as in *to soothe one’s climate-anxiety, to suffer from climate-anxiety, an antidote to climate-anxiety* or *Can therapy treat eco-anxiety?* (*The Guardian*, April 2022). We question the degree of metaphoricity pertaining to the association of the domains of eco-anxiety *and* illness. We expect the interplay of image schemas (Johnson 2005) and force-dynamics (Talmy 1988) to structure the various source domains activated to express (some sort of) measurement of this condition such as: *the rising rates of eco-anxiety, the levels of eco-anxiety, to reduce / exacerbate eco-anxiety*. In a way that aligns with the observation of a lack of a creative and evolving narrative when communicating on climate change (Bonnefille 2022, Shaw, Nerlich 2014) so as to improve public communication and reasoning (Thibodeau, Boroditsky 2011), we suspect that poor figurative imagery is employed to talk about eco-anxiety. This central point shall also be discussed.

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### Does metonymy deserve to be shortshrifed as a framing device?

Since Lakoff and Johnson (1980), it has been reiterated that conceptual metaphors highlight certain aspects of a concept while hiding some others (Lakoff & Johnson, 1980, p. 10). A natural consequence of this, hinted at in Lakoff and Johnson (1980, p. 236), and elaborated in subsequent work by Lakoff (e.g., 2004) and many other scholars, is that conceptual metaphors can frame issues that they structure:

Political and economic ideologies are framed in metaphorical terms. Like all other metaphors, political and economic metaphors can hide aspects of reality. But in the area of politics and economics, metaphors matter more, because they constrain our lives. (1980, p. 236)

Metaphorical framing can be achieved in a number of ways. We can use a single conceptual metaphor, lexicalized just once or repeatedly in a text/utterance, by means of a single expression or by means of various expressions, or we can use more or less related metaphors, which can again be lexicalized/expressed as above, creating metaphorical networks, as discussed in Goatly (1997), Koller (2003), Cameron and Low (2004), and Semino (2008). Note also that these authors use the term metaphorical chain to refer to the phenomenon of “the occurrence of several related metaphorical expressions throughout a text” (Semino 2008, p. 226).

Given that metonymies can pattern in a very similar way in texts (cf. Brdar-Szabó & Brdar 2011, 2021, Brdar 2015), forming conceptual and textual chains, the question is whether they can also be used for framing. There is not too much work on this, but preliminary studies indicate that they can (cf. Catalano & Waugh 2013; Benczes 2019; Brdar & Brdar-Szabó 2020; Demjén & Semino 2020). In this presentation, we take a closer look at the phenomenon of metonymic framing on the material from media reports on court proceedings and armed conflicts as well as from health campaigns (organ donation, COVID vaccination) in order to check differences and similarities between framing by metaphor and metonymy. It seems that while metonymies should not be dismissed as a framing device, they are used in a slightly different way. We demonstrate that metonymies can be used in two ways. Metonymies can be used in conjunction with metaphors, in a subsidiary role, for strategic, more global framing (metaphonymic framing), or alone, without metaphors, though perhaps coupled with other metonymies, for tactical, or more local framing.

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## **Metaphor scenarios in the Norwegian political discourse about COVID-19**

This paper discusses how metaphor scenarios (e.g., Musolff, 2004; 2006; 2016; Semino, 2008) can be an important tool when communicating about uncertain futures surrounding the COVID-19 pandemic in Norway. A scenario can be defined as a “set of assumptions made by competent members of a discourse community about “typical” aspects of a source-situation [...]” (Musolff, 2006, p. 28). “Typical” aspects can for example be participants, storylines, outcomes and evaluations.

Uncertainty is an inevitable part in pandemics (Bjørkdahl and Carlsen, 2019, p. 3), and in the context of COVID-19, uncertainty surrounded both how the pandemic would evolve and how the government’s handling of it would pan out in the future. I want to show that despite uncertainty about the future, metaphor scenarios can still contribute to depicting that future in a way that can create legitimacy for the infection control measures imposed.

I will answer the following research questions:

1. How are metaphor scenarios used to imagine hypothetical futures in the official communication surrounding COVID-19 in Norway?
2. How can metaphor scenarios contribute to creating legitimacy for the Norwegian government’s handling of COVID-19 in Norway?

The material is collected from three different periods. The first is March 2020, when the first measures were imposed. The second is January 2021, when the alpha variant was a great concern and vaccination against COVID-19 had started. The third is January 2022, when the omicron variant started spreading, but research indicated that this variant might not be as dangerous as previous variants.

My materials come from three episodes (March 24th 2020, January 5th 2021, January 13th 2022) of the Norwegian debate program *Debatten* (<https://tv.nrk.no/serie/debatten>) where both members of government and public health officials often took part to discuss and defend the official handling of the virus. The material will be transcribed into Norwegian (bokmål) and potential metaphor scenarios will be analyzed using MIPVU (Nacey, Dorst, Krennmayr and Reijnierse, 2019).

Preliminary findings indicate the presence of metaphor scenarios in each episode, shared by several of the actors participating. Furthermore, the scenarios can be said to contribute to depicting different futures, depending on course of action or the successfulness of a certain course of action. Lastly, the futures are openly presented as uncertain, but this can still be seen as rhetorically effective because of the positive or negative evaluations ingrained in the metaphor scenarios they are presented through.

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## **How metaphor shapes corporate discourse? A big-data perspective**

Metaphor can express an ideological and evaluative position in corporate discourse (Sun & Jiang, 2014). Generally, corpus-assisted metaphor analysis in corporate discourse consists of four phases: corpus selection, metaphor selection, metaphor annotation (identification & categorization) and metaphor interpretation. The more bias is reduced in the former three phases, the more reliable the metaphor interpretation would be. Previous studies claim that automatic metaphor annotations are still not fully comprehensive and reliable for corpus-assisted metaphor studies (Demmen et al., 2015). To reduce the bias of metaphor annotation phase, existing metaphor studies manually carry out the annotation phase, which allows only small-scale metaphor annotation. Researchers usually select corpus with their pre-defined criteria and limit to annotating particular metaphors to reduce the scale of metaphor annotation, which may lead to bias in the corpus and metaphor selection phases.

However, with the continuous progress in automatic metaphor annotation in NLP, the current accuracy of state-of-the-art automatic annotation based on artificial intelligence is only slightly lower than manual annotation (Ge et al., 2022), which means there is low bias in the metaphor annotation phase. Besides, the high efficiency of automatic annotation enables large-scale metaphor annotation, which reduces bias in the corpus and metaphor selection phase since we do not need to constrain our corpus and metaphor selection.

Therefore, it is time to rethink the role of automatic annotation in reducing the bias of metaphor interpretation. We assume that the bias of large-scale automatic metaphor annotation would be much lower than small-scale manual approach and thus reduce more bias of metaphor interpretation. Our preliminary experiment on sampling subsets of our 1.3-million-word corpus of Corporate Social Responsibility Reports of Fortune Global 500 validates that the bias between manual and automatic metaphor annotation is low and will not influence the reliability of follow-up metaphor interpretation. Therefore, to better capture the role of metaphor in corporate discourse, large-scale automatic metaphor annotation could be a feasible and better choice.

This study investigates how metaphor works as a framing device in our 1.3-million-word corpus based on large-scale automatic metaphor annotation. We also aim to provide an online toolkit of our proposed big data analysis framework to facilitate and boost large-scale metaphor interpretation in other public discourse. In our talk, we will give more details about our findings of metaphor use in our data and the procedure of using our online toolkit.

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### **Is metaphor an inclusive device in educational discourse?**

“Metaphor makes things exciting and understandable and, as such, has been applied to education since time immemorial” (Low, 2008). Metaphor is notably an instrument of discovery, as it allows learners to visualize and recall abstract concepts (Duit, 1991). However, research on metaphors as pedagogical tools has not included students with Specific Learning Differences, such as dyslexia, in teaching practices. Until relatively recently, dyslexia has been described as a specific deficit that results in difficulties with decoding and spelling words, but it is now clear that most people who develop dyslexia have more global cognitive and linguistic issues (Compton, 2021). The aim of our contribution is to shed light on the inclusivity of metaphor in educational discourse for university students with dyslexia by examining metaphor processing in this population. On the one hand, dyslexic adults tend to show weaknesses in decoding and executive functioning (Smith-Spark et al., 2016); on the other hand, their vocabulary seems comparable to that of non-dyslexic people (Cavalli et al., 2016), and their creative abilities appear to be particularly strong (Cancer & Antonietti, 2020; Majeed et al., 2021). These are all features that may play a role in metaphor comprehension, enhancing or inhibiting the process. Moreover, previous studies presented inconsistent results for dyslexic adults: in Cappelli et al. (2018) and Griffiths (2007) the group with dyslexia showed difficulties in metaphor comprehension tasks, while in Kasirer and Mashal (2017) they did not differ from controls. To further investigate any possible impairment (or facilitation) in this area, we conducted two psycholinguistic experiments that examined the online processing of metaphorical meaning in university students with dyslexia. In an eye-tracking study, participants had to select a picture that best corresponded to the metaphorical sentence they were listening to. Findings showed that dyslexic participants need more time to reach metaphorical meaning, but their eye-patterns and answers are comparable to those of non-dyslexic people. A second study measured automatic metaphor processing through a Metaphor Interference Effect paradigm (Glucksberg et al., 1982). This semantic judgment task showed that adults with dyslexia, despite longer response times, directly access metaphorical meanings. Thus, dyslexic adults process metaphors automatically, albeit slower than people without dyslexia. These findings indicate that metaphors in educational discourse may not be totally inclusive, because they require additional cognitive effort for students with dyslexia. However, further research on metaphor in context (i.e., academic texts) is planned to measure any effects on comprehension and retention.

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## **Cross-cultural variation in the metaphorical framing of CORRUPTION in Nigerian political discourse**

According to Kovesces (2005), conceptual metaphors vary cross-culturally as "natural and obvious (emphasis is mine) as the variation of metaphors at the level of metaphorical linguistic expressions" (p. 67). In this paper, I explore the extent to which this is true in two distinct sub-cultures: the autocratic culture of military governments and the democratic culture of civilian governments. I do this by examining two regime-cultures that have formed the political history of Nigeria between 1960–67 and 1970–date. Corruption has remained an archetypal agenda in these regime-cultures. Accordingly, it would be expected to see a variation in the metaphorical framing of corruption across the corpora of the civilian and military governments in Nigerian political discourse (henceforth, NPD).

There is, however, little or no empirical substantiation of this expected variation by culture in NPD. What we have as existing studies on metaphor in NPD (e.g., Taiwo, 2013) have primarily focused on the analysis of framing functions in contemporary presidential speeches. Also, most research inputs on metaphors of corruption (e.g., Negro, 2015) lack methodological rigour. Nonetheless, they have shown that CORRUPTION can be framed differently based on regional dimensions. The possibility of corruption varying across regime cultures, however, has remained underrepresented in literature. In sum, both strands of research are biased toward the synchronic variation of metaphors. Therefore, this study aims to identify the source domains used in framing CORRUPTION and how the source domains vary across regime cultures and reflect cultural models in the NPD.

The corpus of the study, with a size of 500,921 words, is divided into two corpora, namely a civilian corpus and a military corpus. Both are speeches given by elected presidents and military heads of state between 1970 and 2022. We followed Stefanowitsch's (2006) Metaphor Pattern Analysis to identify keywords based on previous literature. Furthermore, we adopted Steen et al.'s (2010) MIPVU for metaphor identification and Ahrens and Jiang's (2020) for source-domain verification.

A pilot study indicates that corruption metaphors in the autocratic regime-culture fall into three conceptual categories, thus: CORRUPTION IS SEDUCTION, ANTICORRUPTION IS FARMING, and ANTICORRUPTION IS A CURE. Whereas, in the democratic regime-culture, they fall into five categories: CORRUPTION IS A LIVING ORGANISM; CORRUPTION IS A DISEASE; CORRUPTION IS AN ACID; and CORRUPTION IS A POISON. This demonstrates a variation in the metaphorical framing of corruption, and the variation, following Cultural Model Theory, reflects the cultural schemas of the distinct discourse communities.

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## **Evaluation through metaphorical labels: Is Belarus a cancer of Europe or a country led by a kind old man?**

The relationship between metaphor and its evaluative power has been discussed by a number of metaphor scholars (Burgers et al., 2016; Bogetic, 2019; Fuoli, Littlemore & Turner, 2021; Hidalgo-Downing & Perez-Sobrinó, 2022). Evaluation expresses the speaker's/writer's attitude towards a particular phenomenon and reflects one's individual or a community's value system (Bednarek & Caple, 2012). The role of metaphor in evaluation is especially significant when assessing contested political events. One of the ways to evaluate an event is to attach labels to the entity that is being evaluated. Labelling is understood as categorization or attaching normative associations to the named subject (Bhatia, 2005; Moncrieffe, 2007). Many labels are also evaluative, they attach positive or negative value to a particular referent along the good-bad parameter (Hunston & Thompson, 1999). Evaluative power of metaphorical labelling primarily depends on a perspective, or viewpoint from which we view a situation (Langacker, 2007; Sweetser, 2012).

This paper focuses on exploring the viewpoints and evaluation through metaphorical labels identifiable in US English, German, Lithuanian, and Russian (pro-Kremlin) news portals towards the political crisis in Belarus in 2020-2021, triggered by the conflict between Lukashenko and Belarus opposition. The corpus consists of four datasets (ca 30,000 words each) collected from news portals between May 2021 and February 2022. To determine how metaphorical labelling reflects attitudes towards the Belarusian political crisis across four different countries, a three-step metaphor analysis procedure (Identified → Interpreted → Explained), suggested by Charteris-Black (2014) was employed in order to determine how metaphorical labelling reflects attitudes towards the Belarusian political crisis across four different countries. First, metaphorical labels were manually identified by applying the MIPVU (Steen et al., 2010; Herrmann et al., 2019; Urbonaitė et al., 2019) and ascribing positive or negative value. Further, metaphorical labels were interpreted by relating them to possible source domains. Finally, metaphorical labels were analysed from a broader rhetorical perspective, attempting to look into the message encoded.

The findings demonstrate a clear preference given to negative labels, which are particularly abundant in the Russian dataset, and suggest that figurative language, mostly metaphor, irony, sarcasm, is at work when discussing heated political events. The Russian dataset stands out in its employment of numerous labels attached to the West, and is very different from either the English or Lithuanian, or German dataset. Evaluative labels reflect the value system in a particular society (free democratic world vs. dictatorship) and contribute to shaping it.

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## **Figurativeness and humour in Covid-19-related internet memes**

The Covid-19 pandemic was one the most difficult crisis the world had to face, but a very prolific period of time for linguists. Since its inception in 2019, our lifestyle and behaviour have radically changed, but we consider that the most critical period was the year 2020 as a lot of restrictions were imposed to us and, as a result, our homes became our whole universe and our computers and phones were the only way to stay in touch with our loved ones. Our study looks at Internet memes as they flooded the social networks especially at the beginning of the pandemic. When social dilemmas arise, people often turn to humour and pop culture to find answers.

As internet memes are “a kind of modern folklore in which values are constructed through photo shopped images” (Shifman 2014: 14) and they often use figurative devices, being a genre of humour and creativity, the aim of this paper is to show how a collectively lived experience such as the COVID-19 pandemic has been processed and perceived by social media users.

To this end we have collected and analysed internet memes created in 2020 with the aid of cinematography and whose captions are written in English. The research questions addressed are the following: (1) What does meme interpretation depend on? (2) What Source Domains are cued pictorially and verbally? (3) Do the links between the visual and the linguistic elements enhance the emotional responses of the intended audiences? Our research will focus on the analysis of the CONFINEMENT metaphor and will also investigate the cognitive base of humour, that is, the incongruity “or incompatibility or contrast inside or between conceptual frames of knowledge – either figurative or literal” (Kovecses 2015: 135); for example the metonymic basis the “state for event” type of incongruity in “shortage of food vs. having each other” (a meme based on *The Silence of the Lambs* movie).

In the current study we use both qualitative and quantitative methods. As a type of quantitative research we have used questionnaires which can prove our hypothesis that the receivers of the internet memes are able to interpret them regardless of the knowledge they might or might not share with the creator(s) of the internet meme. The quantitative method helped us measure people’s perception of the metaphorical usage embedded in the Internet memes used in our research.

The merging of these two methods will also allow us to understand the degree to which visual and verbal cues may complement in COVID-19-related Internet memes, thus triggering a better understanding of them. Emotionally, they might create psychological distance, some state of stress relief, and develop a sense a belonging to a community.

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### **Modern melancholia: A corpus analysis of depression online**

This study presents metaphors from a dedicated web corpus of non-medical discussions of depression. It will add to current knowledge about the nuanced, creative, and diverse ways in which depression is conceptualised in modern society, and contribute up-to-date information on the methods and frequencies with which internet users employ different metaphors when discussing it. My data comes from internationally available, English-speaking online forums, inspired by projects like Neuman et al. (2012) and Coll-Florit et al. (2021) which analysed metaphors in forum and blog posts to better understand how the experience of depression is communicated online. As in Coll-Florit et al. (2021), the range of metaphors here are broadly themed around symptoms, experiences, and life with depression. By inductively studying the metaphors used by depressed people in an informal environment unmediated by medical professionals, unusual conceptual links may be brought to light and provide new insight into the mental aspects of this mental illness. If metaphor studies are to be effective in mental health support, we must look beyond the language of necessarily limited and generalised diagnostic criteria and remain flexible in our understanding of depression by returning to bottom-up analyses of what depression ‘is’.

The analysis I present will include qualitative and quantitative explorations of metaphor in constructing and navigating discourses of depression. This will also include a consideration of how current theories of metaphor e.g. MIPVU (Steen et al., 2010), discourse dynamics (Cameron and Maslen, 2010), lexico-encyclopediaic metaphor (Johansson Falck and Okonski, 2022) might be optimally applied for automatic analysis of metaphor in corpora (Stefanowitsch, 2006; Semino, 2017). I will also assess the usefulness of current software and online resources when applied in combination to boost methodological rigour during metaphor identification, e.g. Demmen et al.’s (2015) use of the Wmatrix USAS tagger, and Ahrens and Jiang’s (2020) integrated use of SUMO and WordNet. Though final results are pending, based on current findings I shall examine lesser-discussed metaphors of identity, where the depressed self is a split, shattered, or lost self, and the notable commonality this shares with metaphors used in discourses of schizophrenia and grief (Littlemore, 2019; Littlemore and Turner, 2019). Preliminary results also show the increased influence of such factors as technology and media and their prevalence in daily life, medicalisation in society and the biomedical approach to healthcare, and the impact of Covid-19.

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## Metaphorical alignment via public discourse: Cognitive and social contributions

A wonderful metaphor for metaphor in public discourse is a magnet's influence on iron filings. A magnet creates a magnetic field, along which randomly scattered iron filings align. The ensuing "forcelines" revealed by the shifted filings, provides visibility to the otherwise invisible magnetic field.

Public discourse metaphors work similarly—they align people's thinking along a *conceptual structure* invisibly built by *metaphor* (for example someone saying, *governments are parasites*, or, *governments are parents*). The ensuing conceptualizations and attitudes in the people, provide visibility to the otherwise hidden metaphorical conceptual framework.

But how exactly does this alignment occur? Most theorizing and evidence orients around *conceptual alignment* shepherded by the metaphors in public discourse—or how people come to understand a target domain similarly, via it being yoked with embody- or culturally-invoked source domains. From this common structure, people can then share ideas and language which orbit that conceptualization, along with any entailments—e.g., governmental support should be reduced or, government supports need bolstering.

But another factor may play a powerful, if stealthier, role in aligning people around many kinds of metaphors—the ways that cognitive alignment works in tandem with *social alignment*—people needing to, and succeeding at, *aligning with allies* on a conceptualization (Lieberman, 2013), with a sometimes unfortunate corollary of *anti-alignment with adversaries* holding other views.

A number of recent claims with evidence argue that metaphor and other figures play central and crucial roles in framing people's attitudes (Brugman, Burgers & Vis, 2019; Semino, Demjén & Demmen, 2018; Thibodeau & Boroditsky, 2011). Other work argues that figurativity and metaphoricity themselves are tools for building social connection (Colston, 2022; Colston & Rasse, 2022; see also Colston, 2019 for a review). But relatively little work connects these two areas by directly evaluating if metaphor leverages such social connection actively.

The present study accordingly evaluated the degree of social-connection-enhancement leveraged by metaphorical versus nonmetaphorical language applied to referent situations. Participants rated commentary made by "acquaintances", about moderately negative situations (e.g., long lines at service counters). Comments were either metaphorical or non-metaphorical, and metaphors were either conventional or novel. The results revealed differences in the degree of social-connection-enhancement found in metaphorical versus nonmetaphorical commentary, mediated by the constructions' novelty and the familiarity of the speakers.

The results are interpreted as evidence for a core social component of group formation, arising as an effect of metaphorical language, found in public and other communicative discourses.

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### **Multiple meanings and metaphor in academic discourse at school**

A recent large-scale corpus project has investigated how academic language evolves and complexifies as native English-speaking children progress up through the school grades in England (Deignan, 2023). The project found that there is a significant increase in the number of word types used in academic materials as school study becomes more specialised, and, also, that even words already known may be used with unfamiliar meanings. In some cases, these may be metaphorical extensions of a known literal meaning, for instance when the term *device* is used in the study of literature, in collocations such as *poetic device* or *literary device*. In many other cases, however, school students might be more familiar with a metaphorical meaning, while the new, academic meaning is apparently literal, in the sense of being more concrete. For instance, corpus data suggest that *significant* as used in everyday language has a meaning of 'important, emotionally salient', in a *significant birthday*, referring to a 'round number' birthday such as 30th, 40th etc. In school mathematics, its meaning is much more specific. Similarly, *pressure* tends to be used in a psychological sense in everyday discourse but with a concrete, technical sense in school science. In order to find out to what extent school students are aware of such language issues, and how they feel about them, we interviewed five focus groups, each comprising of six 10- 12 year olds, on four separate occasions over two school years.

This paper explains the issue of metaphorical polysemy in school materials briefly, then describes findings from the interviews. We found that students are aware of polysemy at a basic, general level. They also have an understanding of register and genre, albeit limited and unnuanced, largely confined to notions of formal vs informal. However, despite having some insights into language use, we found that they tended to blur everyday and academic meanings in the interviews, apparently operating with the everyday sense as a default. This may be because completely new words, such as *photosynthesis*, dominate teachers' vocabulary explanations, and metaphorical polysemy is less noticed both by teachers and by students as a possible problem. This raises questions about metaphorical competence and awareness of polysemy in the first language, whether these can be taught and if so to what extent they would help with the challenge of academic vocabulary.

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### **The role of perspective and historical context as determinant of metaphorical representation of migration. The U.S.A and Italian newspaper discourse between 20th and 21st century**

Migratory movements can be undoubtedly defined as an enduring characteristic of our global history. As history and literature, from the Homeric poems to the Bible, testify, migration is an inherent feature of humanity. Metaphor is more than a linguistic and stylistic phenomenon (Lakoff and Johnson 1980). It is primarily a feature of human language ability (Semino 2008). Considering that metaphors are one of the means through which people organize their experience of life and that newspapers considerably influence people's perspectives on reality and opinions (Fowler 1991; Marchi 2019), by analyzing the metaphorical representation of migrants in newspapers we might define, to some extent, how people perceive, think of and ultimately experience this group of people. This study investigates the metaphorical representation of migrants through a corpus-assisted newspaper discourse analysis from both a cross-linguistic and historical perspective. This project consists of a comprehensive corpus-assisted discourse analysis (Taylor & Marchi 2018) of newspaper articles published within two specific time periods, namely 1900-1915 and 2000-2015, to investigate how media discourses around migration have changed and differ between two cultures and across time, specifically focusing on the metaphors used to represent migration as a phenomenon. The metaphors have been extracted from the corpora by adopting a semi-automatic approach based on the analysis of collocations (Steen et al. 2010). Results suggest that migration is conceptualized in negative terms in three contexts: as a threat to national security, conceptualized through WAR metaphors, WATER metaphors, in both Italy and the US in the 2000s, and in the US discourse in the 1900s. By contrast, migration seems to be conceptualized by means of positive metaphors in Italy in the 1900s as a RESOURCE for the source country. These results suggest that the historical context and perspective of the speaker/writer are greater determinant of metaphorical representation than the linguistic or cultural context. Moreover, this work sheds lights on the process through which specific metaphors are stable over time in relation to specific discourses and become conventional.

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## “Somewhere along your pedigree, a bitch got over the wall!” –A data-driven approach to a typology of implicitly offensive language

The automatic detection of explicit offensive language has achieved significant results in NLP. However, detecting implicitly offensive language remains a challenge, as it is much more context-dependent than explicit abuse and requires a deeper understanding of language. Despite these difficulties, the detection of implicitly offensive language is becoming increasingly important with the wider usage of generators such as ChatGPT.

This study argues that the current difficulties in detecting implicit offense stem from (a) inadequate definitions of implicit vs explicit offense; (b) insufficient typology of implicit abuse; and (c) a lack of a detailed linguistic analysis of implicitly offensive datasets. This paper poses the following question: What are the limitations of current methods and existing typologies for detecting implicitly offensive language in NLP?

Previous typologies have been predefined based on their presence in earlier work or their observed frequency in datasets (e. g. van Aken et al. 2018, Wiegand et al. 2021, ElSherief et al. 2021). We have used the data annotated for offensiveness within the *CA European network for Web-centered linguistic data science*: 331 documents were annotated for offensiveness using the INCEpTION tool, with each document annotated by two annotators and one curator (Lewandowska-Tomaszczyk et al. 2021). A total of 200 sentences - one of which provides the title above - were collected from this dataset that had been tagged as "implicitly offensive." Based on the qualitative analysis of the dataset, a new typology of implicitly offensive language is presented. The typology differentiates between the content of the offense (aggressive speech, insulting speech, discrediting/condescending speech, dehumanization, derogation, and stereotypes), and the linguistic devices used to express it (metaphor, metonymy, simile, irony, hyperbole, euphemism, repetition, rhetorical question, circumlocution, name-calling, generalization, contrastive statement, and the use of graphic and non-verbal devices).

The paper provides an operational definition and typology of implicitly offensive language, a detailed account of the new typology and its examples, as well as a thorough analysis of the role of figurative language and humour in each type. The analysis detected main issues with previous datasets: (a) combining content and form in the annotation; (b) treating figurativeness, particularly metaphor, as the main device of implicitness, while ignoring that metaphor is also important and frequent in explicit offensive language; and (c) the over-focus on formal criteria and easier tasks in building specific datasets (e.g. offensive comparisons), which fails to reflect the complexity of implicit offensiveness in real language use.

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### **Early acquisition of figurative meanings in polysemous nouns and verbs: A corpus study**

Early research on the acquisition of figurative language indicated that metaphor comprehension skills develop relatively late (8 y. o.) in one's first language (Winner 1988/1997). However, some more recent studies found that metaphorical competence starts developing even as early as 3 years old (Pouscoulous & Tomasello, 2019, see Di Paola et al. 2020 for a brief overview), and continues to improve until the age of 7 (Declercq et al., 2010). As for other types of figurative language, some studies, such as Falkum et. al (2017), show that the acquisition of metonymy is less challenging than metaphor.

This study explores early production of metaphorical (e.g. *shark* meaning *a rapacious crafty person*) and metonymic (e.g. *house* meaning *an organisation*) meanings in English polysemous nouns and verbs by using the Braunwald corpus data (Braunwald, 1971), which tracks a single child's speech from the age of 1 year, 5 months to 7 years. This allowed us to track the production of polysemous words over a longer period of time, i.e. from before the figurative meanings appear until they are fully acquired. Since metaphor and metonymy play a crucial role in the generation of polysemy (Bowdle & Gentner, 2005), we explore whether there are any differences in how these meanings are initially produced, especially with respect to the age and order of acquisition. The study consisted of identifying polysemous nouns and verbs, determining their meanings (metaphorical vs. metonymic), and checking for interrater agreement on meaning assignment before the final interpretation of the results.

Our study included 782 nouns and 247 verbs produced by the child. The preliminary results for nouns show an overall tendency to use polysemous metonymic meanings earlier (e.g. *salt* used to mean *a container in which salt is stored* as early as 1 year, 6 months), while metaphorical meanings tend to be used later, closer to 3 y.o. (e.g. *name* used to mean *a bad word*). The data set that includes verbs has not yet been analysed, but we hypothesise that the results might show a different pattern, as metaphor is the main generator of polysemous meanings in verbs. To the best of our knowledge, this is the first study exploring the development of the production of conventional figurative meanings, which is highly relevant since these are the most frequent figurative meanings in everyday speech (Steen et al., 2010).

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## The “struggles” of machine translation: The role of metaphor in students’ conceptualizations of machine translation and the influence of public discourse on Artificial Intelligence

Studies have shown that metaphors are pervasive in public discourse (e.g. Burgers et al., 2016; Musolff, 2006) and shape our understanding and perception of complex phenomena in healthcare, education, immigration, etc. (e.g. Semino et al., 2018; Ahmady et al., 2016; Musolff, 2015). One relatively underexplored area concerns the metaphors we use to conceptualize technology (but see Hellsten (2003) on genetic engineering), especially technologies driven by Artificial Intelligence. Yet a steady stream of columns is appearing on the Web warning against the use of both “artificial” and “intelligence” (e.g. <https://aimagazine.com/machine-learning/machine-learning-pioneer-says-stop-calling-everything-ai>). Since its launch in 2015 Neural Machine Translation has been rapidly changing the profession and practical reality of translation. Some even go as far as claiming that the technology challenges the very concept of translation (Alonso & Calvo 2015). Cadwell et al. (2018) note in particular how it blurs the distinction between human and machine agency. One central question is thus: Do humans and machines translate differently, and if so, in what way?

This paper addresses this question by examining how students (BA and MA) specializing in Translation conceptualize Machine Translation in a series of reflection assignments submitted as course work, focusing on the metaphors they use to explain how the technology works. Linguistic metaphors (identified using MIPVU (Steen et al. (2010))) are analyzed qualitatively, with an emphasis on the degree of agency assigned to the machine via different forms of personification (see Dorst, 2011). The identified metaphors are then considered in terms of common source domains and scenarios evoked, and how these conceptualizations reflect publicly constructed narratives on Artificial Intelligence (see Olohan, 2017). Results indicate that students use human verbs (e.g. *understand*, *decide*, *struggle*) to describe machine operations without any indication that they understand these as metaphorical rather than literal when applied to the machine. This highlights the need to consider how such metaphors may be used differently by expert versus lay discourse communities (see Semino et al., 2013) and may differ in their acceptability across genres (see Low, 1999). I argue in favour of training students to become more aware of these metaphors and how they influence the way we perceive – and use – the technology. Machine Translation does not *struggle*, or *decide*. It does not in fact *understand* anything, or, for that matter, *care*.

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### ***Of life belts, medieval castles and poorly-built houses: The functions of metaphors in the Serbian pro-vaccination discourse***

Although Serbia was one of the first countries in Europe in January 2021 to offer its citizens the possibility to get a COVID-19 vaccine, it very soon faced a waning public interest and growing scepticisms in this regard, mostly due to a powerful anti-vaccination lobby who continually fuelled distrust in vaccination. In an attempt to combat misinformation and at the same time heavily criticized for initially ignoring education and not promoting strongly enough the vaccines' safety and effectiveness at the expense of obtaining them as soon as possible, the members of the Ministry of Health and the national COVID-19 crisis response team urgently needed to persuade the hesitant population of the benefits of vaccination in an understandable manner and encourage the sceptics in order to speed up the immunization process. For this purpose, they often relied on metaphors as one of the tools of popularizing medical scientific discourse and its transformation into 'everyday' or 'lay' knowledge (Calsamiglia & van Dijk, 2004). Within the framework of Critical Metaphor Analysis (Charteris-Black, 2004; 2021; Musolff, 2006, 2016) and using the data gathered from various electronic news media sources (*NovaS, NI, Danas, Vreme, Večernje novosti, Mondo, Politika, Telegraf, Krug*) published in Serbian from January to December 2021, in this paper we aim to explore the main functions of metaphor in the Serbian pro-vaccination discourse and analyze and illustrate the novel ways in which the target-source relationships are established in the metaphor construction in order to talk and reason about the need for boosting Covid-19 vaccine acceptance. The qualitative analysis of the data demonstrated that these metaphors appear to mainly fall into two groups according to the functions they perform in this particular context. The first group comprises those metaphors which display an *explanatory function*, whereas the second group includes metaphors with a more prominent *persuasive function*. Both of these functions of metaphor were linguistically realized by means of a number of metaphorical patterns. These range from creative extensions of conventional metaphorical themes, innovative and idiosyncratic linguistic metaphors which draw on the emotional, affective value of certain mappings between the domains and the mixture of source domains to the use of the unexpected and most probably one-off mappings from source to target.

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## Assessing the effectiveness of patient-generated (verbo-)visual metaphors about endometriosis: A think aloud study

### Background:

Public health communication often relies on verbal, visual and/or multimodal metaphors to get its message across. The effectiveness of such metaphors is thought to be highest if they involve concrete, vivid source domains that are familiar to the audience, and if their mappings and entailments are easily accessible and coherent (El Refaie 2015; Grady 2017; Semino 2021). However, these assumptions have yet to be tested rigorously across different topics, contexts, and audiences.

**Research aims:** This qualitative study uses Think Aloud interviews to assess the effectiveness - defined in terms of their clarity and vividness - of patient-generated (verbo-)visual metaphors in printed materials about endometriosis.

### Research approach, data, and methods:

The awareness-raising information booklet 'Experiences of endometriosis in Wales' contains patient-generated metaphorical drawings and associated short verbal comments about the symptoms and psychosocial impact of the disease ([www.drawingout.uk/resources](http://www.drawingout.uk/resources)). First, the metaphors contained within the booklet were analysed in terms of their meaning potential, applying El Refaie's (2019) distinction between pictorial, spatial and stylistic forms of metaphor, and taking the image creators own comments into account. Second, 25 Think Aloud interviews (van Someren et al. 1994) were conducted. The participants, none of whom had any direct experience of endometriosis, were asked to verbalise all their thoughts and feelings when looking at each page of the booklet. Finally, the interview data was subjected to a detailed thematic analysis (Braun & Clarke 2006) to determine a) what thoughts, feelings, imagery, mappings, entailments and/or explicit evaluations each of the visual metaphors was able to generate; and b) the extent to which individual responses overlapped with each other and with the image creators' intended meanings.

### Preiminary results:

Straightforward visual images, such as knives for pain, were easily understood by all the participants and so can be considered maximally clear, but they tended to trigger rather short, basic responses. While more detailed and complex metaphors were generally able to generate a greater number and range of vivid imagery and more emotional responses, some respondents struggled to make any sense of them at all. Accordingly, the most effective visual metaphors would appear to be those that use easy-to-recognise pictures of concrete and familiar scenarios and that are nevertheless able to evoke rich entailments and associated narratives.

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### **Conceptual metaphor analysis as method in social science research: Coherence between problem, theory, and method**

The analysis of conceptual metaphors, to tap into the ‘inner lives’ of research participants and reveal beliefs, attitudes and ways of knowing, is commonplace in social science research (Schmitt, 2005). However, there are many pitfalls for the researcher to overcome in designing and executing such research successfully. This presentation addresses the use of metaphor analysis in the social sciences as a research method by focusing on the field of English Language Teaching (ELT), specifically in studies on in-service teachers of English as a second or foreign language, with the following research questions; Within the field of ELT research... 1. ..to what purposes is research involving metaphor analysis conducted? What kind of research questions are the researchers attempting to answer? 2. ...what explicit or implicit epistemological / ontological positions underpin the research? 3. ...what methods do researchers use to (a) collect and (b) analyse metaphors, and how are they used? 4. ...what is the role of theory? Is metaphor used to construct or prove theory? Is theory used to construct or identify metaphor? 5. ...how are reliability and validity addressed in research design, process, and analysis? A systematic data search of the databases ERIC and JSTOR was conducted, for research studies published since 2001. The twenty-four studies which emerged from the data search were reviewed with consideration given to the ontological, epistemological and methodological underpinnings of the research. The presenter will outline his assessment of the research designs of the papers under review, specifically the methods of sampling, data collection, metaphor identification, and data analysis. The presenter will also discuss issues which affect the validity of research claims, and identify studies with coherence between problem, theory, and method. By problematising metaphor analysis as a research method, I aim to generate further questions and considerations to enable future researchers to judge whether such methods are well-matched to their own studies, and if so how better to utilise them. It is hoped that this session will be informative for social science researchers from various fields who hope to use metaphor analysis effectively as part of their research methodology, as well as to metaphor experts who have an interest in seeing how metaphor is being applied as a tool.

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## **Metaphor and trans lived experiences on Reddit**

Transgender individuals face exceptionally high rates of discrimination in many aspects of their daily lives, from accessing healthcare through to finding employment (TransActual, 2021). This arguably results from a lack of understanding and education regarding trans lived experiences.

It is well-established that metaphor can provide a deeper understanding of difficult and sensitive experiences. As such, there is an extensive body of research considering how metaphor is used to verbalise experiences such as cancer (Semino et al, 2018), chronic pain (Munday, Newton-John, & Kneebone, 2020), and depression (Semino, 2008). However, the lived experiences of transgender individuals remain largely understudied.

This paper provides a better understanding of trans lived experiences through investigating how transgender individuals use metaphor to talk about their experiences of transitioning and gender dysphoria on the social network site Reddit. The evaluations the metaphors receive from other community members are also considered.

This paper addresses the following research questions:

1. Which metaphorical source domains and/or scenarios do transgender individuals use to discuss their lived experiences of transitioning and gender dysphoria in online Reddit communities?
2. How do community members evaluate the different source domains and/or scenarios (via user comments)?
3. What implications do these findings have for metaphor theory, particularly in relation to metaphorical evaluation?

Data was collected from online Reddit communities called ‘subreddits’ which are dedicated to members of the trans community. This paper focuses exclusively on metalinguistic threads posted within these subreddits, namely posts in which a user explicitly asks for or proposes a metaphor regarding transitioning and/or dysphoria.

A total of thirty metalinguistic discussion threads are analysed. Metaphorical expressions were manually identified before being categorised on the basis of their basic meaning. The comments each metaphor receives are also taken into account.

This paper discusses the various groupings of metaphorical source domains identified in the threads and the scenarios within them. It is demonstrated that users employ a wide range of source domains to discuss their lived experiences, ranging from PHYSICAL PAIN and TECHNOLOGY through to FOOD and CLOTHING. The particular framings involved in each source domain, and their implications for the representation of trans experiences are also considered. Furthermore, it is demonstrated that some source domains are evaluated much more favourably than others. Overall, this paper sheds light on how metaphor can be used to gain a deeper understanding of the personal experiences of transitioning and gender dysphoria.

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## **New gender unlocked. Figurative construals of gender identity in Tumblr. A case study**

This paper seeks to explore the role of figurative language in building online communities on Tumblr, and it explicitly addresses the increasing importance of interactions on social media platforms in the construction of users' identity (Page et al. 2014). While some studies have focused on platforms like Twitter (Page et al 2014: 41), each of them has its own idiosyncrasy, with Tumblr being characterised, amongst other things, by its users having developed their own vocabulary and style and a very peculiar mechanism of labelling posts (and identities) on this site (Oakley 2016). The relevance of labelling in Tumblr can be seen in the current evolution of many gender-identity labels, hence showing the prominence of this social site in the construction and (re)definition of (fluid) gender (Dame 2016). While some research has been done on Tumblr users' construction of identity (Jacobsen et al. 2022), so far, no study has been found on the role that figurative language plays in the construction of gender identities in Tumblr. Following previous studies on conceptual metaphor in Critical Discourse Studies (Hart 2008, Charteris-Black 2004, among others), this study seeks to understand how the activation of particular frames may result in different construals of gender while building intersubjective identities with which particular individuals (as member of (fluid) social groups) may align. The analysis is based on a corpus of 100 posts in English compiled during Pride Month in 2022, and it follows a mixed-methods qualitative approach which identifies three kinds of figurative language: metonymy, metaphor, and cultural frames (Dancygier & Sweetser 2014; Kövecses 2017). Three research questions are answered in this paper: i. Which are the most commonly activated frames by Tumblr users when referring to gender and how do these relate to the construction of the (self's and other's) gender identity?, ii. how do these frames contribute to profiling particular aspects in the construction of gender identities?, and iii. how do different domains interact with the co(n)textual knowledge shared by Tumblr users hence allowing for a possible intersubjective alignment of users via ambient affiliation? Preliminary findings show the users' tendency to rely on figurative language that counteracts prior and constrained understandings of gender and which profiles a lack of boundaries in the constructions of gender. Many of the examples, frequently found in tags, also require the comprehension of intertextual and interdiscursive references, hence contributing to creating interpersonal relations via shared ambient affiliation.

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## **Linguistic salience bias: A bias affecting verbal reasoning with metaphors**

Metaphor comprehension is affected by a linguistic salience bias that leads to fallacies in reasoning with polysemous words. The paper explains the bias, reviews ten studies documenting it, and presents a new study that marks a major advance.

The linguistic salience of a word sense is a function of exposure frequency, modulated by prototypicality (Fischer & Engelhardt, 2020; cf. Giora, 2003). Where the dominant sense is far more salient than subordinate senses and a subordinate use is interpreted through selective suppression of an initially activated unitary representation (Macgregor et al., 2015; Pykkänen et al. 2006; Brocher et al., 2018), default inferences supported only by the dominant sense go through also when triggered by subordinate uses. Extant studies (e.g., Fischer & Engelhardt, 2020; Fischer & Sytsma 2021) examine the persistence of inferences from polysemous words that are defeated by disambiguating context that follows the polyseme. They found evidence, e.g., of persistent spatial inferences (patient is before agent) from metaphorical subordinate uses ('Jack saw Jane's point').

Our new study examines whether inferences supported by the dominant sense of a verb go through even when challenged by pre-verbal context. We considered inferences from appearance verbs. These have a dominant doxastic sense ('Jack appears tall to Jill' □ Jill believes Jack is tall) (Brogaard, 2013). In the philosophically prominent phenomenal use, these verbs serve merely to describe subjective experience, and imply no belief. Reference to familiar conditions of non-veridical perception (where everybody knows that things do not appear their true size, etc.) invites phenomenal interpretation and challenges belief inferences (the viewer will not believe the distant car is as small as it appears).

We implemented the psycholinguistic cancellation paradigm with fixation time measurements and plausibility ratings. A two-round norming study (N=100, N=200) identified non-veridical, veridical, and neutral contexts. In the main study, 48 native English speakers read, and rated the plausibility of 24 three-sentence critical items and 48 fillers. In a within-subjects 2x3x2 design, we manipulated veridicality (negative vs neutral) in S1, verb ('look', 'appear', 'seem') in S2, and consistency of the sequel with the belief inference ('small' vs 'large') in S3:

The car in the valley was far away. It looked small to Claire. She believed it was large.

Higher rereading times for the source region of the belief inference ('looked small') in the inconsistent condition ('large') than the consistent condition ('small') provide evidence that the verb triggers this inference. Lower plausibility ratings for items in the inconsistent condition provide evidence that these inferences are not suppressed and influence further judgments. Findings suggest unsuppressed belief inferences are made also in the nonveridical condition – where they are challenged by pre-verbal context.

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### **Go full Marie Kondo: Metaphors for social media and mental health in health blogs**

This paper explores the use of social media and mental health metaphors in blogs written by people who suffer from mental and/or physical illness. Social media can be a lifeline for those who suffer the isolating experience of physical or mental illness as it provides a site for peer support, connection, and the opportunity to share and receive strategies for coping with illness (Gowen et al. 20012; Naslund et al. 2016). However, on the other hand, engaging in social comparison and being exposed to potential triggers and hostile behaviour online can also have a negative impact on people who suffer from illness (Naslund et al. 2016; Clarke et al. 2018).

The aim of this study is to discover how people use metaphor to evaluate social media's role in their experience of living with mental and or/physical illness. In order to do so, a 10,000-word sample was selected from online health community and mental health foundation blogs. We adopted a bottom-up approach to manually annotate metaphorical instances using Steen et al.'s (2010) MIPVU to identify metaphors for the following target domains: (a) Social media platforms; (b) Social media content and features, such as 'likes'; (c) Social media use, such as frequency; and (d) Mental Health, including mental illness and emotions or feelings. We used a combination of online dictionaries and WordNet to code metaphors into source domains, and Hidalgo-Downing and Pérez-Sobrino's (2022) annotation protocol to code metaphors that performed a positive or negative evaluative function.

Results reveal that people use metaphor to both positively and negatively evaluate social media's role in their lives, depending on how it is used. As such, they frequently employ metaphor to share their experiences of implementing 'healthy' social media use practices. The CONTAINER and BUILDING source domains are employed when people conceptualise their social media feeds as a space or home that they need to keep 'clean' from content that can trigger negative emotions and symptoms of mental illness. Furthermore, the DRUG, ALCOHOL and FOOD source domains are employed to discuss various aspects of social media use, such as 'diets' and 'detoxes' to eliminate certain content or restrict social media use.

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### **Metaphors presenting cancer in instructional animation films**

Conceptual/Cognitive Metaphor Theory (e.g., Lakoff & Johnson 1980, Kövecses 2010) claims that metaphors are crucially important in making abstract and complex phenomena more comprehensible by presenting them in terms of concrete, embodied phenomena. Cancer, one of the deadliest diseases in the world, is one such complex phenomenon that is heavily structured by metaphors. Hitherto, metaphors pertaining to the nature and treatment of cancer, and to dealing with it, have been analysed only in verbal communication (e.g., Gibbs & Franks 2002; Reisfield & Wilson 2004; Gustafsson et al 2020; Hommerberg et al. 2020). But cancer metaphors are also often audio-visualized in animations that are produced by hospitals and research institutions specializing in oncology.

In this paper we analyse the metaphors in a corpus of 35 short medical animation films, aimed at a lay audience, that present information about cancer and its possible treatments. Based on earlier work on visual and multimodal metaphor in animation (Forceville & Paling 2021), criteria are presented to attest whether anything in the target domain of CANCER is presented metaphorically in terms of another domain (which thereby becomes the metaphor's source domain). Attention is paid both to monomodally visual metaphors and multimodal metaphors (usually drawing on the visual and the verbal mode). Our purpose is twofold: (1) to assess whether the animations analysed feature the same metaphors as the verbal texts analysed in earlier research; (2) to show how animation provides medium-specific ways to present metaphors pertaining to "dealing with cancer." Findings show that the two dominant metaphors informing the films are DEALING WITH CANCER IS A BATTLE and DEALING WITH CANCER IS A JOURNEY. This confirms results in Semino et al. (2017) – but since the medium of animation has other affordances and constraints than language, different aspects of the target domain are highlighted than in verbal metaphors. We briefly end, cautiously, with some recommendations for practitioners (that is, oncologists and animators responsible for making instructive films about cancer for the benefit of lay audiences).

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## **The role of gender in the choice of the foodstuffs used as source domain to conceptualize attractive individuals in Peninsular Spanish**

Food is a common source domain to talk about attractive people in different languages (Kleparski, 2008). The expression *¡Cómete un yogurín!* (lit: eat a little yogurt!) was part of a Spanish television advertisement and it was said as a woman stares at an attractive young man. The colloquial expression exemplifies how speakers of Peninsular Spanish linguistically exploit the metaphor AN ATTRACTIVE INDIVIDUAL IS APPETIZING FOOD.

Metaphors are constrained by culture, contextual factors and specificities of the referred person, such as gender and age (Kövecses 2015, 2020). Environmental and socio-cultural factors determine which particular foodstuffs are considered appetizing (Rozin, 2015). Therefore, in the cultures where the aforementioned metaphor is present, the source domain APPETIZING FOOD is expected to be realized by different food products. Some scholars (e.g. Hines, 1999; López Rodríguez, 2007, 2008) have suggested that when the attractive individual is a woman, the foods used to exploit the metaphor are usually sweets and desserts. The identification of attractive women with sweet, soft and spongy foods that are not essential for our diet, juxtaposed to that of attractive men with more nutritious or substantive foods (i.e. meat), reinforces cultural stereotypes that associate women with tender and gentle creatures and with unimportant roles in society (López Rodríguez, 2008: 183).

To explore this phenomenon, two popular Spanish online forums were automatically searched for foodstuffs used to refer to attractive individuals. A corpus of short texts that contains the food terms used in context was compiled. The frequency distribution of the type of food and the variable of gender were measured. Data was analysed with the purpose of gaining insight into:

- (1) The type of food and flavour preferred by speakers of Peninsular Spanish to exploit the metaphor.
- (2) The significance of the variable of gender in the choice of the type of food used as source domain.
- (3) The possible stereotypes speakers of Peninsular Spanish might be perpetuating with the choice of specific food terms used as source domains.

Results indicate that speakers of Peninsular Spanish prefer salty flavoured food to exploit the metaphor. However, the specific food products are highly dependent on the variable of gender. Findings challenge previous studies about the foodstuffs used in Peninsular Spanish to conceptualize attractive people and the cultural stereotypes associated with them.

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### **Figurative language comprehension assessment: searching for a continuum in figurative language acquisition**

This paper presents the preliminary results of a figurative language comprehension test, named COMFIGURA, which is being developed in Brazilian Portuguese. Based on the Cognitive Linguistics prism, Conceptual Metaphor Theory, and Psychometric guidelines, this test comprehends five psycholinguistic tasks, on four metaphor-related phenomena: one pictorial task and one verbal task on metaphors, and three verbal tasks on metonymies, idioms, and proverbs. Each task has 6 items composed of one figurative sentence, one openended question, and another dichotomous question. Summing up all items, the instrument as a whole contains 30 items. With this test, we aim at presenting a standardized and valid instrument on figurative language comprehension assessment; and, with the results of the instrument, studying the possibility of a continuum in figurative language acquisition. In this presentation, our main goal is to introduce the instrument and its preliminary results, which came from a pilot study. In this pilot study, 34 children (ranging from 2 to 6 years old) were interviewed in nursery schools in Porto Alegre, Brazil. Seventeen children were tested with a version of the instrument organized by figurative language type, while the other seventeen were tested with a randomized version of COMFIGURA's items. Through a Kruskal-Wallis test, results show that there is no significant difference in participants' scores considering the test type (items randomly organized or through figurative phenomena). According to participants' scores, questions, and observations, we could notice that the version organized by figurative language type usually gives the participants some training effects. Considering that training effects are less perceived in the randomized version of the test, we selected it as more appropriate to assess figurative language comprehension. Data were also analyzed on figurative phenomena comprehension and acquisition. Results show that scores improve according to participants' age and decrease according to phenomena complexity, pointing to a figurative language comprehension continuum in language acquisition. Through a Friedman's test, followed by a post-hoc Wilcoxon test, no significant differences were found between the comprehension of proverbs and idioms, and metonymies and metaphors. All the other phenomena combinations were significantly different. These results corroborate previous hypotheses on the literature (Gibbs & Colston, 2012; Siqueira et al., 2017), suggesting a continuum that may start with the comprehension of metonymies, improving to metaphors, idioms, and, finally, proverbs.

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## Recontextualization of metaphor in interpretation of visual art. A case study of the installation *Przejście* 'Passage' by Jerzy Kalina

Irrespective of the theoretical perspective they take, cognitive linguists (Semino et al. 2013; Kövecses 2015; Littlemore 2019; Hidalgo-Downing & Kraljevic Mujic 2020) as well as those who follow critical socio-cognitive approaches to discourse (Hart 2016; Romano & Porto 2016, 2021) recognize the fundamental role of context in metaphor use. Combining these two perspectives, in this case study of the installation *Przejście* 'Passage' by Jerzy Kalina I will focus on the creative use of embodied image-schematic metaphors (Lakoff & Johnson 1999) that is driven by the socio-political context of post-war Poland. The installation was raised at a crossroads in the centre of Warsaw on the night of 12/13 December 1977 and remained there for a few days. Almost three decades later, its near-replica reappeared in a new material art form created by the same artist – a public bronze sculpture in the centre of Wrocław; the latter, also known as *Pomnik Anonimowego Przechodnia* 'Monument of an Anonymous Passer-by', was erected on the night of 12/13 December 2005 to mark the 24th anniversary of the day when martial law was introduced in Poland – the 13th of December 1981.

Taking the changing socio-political history as the relevant background that invites recontextualization of metaphorical understanding of the installation *Przejście*, this case study investigates current interpretations of the bronze monument's meaning elicited from onsite interviews that were conducted in Summer 2022 with passers-by in Wrocław.

It will be argued that the choice of context narrows down the construal of visually cued embodied metaphors CHANGE OF STATE IS CHANGE OF LOCATION and LONG-TERM PURPOSEFUL ACTIVITIES ARE JOURNEYS to their situated specific variants. The situated elaborations will make it clear that the recontextualization of the embodied metaphors has driven metaphorical creativity. It will be shown that a multimodal task to choose between the two names of the sculpture often resulted in a shift to a more schematic and a-historical construal of the monument's meaning. This finding sheds some new light on interaction of text and image (Bateman 2014; Forceville 2016) in static visual art such as sculpture, cartoon or painting.

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### **A new kind of enemy – antiscience metaphors in political and laypeople discourse**

One of the side effects of the COVID-19 pandemic is what may seem a counterintuitive opposition to health workers, pharmaceutical companies and science in general. After an initial embracing of all directives and interventions promoted by health workers in combating the pandemic, with the introduction of vaccines skepticism against their producers, and consequently against doctors and scientists rose steadily in wider public.

Hotez (2021) ascribes this kind of behavior to a clear political agenda, but the conceptualization of scientists as enemies among non-experts has a much older background and is described by the resistance to the mainstream expertise, and by scepticism about scientific evidence, which includes doubts about vaccines. (Steffens et al. 2019).

The ubiquity of the WAR metaphor in the context of COVID-19 discourse has been recognized in many languages and countries, among other in Croatian (Štrkalj-Despot and Ostroški Anić 2021). Our research will focus on the assumption that the predominance of the WAR metaphor and its elaborations easily transferred to communication about science and scientists, as a convenient target for partisanship in political discourse, where the health crisis was used as a setting for particular, usually populist agendas. To this purpose a corpus of media excerpts, both conventional and digital ones, related to discussions on health workers, pharmaceutical companies and researchers in the period from the beginning of 2021, when vaccines were introduced in Croatia, until the end of the year, was analyzed with SketchEngine. The key word ‘enemy’ (Cro. neprijatelj) e.g. revealed that a similar profile of speakers emerged, who found this derisive language about science and vaccines a very productive platform for political engagement. High degree of skepticism towards vaccines and the related research was found among the so called hesitant lay people who participated in the focus group research on attitudes towards vaccination (Pavić et al. 2022). A qualitative analyses of their responses in NVivo revealed that a rising skepticism and antagonism toward both health workers and pharmaceutical professionals might be shaped by beliefs about the (non)acceptable connections between health and profit/capitalist economic system.

Both strands of research showed an indicative shift of some elements of the WAR domain from the disease as a primary oponent toward researchers and science in general, which should be taken into serious consideration in view of future communication about science in the time of (health) crisis.

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### **Frame-based terminology: Systematic metaphor analysis in climate change discourse**

Metaphor is a pervasive phenomenon in climate change discourse (Deignan, 2017; Semino y Demjén, 2017). It helps in articulating discourse as well as in coining new terms. Its use is common as it allows understanding abstract phenomena in terms of things which are more concrete (Larson, 2011: 4). The detection and analysis of metaphor based-terms is not an easy task and require a precise detection of the conceptual elements underlying the terms in order to comprehend how it works at a cognitive level in one or more languages. In the domain of climate change, this comprehension helps in understanding how the environmental phenomena is perceived by the different receivers and in different cultures.

In this case study, we propose a corpus-based methodology based on the approach of frame-based terminology (Faber, 2012) to analyse and compare the conceptual construction of metaphor-based terms in climate change discourse in English, Spanish and Arabic. This method is suggested in combination with the detailed analysis of conceptual complexes approach (Ruiz de Mendoza, 2017) to analyse how metaphor is combined with other cognitive linguistic tools such as frame complexes and image schematic complexes to achieve the whole metaphoric scenario. The combination of those two approaches will help in giving new insights into the cognitive comprehension of metaphor-based terms in discourse.

Finally, the results will help in detecting cross linguistic gaps generated between domains due to the influence of English as *lingua franca* in other languages (Bordet, 2016). For this reason, we propose a frame-based translation approach for the transfer of neologisms of metaphor based-terms into other languages to enrich the specialised domains without producing conceptual gaps.

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## The role of construction networks in the emergence of figurativity and expressivity: *Revisiting [(Det) N of (Det) N] constructions*

Within a cognitive usage- and construction-based approach to both figurativity and expressivity (e.g. Sullivan 2013) and with the help of methods from quantitative corpus linguistics (e.g. Stefanowitsch 2013), the present paper reanalyses an old BNC data set (Hampe 2011) from a new perspective.

Specifically, it employs the recently established notion of ‘idiom set’ (Hampe 2022), which relates figurative expressions (both conventional and novel) in a corpus back to non-figurative ones licensed by the same construction. The point is that the latter provide a formal frame for the verbalization of an experience serving as the/a source domain. This formal frame is kept in (i.e. enables) the creation of extended/figurative uses. In effect, dense construction networks (‘idiom sets’) develop that become productive in that they support the emergence of novel figurative uses and highly expressive instantiations.

Focussing on [*an N of an N*] constructions (ex. c., d.), the present study targets a subnetwork of a larger web of [(Det) N of (Det) N] constructions, which is dominated by the *of*-genitive (e.g. Stefanowitsch 2003, ex. a.), also including the well-known *X is the Y of Z* constructions as a subnetwork in turn (Turner 1998, ex. b)

- a. *the assets of our company; a picture of Lisa* (Stefanowitsch 2003)
- b. *Death is the mother of beauty; the ‘Mona Lisa of Cars’* (C. Porterfield at [www.forbes.com](http://www.forbes.com))
- c. *a gem of an engine; a cartoon of an intellectual* (BNC)
- d. *a whiff of a life; a shadow of a doubt* (BNC)

The present study thus shows how both figurative and expressive uses arise from exploiting (to the extreme) the “affordances” of a constructional network, from driving the relations in a construction network to their absolute limits, thereby also crossing borders defined by conventionalization and blurring distinctions between neighbouring constructions.

Emphasizing the role of usage and putting constructional relations centre-stage, the paper adds another facet to previous attempts of metaphor theorists (e.g. Hampe 2017) to unite discourse-based metaphor research and studies (broadly) situated within embodied-cognition approaches.

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### Delayed-domain (dis) appearance in metaphor and metonymy: The case of printed advertising

In the Cognitive Linguistics literature, the way viewers understand printed ads whose interpretation is based on metaphors and/or metonymies is conditioned by the principle whereby the source and target domains are called upon by the linguistic expression at roughly the same time (cf. Gibbs, 2006).

Nonetheless, Herrero-Ruiz (2021) has shown how certain contextual effects are generated when one of the metaphoric/metonymic domains appears at a later stage in the interpretation process (*direct vs. delayed domain appearance*). Our research attempts to describe various analytical patterns grounded in this new perspective as well as the specific interpretive routes that they imply, namely: shifts from a non-metaphoric/metonymic to a metaphoric/metonymic interpretation, leaps from an initially metaphoric interpretation to a different metaphoric interpretation, shifts from an initially metonymic interpretation to a different metonymic interpretation, gradual linkage of (sub)domains, and demetaphorization via a metonymy (implying the loss of a domain).

Please consider figure 1 below in which a rubbish bin on the beach with the text “KEEP OUR BEACHES BEAUTIFUL” first suggests the idea that you should pick up the rubbish.



Figure 1. “Beach Barrel” (image reproduced with kind permission from JACK).

This initially salient meaning stems from an EFFECT FOR CAUSE metonymy in which the effect of collecting the litter is having a beautiful beach. Nevertheless, if you continue reading the smaller font between parentheses (“(AND PICK UP THE TRASH TOO)”) and realize that the bin belongs to a gym firm, the initially derived interpretation is cancelled and replaced by another mapping that catches you off-guard, resulting in a salience imbalance (cf. Giora, 2002). In the new mapping, the effect remains the same (a beautiful beach) but the cause subdomain has been substituted for the idea of “beautiful bodies”, which in turn is the effect of a different metonymy (i.e. having worked out in the gym). The whole process is depicted in figure 2 below.

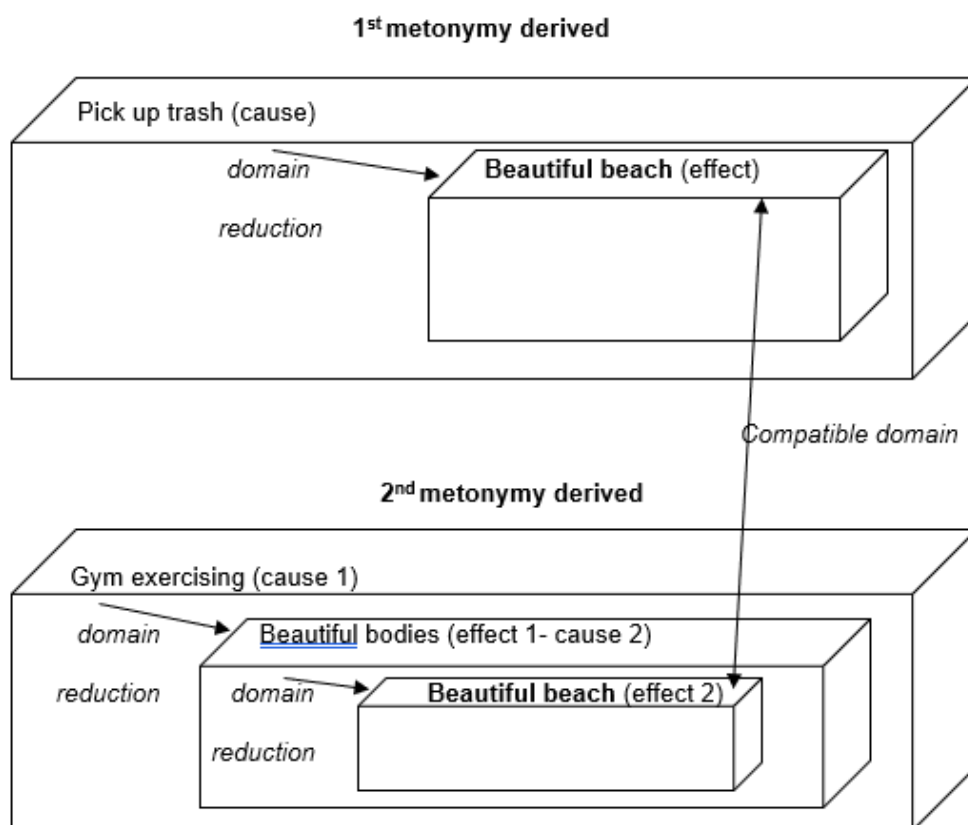


Figure 2. Metonymy replacement.

Our research seeks to offer an alternative to the existing approaches that try to account for the possible interpretations that printed ads based on metaphors and/or metonymies may elicit.

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## Metaphorical conceptualizations of *knowledge* in Finnish, Finland-Swedish and Swedish primary education

Recently, there has been vivid media debate in the Nordic countries regarding the contents, goals and teaching methods of primary education. Concern is expressed because of the sinking results in international tests like PISA. The views among scholars and politicians differ about what pupils need to learn. In Sweden, Finland is regarded as a role model because of its PISA results, whereas in Finland various educational innovations have traditionally been modelled after Sweden.

Sweden and Finland are neighboring countries with a partly shared history, similar cultures, and languages that are totally unrelated. Moreover, Finland has a large Swedish-speaking minority, whose variety, Finland-Swedish, is somewhat distinct from the variety spoken in Sweden. This cultural and linguistic context offers an interesting framework to study metaphorical differences between languages and the way they conceptualize the world.

The aim of this study is to analyze the meanings and metaphorical conceptualizations of the educational concept *knowledge* in Swedish, Finnish, and Finland-Swedish. The material consists of the primary school curricula in Sweden and Finland, including the Finland-Swedish translation of the Finnish curriculum. The analysis is based on the CMT deriving from Lakoff and Johnson (1980), but we are analyzing our data from the perspective of studies that have concentrated on education-related metaphors and how they conceptualize education with respect to, for example, different socio-cultural values (Goatly 2002; Berendt 2008; Wade 2017). To identify possible metaphors, we use PIMS (Johansson Falck & Okonski 2022).

The results show that knowledge is conceptualized through various image schemas and other conceptual metaphors in Finnish, Finland-Swedish and Swedish, e.g. CONTAINER (*to have knowledge*), SOURCE-PATH-GOAL (*to get knowledge, source of knowledge*), CULTIVATION (*to gain knowledge*), and BUILDING (*knowledge as foundation, to build knowledge*). However, their frequencies differ in the languages. For example, the BUILDING metaphor is more common in the Finnish curriculum than in the Swedish one. Also, different perspectives on knowledge have been noted. While knowledge in the Finnish curriculum is described as subordinate to *bildung*, knowledge in the Swedish curriculum is described as a superordinate concept that includes knowledge of facts, understanding etc.

During our talk we will go more into detail regarding the linguistics and metaphorical conceptualizations of *knowledge* in Finnish, Finland-Swedish, and Swedish, while discussing possible connections between our findings and the ongoing media comparisons between the Finnish and Swedish school systems mentioned above.

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### “Neuronal ideology”: Analysing grammatical metaphor in contemporary neurobiological discourse

This paper provides empirical evidence for Catherine Malabou’s assertion (2008) that contemporary neuroscientific discourse mirrors that of post-Fordist capitalism, in particular managerialism. Malabou’s provocative manifesto *What Should We do With Our Brain* provides a some salient examples of such mirroring, noting the similarities between “a plurality of mobile and atomistic centres” and notions such as “network, delocalization, and adaptability” which appear both in the domain of the neuronal and that of socioeconomics (Malabou 2008: 41). This argument relies on the identification of linguistic features that appear to map company-like organisational structures onto metaphorical understandings of brain structure, consequently naturalising post-Fordist ideology – in particular, Malabou argues, by favouring (neo-liberal) “flexibility” over (neuronal) plasticity’s capacity to re-form the self.

However, Malabou’s reliance on a handful of influential texts by authors such as Antonio Damasio, Daniel Dennet and Jean-Pierre Changeux means that such “neuronal ideology” (p. 11) is not demonstrated to be a general condition of neurobiological discourse, nor are variations in its realisation established. This paper consequently tests the hypothesis of “neuronal ideology” by applying critical discourse analysis (Cervera and others 2006; Fairclough 2013) to a small corpus of neurobiological research articles, each by a different author. This corpus is taken from *Frontiers in Human Neuroscience* (ISSN 16625161) with article topics limited to neuronal plasticity, the neuronal workspace hypothesis and brain computer interfaces.

Working within the paradigm of critical discourse studies, this paper predominantly uses Systemic Functional Multimodal Discourse Analysis (SF-MDA) (O’Halloran 2003, 2007). This provides the analytical tools to consider the ways in which non-congruent realisations of different processes (Halliday and Matthiessen 2014: 300) provide support for Malabou’s assertions as well as going beyond the metaphors of flexibility and plasticity.

Previous analysis as part of the same broader research line has found examples of “neuronal ideology” in Dehaene et al.’s work on the “neuronal workspace hypothesis” (1998), in particular grammatical metaphors that transfer the problem of consciousness onto neuronal networks and assemblies as actors, in functional terms material processes (neurons) are realised as mental processes (O’Halloran 2003; Removed for review 2014; Fairclough 1996, 177–85), and potentially in Malabou’s reading, as workers.

In conclusion, initial results show that there is empirical support for the presence of “neuronal ideology” within current neurobiology research papers, even “at the very moment that they [neurobiologists] believe they are doing nothing but describing nomadic neuronal assemblies or synaptic sequences without intention” (Malabou 2010: 6).

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**“The Beast has spread its tentacles strategically around the world”: A corpus-assisted critical investigation of animal metaphors used to frame China in Australian editorials and reader comments**

Scholars in the field of discourse analysis highlighted the crucial role that metaphor plays in discriminatory discourses on migrants (Hart, 2010; Musolff, 2015). The COVID-19 pandemic raised interest in the study of Sinophobic discourses (e.g., Sun 2021), and although there are still no studies available that specifically analyse metaphors and Sinophobia, studies in the field of discourse analysis revealed the presence of war and animal metaphors (Qi et al., 2021; Lee, 2021) in discourses about China and Chinese people in different media.

This corpus-assisted critical discourse study aims to contribute to the study of COVID-19-related Sinophobia by specifically analysing animal metaphors used to frame China and Chinese people during the COVID-19 pandemic in one of the most read Australian newspapers (*Daily Telegraph*). More specifically, the study aims to answer the following questions: (i) To what extent are animal metaphors involved when framing China? (ii) What functions do these metaphors perform in discourse? (iii) Does the use of these metaphors vary in editorials and reader comments?

To answer these questions, two distinct corpora were created by collecting all editorials on China published in the first six months of 2020 in the newspaper under inquiry and the reader comments attached to those editorials. From a methodological perspective, the study draws on Koller et al. (2008) and uses Wmatrix 5 (Rayson, 2008) to identify words belonging to the semantic domain of living creatures. Then, such words were manually analysed to detect metaphors. To identify metaphors, an adapted version of the MIP (Pragglejaz Group, 2007) was followed.

Preliminary results suggest that animal metaphors are used to frame China in both corpora. However, the reader comments corpus seems to make larger use of such metaphors. In both corpora, China has been represented in terms of frightening predatory animals and dangerous creatures, whereas Australia and its politicians seem to be represented as harmless pets. This contraposition reinforces the threatening image of China conveyed by the use of such metaphors and seems to discursively construct two opposing groups (Van Dijk, 1991), a positive in-group, represented by Australia, and a negative out-group, represented by China and its institutions.

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### **How to catch a metaphor: cognitive metaphors and their types in picture books for children**

It has been suggested that picture books, as both sophisticated aesthetic objects and literary texts, provide the ideal site for critically examining how values and ideology are transmitted to children. How the child reader might be affected by the process of reading a picture book—that is, how he or she might be moved emotionally and potentially gain new insights about the world—is of interest to scholars and educators alike [Purcell 2018]. In this study, we turn to the first texts that preschool readers encounter - picture books and determine the presence of metaphor in them as the most effective means of understanding the content of the text, which “awakens” and stimulates reflective processes more easily and faster than other figures of speech [Kryukova 1988]. This research draws on cognitive metaphor theory [Lakoff and Johnson 1980] as a conceptual framework for studying the cognitive and emotional impact of reading on children.

The main research questions are:

- What metaphors do authors use in picture books to speak about abstract ideas in concrete terms and communicate their message to children?
- What types of metaphors prevail in picture books for children?

In this study, we define the main types of cognitive metaphors (conventional metaphors, low-conforming novel metaphors, high-conforming novel metaphors) as powerful tools for influencing and educating young readers, and also determine what types of metaphors prevail at the first stage of a child's acquaintance with the process of reading - as a result of reading the first picture books with parents. We analyzed 100 metaphorical expressions from most popular children's picture books and the data showed the predominance of novel metaphors in literature for preschool children. This fact may indicate the possibility of developing the ability to understand the text and reflective processes at the earliest stages of reading. As part of this research, we also suggest methodological recommendations for elementary school teachers on how to work with different types of metaphor and make it a powerful tool of influencing children, since we believe that the ability to interpret a metaphor is the key to the full-fledged cognitive development of a young reader.

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## Semantic clusters of polysemous English prepositions based on observation of co-textual figurative hand gestures

The spatial prepositions and particles, hereafter collectively referred to as “prepositions”, are one of the characteristic features of the English language in that they are highly frequent and show a remarkable variety of usage, including space, time, abstract relations, and phrasal verbs. Accordingly, much research has been done on the semantics of English prepositions, especially in the field of cognitive linguistics, and Tyler and Evans (2003), for example, presented a consistent method for describing the semantics of prepositions based on metaphorical and metonymic derivations. However, any attempt to describe the semantics of prepositions is hardly ever free of researchers’ intuition.

The purpose of this study is to propose a framework that can help to represent the semantic networks of prepositions in a more objective and data-driven way. The approach taken in this study focuses on the hand gestures that accompany prepositions. Since gestures can be seen as a key to understanding the speakers’ perceptions of the world (McNeill, 2005; Hostetter & Boncoddò, 2017), studying the gestures that speakers make when they utter prepositions can reveal the semantic networks of prepositions that exist in their minds. For example, “go over” (“examine”), “over time” and “take over (responsibility)” can be accompanied by a metaphorical arc-like gesture, which suggests that the senses of *over* in these phrases retain its basic meaning of ‘covering from above’. In contrast, some figurative senses of the preposition hardly ever involve a gesture, which may indicate a long psychological distance from the basic meaning.

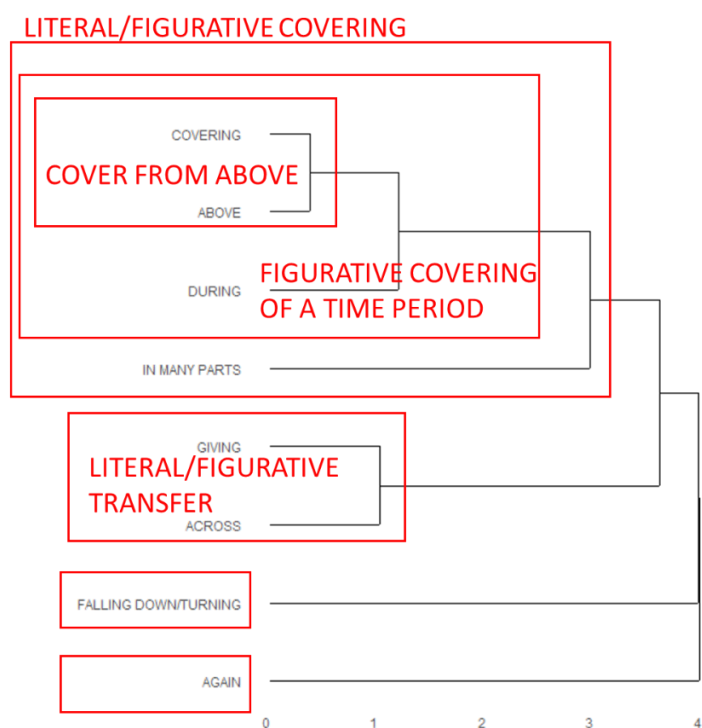


Figure 1. Dendrogram of the Senses of Over

By considering the different frequencies of gestures for different senses and employing a multivariate statistical method, namely hierarchical cluster analysis, we can calculate the distances between each pair of senses and determine the strength of association of each pair. About 10,000 uses of prepositions in a multimodal corpus of the TED Talks (Hasebe, 2015) were analyzed, and each use was classified and counted based on its sense and the presence and type of gesture. As a result, clusters of senses were created, an example of which is shown in Figure 1, a dendrogram of the senses of *over* that were accompanied by gestures. Many of the results are consistent with the way English speakers envisage the events and situations denoted by prepositions, which demonstrates the effectiveness of this method in providing empirically better grounded data to enable more objective and reasonable descriptions of the semantics of prepositions.

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### Zooming in on the notion of metaphoricity

Within the last 10-15 years there has been a growing interest in challenging the binary distinction between literal and metaphorical as sharply defined and opposed categories (e.g. Cameron, 2003; Cameron & Maslen, 2010; Goatly, 2011; Hanks, 2006; Müller, 2008; Müller & Tag, 2010; Jensen & Cuffari, 2014; Jensen, 2017; Gibbs, 2017; Julich-Warpakowski, 2022). One way to address this more flexible and dynamic understanding of metaphor is through the notion of *metaphoricity*. However, even though the term is used more and more in the metaphor literature, it is often unclear what it actually entails, i.e., how metaphor is flexible and gradable. In this presentation, we aim to shed light on the different understandings of *metaphoricity* by trying to spell out the different dimensions that shape it, and the different perspectives from which it can be empirically studied. Overall, we wish to address (1) the different understandings of the term *metaphoricity*, (2) the gradable nature of metaphor by focusing on the different aspects in which metaphoricity can be said to be gradable, and (3) the different ways in which metaphoricity can be and has been studied.

Addressing the notion of *metaphoricity* in a more explicit way involves examining the kinds of variables that may influence it. Thus, degrees of metaphoricity may refer to how strongly a metaphorical expression is perceived to be metaphorical, or noticeable as metaphor. This aspect of metaphoricity can depend on the degree of conventionality of the metaphorical sense of a word, or the semantic similarity between source and target domain involved in the metaphorical mapping behind a metaphorical expression (Goatly, 2011; Hanks, 2006). Another line of research proposes a more dynamic approach to metaphoricity in which metaphorical expressions are always a matter of degree (regardless of conventionality or semantic similarity) in the sense that some verbal and/or non-verbal actions entail a metaphorical meaning potential, but the actual (degree of) realization of this potential always relies on the situational context (Müller, 2008; Müller & Tag, 2010; Jensen & Cuffari, 2014; Jensen, 2017; Jensen & Greve, 2019).

It is our hope that this more explicit examination of the different understandings and dimensions of metaphoricity will lead to a greater theoretical and methodological transparency and thus encourage scholars to more precisely define and operationalise what aspect of a metaphorical expression it is they are referring to when using the term *metaphoricity*.

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## **Metaphors in Latvian political discourse: A case study of debates on the Draft Civil Union Law**

My paper seeks to analyse metaphors in Latvian political discourse in the framework of the Conceptual Metaphor Theory. Considering the latest findings of cognitive scholars about metaphor in political discourse studies and cognitive stylistics, the research illustrates the pervasive nature of metaphor and its role in a creative development of discourse. Cognitive research has established that figurative language forms part of human cognitive processes. We think and conceptualise our experience in figurative terms. Metaphor constitutes an inherent part of thought and language. (Charteris-Black 2014; Cibulskienė 2010; Gibbs 2017; Lakoff 2008; Naciscione 2010). The paper analyses metaphors from the perspective of Critical Metaphor Analysis and shows, how a generalised image is shaped in political discourse as a result of coherence of linguistic metaphors (Charteris-Black 2014).

The empirical material is drawn from the Latvian media and the transcripts of the sessions of the newly elected Latvian Parliament (2022-2023), which were dedicated to debates on the Draft Civil Union Law. In the draft law, the civil union is defined as a notarized agreement between two natural adult persons, which establishes or terminates the material and immaterial rights and duties of the persons. The draft law also stipulates, among other issues, that gay mutual relations will also be viewed in accordance with the procedures specified in the draft law. However, the draft law encountered strong opposition in the Latvian Parliament and it was rejected.

The material shows that metaphors do not exist in discourse as isolated units. The metaphorical image is extended by associations of contiguity, covering over larger stretches of text. E.g.

*Dzīvesbiedru likuma pieņemšana Latvijā ir drīzāk ultramaratona kategorijā. Lai gan šķiet, ka mēs jau tuvojamies finišam, ir pilnīgi iespējams, ka vēl kādi trīsdesmit kilometri varētu būt pēc tam.*

(The adoption of the law on spouses in Latvia is more like an ultramarathon. Although it looks like we're nearing the finish line, it's entirely possible that there could be another thirty kilometers to go.)

In argumentation, politicians often associate other political processes and their own political conviction with religious phenomena. Moreover, the conceptual metaphor POLITICS IS WAR is perfectly instantiated by the antagonist statements and the hostile body language of the opponents.

Thus, the interpretative empirical study of Latvian political debates about the Draft Civil Union Law allows me to draw conclusions about sustained use of figurative thought in Latvian political debates.

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## **“WOMEN ARE GEMSTONES” – Metaphors on the role of women in the Arab-Islamic public discourse**

Recent psycholinguistic literature shows that metaphors have long been used in political communication serving as an effective persuasion tool (Graber, 1993), as they do not only simplify complex concepts but also make the abstract become tangible and concrete (Mio, 1996). One of the fields metaphors are very common is the discourse on the political role of women in the public sphere. Specifically, in the Arabic and Islamic world, the metaphor “WOMEN ARE GEMSTONES” and its variants are very commonly used in contemporary religious texts and discourse, in areas debating the political activity of women or work and career related subjects.

How did this metaphor emerge? And what contributed to its successful reception and popularity?

This research has two main aims; the first is to explore the history of gender related metaphors in politics and public affairs in Arabic discourse, focusing on the genealogy of the metaphor “WOMEN ARE GEMSTONES”. And the second is to analyze the semantic elements that contributed to its vast reception and success.

We argue that the ‘Gemstones’ metaphor is a very recent metaphor, as it gained publicity towards the end of the 1990’s, while its earliest direct introduction as we know it was in a 1969 poem by Abdel Rahman El-Abnudi called “جوابات حراجي القط” (الأبنودي، 1969). This finding is surprising since this specific metaphor is widely used by the conservative end of the Islamic groups and political movements (Salafi), which advocate for the return of the original traditional teachings and texts of Islam. Furthermore, we argue that the emergence of the contemporary metaphor “WOMEN ARE GEMSTONES” in the Arabic culture can be regarded as a direct extension (Mio, 1996) to the longstanding debate between two other competing metaphors that were used in the historical discourse on the role of women in the Arab-Muslim public sphere; (1) “WOMEN ARE AWRAH” (‘Awrah’ translating into ‘weak spot’ or ‘imperfection’) and (2) “WOMEN ARE REVOLUTION”. Finally, we analyze and discuss the semantic elements of each metaphor in order to understand, and if required: change, the conceptualization of women in the public sphere.

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### **Animal imagery and symbolism in the Bible**

Our investigation into the use of animal terms in the Bible revealed occurrences in which the names of 93 animals were mentioned in literal and metaphorical contexts. It is, therefore, possible to come across lions, insects, leopards and, what is particularly significant from the culture and cognition perspective, while dogs can be found in a few passages, there is not a single mention of a domesticated cat in the entire canon of the Scriptures. Some animal terms are used figuratively in both metaphorical and metonymic applications. In this account, however, we focus only on those that figure out metaphorically and include, among others, *raven* (PROTECTING GOD IS A RAVEN), *dove*, (HOLY SPIRIT IS A DOVE), *eagle* (GOD, THE SAVIOUR, IS AN EAGLE), *lion* (CHRIST, WHO FEARLESSLY STANDS UP AGAINST THE DEVIL, IS THE LION OF JUDAH), *sheep* (CHRIST'S FOLLOWERS ARE SHEEP), *lamb* (JESUS IS A LAMB), *swine* (PEOPLE WHO REJECT THE GOSPEL ARE SWINE), *serpent* (DEVIL IS THE SERPENT). In this paper, an attempt is, therefore, made to account for the conceptual motivation behind the application of animal imagery and symbolism in the Bible. Our aim is to emphasise the fact that each animal mentioned in the Bible has a specific meaning and there is specific culture-bound symbolism associated with it. In the paper, we try to answer the question of why particular animal terms, and not others, are used as possible source domains and why animal imagery and symbolism are so commonly employed in the Scriptures. The methodological tool adopted is conceptual metaphor as advocated by, among others, Lakoff and Johnson (1980), Kövecses (2000, 2005, 2010, 2015, 2017a, 2017b), Barcelona (2000), Goatly (2008), Low *et al* (2010). Our corpus is an online version of the Bible available at <https://www.biblegateway.com/>. The results of our study, supported by evidence quoted from the Scriptures, may be said to corroborate not only the conceptual nature of metaphor as such but also its impact on social cognition. Being inspired by Kövecses (2017b: 215), we believe that the presence of conceptual metaphor may be evidenced at all levels of linguistic description, while its “important contribution to connecting mind with the body, language with culture, body with culture, and language with the brain” cannot be underestimated.

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### **Networks, streams and barriers: Metaphor use in British higher education discourse on Brexit**

This presentation addresses the question how representatives of the British higher education sector use metaphor to make sense of the process of Brexit and its consequences. This includes the role that higher education representatives see for UK universities in the post-Brexit world. The aim of the study is to understand how professionals respond to a disruptive political development that poses a threat to their sector (Marginson et al. 2020).

While the use of metaphors for Brexit has been investigated in political (e.g. Charteris-Black 2019, Đurović & Silaški 2018, Musolff 2017) and media discourses (Koller & Ryan 2019), the way higher education professionals talk figuratively about Britain leaving the EU has not yet been a prominent subject of study. In our presentation, we identify relevant metaphor scenarios in 127 interviews with senior executives, administrators, academic leaders, governing body members and some student representatives from different universities across the UK. The semi-structured interviews were collected in 2018 and comprise around half a million words.

The methodology involves a manual analysis of 15 sample interviews using the metaphor identification procedure (Pragglejaz Group 2007), followed by a semi-automated semantic domain analysis of all relevant metaphoric expressions that occurred at least three times in the whole corpus. The final step consisted of identifying metaphor scenarios based on the most frequent metaphoric expressions across domains.

Initial findings indicate the predominance of metaphors of physical movement (e.g. ‘access’) and associated representations of physical links or separation (e.g. ‘networks’, ‘barriers’). Metaphors of directed movement can be associated with progress and goal orientation but also reveal concerns about being stuck, facing obstacles or having to retreat. The emergence of movement as the predominant metaphor across higher education sites and stakeholders enables us to interrogate underlying representations of a future Global Britain as found in pro-Brexit discourse.

As universities find themselves confronted with changing geopolitical and economic relationships, metaphor analysis offers insights into UK university actors’ meaning-making processes and their articulation of interests and dispositions to act amidst uncertainty. Metaphors can help uncover the implications of change on universities, as well as reveal what is important to university actors, who often carefully avoid taking a clearly defined political stance during a time of polarised opinion. In addition, metaphor scenarios provide insights into universities’ identity, positioning and outlook when considering a desirable future after Brexit.

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## **Explanatory metaphors on climate change**

The meat industry is a substantial contributor to climate change (e.g. Hedenus et al. 2014). Yet consumers seem to underestimate the environmental impact of meat consumption and production (see Hartmann & Siegrist, 2017). Messages about the consequences of climate change and how we can make a positive impact require understanding and communicating complex topics. There is thus urgent need to develop ways of effectively communicating complex issues to the public.

New ways of understanding complex topics can only enter public discourse if they are quickly graspable and repeatable by laypeople (Aubrun & Grady, 2003). One way of helping people grasp difficult concepts is through the use of metaphor. For example, Hendricks & Volmert (2019) have shown how the explanatory PLANET IS A BODY metaphor can be successful in communicating the effect of greenhouse gases on the atmosphere.

We investigated how the metaphor PLANET IS A BODY affects the way people reproduce discourse on the topic of meat consumption. We created two texts explaining the effect of greenhouse gases produced by the livestock sector on climate change. One text used the PLANET IS A BODY metaphor, while the other text did not contain any metaphors. We conducted a series of TalkBack Chains (Aubrun et al., 2006), which are said to model the natural process of how new pieces of information enter public discourse in real-life situations. In 14 chains consisting of 4 people each (7 per text), participants orally passed on information from one participant to another, resembling the childhood game of ‘Telephone’. We recorded and transcribed their utterances and then qualitatively explored the alterations of the original text, with emphasis on the use of metaphors (e.g. were they reproduced, dropped, altered, or newly created) and the tendency for a concept to be picked up and used by the participants.

We found that participants who learned about the connection between the meat industry and climate change through metaphor, tended to do so in a more coherent fashion. They also tended to add new information relevant to the context. While some participants did make conceptual mistakes and wrongly remembered information, this seemed less common in the chains that received the explanatory metaphor. Moreover, the last person in the chain seemed to be more aware of the meat industry’s effect on climate change. This study provides insights on the role of metaphors in effectively communicating complex information.

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### Metaphorizing Europe and Ukraine in parliamentary discourse

In recent years, the Verkhovna Rada of Ukraine (Ukraine's parliament) has become not only a battlefield for debate on Ukraine's future in Europe among Ukrainian politicians. It has also been a hot spot for many Western politicians, either in person or online, willing to support Ukraine in the face of challenges and hardships as well as to pursue their own political agendas. This contribution presents ongoing research on the dynamics of metaphoric models conceptualizing Europe as well as relations between the EU and Ukraine in Ukraine's parliamentary discourse. The aim is to identify stable and changing metaphors of Europe / the EU and Ukraine constructed by foreign and Ukrainian political actors in the context of Ukraine's association with the EU (since 2014) followed by the status of candidate for accession to the EU (since 2022), on the one hand, and Russia's continuing armed aggression against Ukraine (since 2014, and especially since 24 February 2022), on the other hand. The theoretical background and methodology incorporate MD CADS (Partington et al. 2013, Marchi 2018), DHA (Reisigl & Wodak 2009) and elements of CMT (particularly in terms of Kövecses 2020). The lexemes *Europe*, *Ukraine* and their derivatives are first addressed as verbal signs. Next, associations of their use are examined both quantitatively and qualitatively, and metaphors of Europe and Ukraine are identified with respect to contexts and speakers. The data come from the first version of the ParlaMint-UA corpus (CLARIN 2023), which is enriched, *inter alia*, with speaker metadata.

With Schäffner's (1996) typology of metaphors on European integration and Musolff's (2016) metaphor scenarios as a starting point, the usage of movement, construction, body, person and family metaphors is revisited and new metaphorical models are singled out in Ukraine's parliamentary discourse. The latter are believed to be related to the process of renegotiating the meaning of Europe in contemporary political discourse at the time of crisis. It is also argued that metaphors of Europe should be examined against the background of discursive dimensions of the converging and diverging concepts of Europe and the EU (Krzyzanowski 2010) as essential for constructing both individual political and collective European identities.

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## Metaphors for displacement in times of crisis

The climate crisis is causing an acceleration in displacement both in human populations forced to flee ecological disaster and social unrest (Bronen 2015) and in non-human populations whose 'native' biomes are rendered inhospitable (Mainka & Howard 2010). This project looks at the metaphoric framing of these forms of displacement in the two relevant bodies of academic literature (immigration policy and invasion biology) and in center-left media (e.g. *The Guardian*, *NPR*, and *NYT*). I focus in particular on the use and critique of Invasion metaphors in each.

Invasion metaphors are pervasive for both target domains, framing immigrants and 'non-native' species as "invaders". These metaphors have also been extensively critiqued as acutely harmful. In ecology, researchers have noted Invasion metaphors as incorrectly representing all non-native species as disruptive (Davis & Thompson 2000), supporting unethical and arbitrary extermination of "invasive species" that ultimately results in further ecological disruption (Larson et al 2005), and in implicitly reinforcing xenophobic world views (Warren 2007). In the domain of immigration, Invasion metaphors are recognized as promoting anti-immigrant sentiment and decreasing empathy for "the other" (Cunningham-Parmeter 2011).

The uptake of these critiques is different across the two target domains. In academic ecological literature, these critiques have resulted in theoretical innovations and shifts in policy recommendations. Instead of a 'kill all invaders' approach, a more multifaceted approach toward ecological resilience and restoration has increased in popularity. This shift in academic opinion is largely not reflected in popular discourse, where even left-leaning media continues to promote nativist rhetoric (e.g. "an invasive army of crayfish", *The Guardian* 2022). In immigration discourse, this critique is represented in both academia and left-leaning media. However, alternate framings are not often offered.

I argue that the anti-nativist theoretical innovations in ecological literature can offer an alternative framing of immigration. In this reframing, Nations are conceptualized as dynamic ecosystems, thus countering the nativist framing of immigration as inherently disruptive.

As called for in Critical Metaphor Analysis (Charteris-Black 2004), a changing world requires shifting narratives to ensure progress toward an increasingly equal and sustainable society. Recognizing the narratives around displacement is made increasingly urgent as the climate crisis accelerates displacement. Though the dominant narrative of Invasion is widely recognized as harmful, an alternative narrative has yet to be popularized. Academic advances in ecology offer a unique and promising direction for a beneficial reframing.

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### “Women” as metaphor vehicle in Chinese: What can they tell us about the female social status?

According to the Discourse Dynamics Framework (DDF), the use of metaphor in discourse is the result of the connection and integration of different dimensions (e.g., linguistic, cognitive, affective, physical, social-cultural, historical) (Cameron et al., 2009). Based on this notion, DDF assumes that the systematicity of metaphorical patterns has the potential to reveal people’s thoughts, attitudes and values about certain topics in the discourse (Cameron, 2007). Currently, DDF has been applied to metaphor-led discourse analysis concerning various social issues (Maslen, 2017, p. 91), such as psychotherapy (e.g., Tay, 2011), education (e.g., Nacey, 2022), public health topics (Huang & Bisiada, 2021), etc. Yet, as a relatively new approach, it rarely focuses on investigating people’s beliefs and attitudes about women conveyed in the metaphor.

Previous work grounded in the Conceptual Metaphor Theory (CMT) have shown that metaphors for women frequently describe them in a derogatory way, thus reflect a sexist view (e.g., Ahmed, 2018; Baider & Gesuato, 2003; Chin, 2009; Murashova & Pravikova, 2015; Vasung, 2020). However, most of them only investigate how women are conceptualized as the “topic” of metaphor, and few research has been conducted to examine how the image of “women” functions as another component of metaphor, i.e., the metaphor vehicle. Earlier, scholars noted that women are often presented as a “mother” in public discourse, which helps to deepen the gender stereotypes on women and confine them to the domestic sphere in the social division of labor (See Kaufmann, 1987; Kittay, 1988; Tomović-Šundić & Gvozdenović, 2020). Nevertheless, apart from the universal metaphor of “mother”, the use of other varied female vehicles in different languages also need attention in relevant studies.

Therefore, applying DDF and MIPVU (*Metaphor Identification Procedure Vrije Universiteit*), this paper conducts a multidimensional analysis about the female metaphor vehicles in the modern Chinese novel *Wei Cheng* (围城). It aims to infer the beliefs, attitudes and values about women in Chinese rendered in these metaphors, thus contributes to reveal the social status of women in Chinese society. As result, most of the 25 female metaphor vehicles identified convey negative attitude for their topics while also denigrating women in general. Particularly, they present the marriage and age anxiety imposed on women in traditional Chinese society, as well as degrade the femininity and women’s value in social life.

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## A contrastive study of metaphors in Brexit discourse: A case study of Theresa May's and Boris Johnson's social media posts

As Prime Ministers over the Brexit era, both Theresa May and Boris Johnson have contributed a large amount of political discourse on the theme of Brexit. Nowadays, social media, due to its gigantic reach, has become an increasingly important platform for political leaders to make their propositions accessible to the public. This paper focuses on the use of metaphors in these two PMs' Facebook posts and tweets about Brexit.

Two corpora were built: 23,072 tokens for Theresa May and 10,455 tokens for Boris Johnson. Search terms which are central to target domains were chosen: *Brexit*, *parliament*, *referendum*, *deal*, *government*, *Withdrawal Agreement Bill*, *Corbyn*. Concordances of the search terms were analysed, and metaphors which occurred in the immediate 80 characters context of the search word were identified using MIP (Pragglejaz Group, 2007). Following metaphor identifying, vehicle grouping candidates (Cameron, Maslen & Low, 2010) are determined. Co-rater agreement tests were done using SPSS.

The analysis took a dynamic system perspective (Cameron et al, 2009), and within the systems identified, attempted to further identify metaphor scenarios and stories (Musolff, 2006). This provided a tool for the consideration of evaluation and ideology.

The data shows that there are some systematic metaphors shared by Theresa May and Boris Johnson's discourse, including MOVEMENT, JOURNEY, BIRTH, SPORTS/GAME, BODILY ACTION, SEEING. However, at the level of scenarios, the narrative framework built for conceptualizing Brexit differs. For example, Theresa May constructs a scenario where a journey ends in Brexit, and emphasizes on how to reach that final point, using *path*, *way*, *approach* and *step*. In contrast, Boris Johnson creates a scenario that Brexit is a less satisfactory stopover point of a journey, using phrasal verbs like *move on* and *set out in*. Different metaphor scenarios are developed by politicians to persuade audiences and fulfil the discourse purpose that the current-stage agenda requires.

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### **‘I’ve drawn five blobs and five half blobs’: Comparing the ways in which children and adults use metaphor to reason about time, number, emotion, and music**

Metaphor plays a key role in how adults reason about time, number, emotion, and music. Less is known about how children employ metaphor when reasoning about these concepts. Research into children’s use of metaphor to reason about time and number has taken a primarily quantitative approach (e.g., Lourenco and Longo, 2010), and there have been no studies of how children use metaphor to reason about emotions or music. To gain a deeper understanding of the development of these abstract concepts, we investigated how children aged 5–8 ( $N = 99$ ) and adults ( $N = 69$ ) in England employ metaphor to reason about them. For time, number, emotion, and pitch, participants placed stickers depicting different life stages, numbers, emotions, and musical notes to show their relations with one another (inspired by Tversky et al., 1991). They also drew pictorial representations illustrating the differences between staccato and legato sequences of notes, and major and minor chords. Participants were then interviewed about the reasons for their choices, leading to the creation of a 170,000-word corpus.

There were substantial differences between how children and adults used metaphor to represent time, number, emotion, and music, and in the explanations that they provided. Children demonstrated a strong preference for the horizontal axis when depicting both numbers and life stages, whereas adults were more evenly split between horizontal and vertical responses (with vertical responses going both from top to bottom and bottom to top). Both children and adults were more likely to use the horizontal axis than the vertical axis to depict increasingly positive emotions, and children were less likely than adults to position the stickers vertically to reflect differences in pitch (compare Dolscheid et al., 2013, 2014). The interview data revealed that, across the different tasks, children had a stronger tendency than adults to produce cross-sensory metaphors, personify the stimuli, relate tasks to their own experiences, and motivate their responses using narratives. By contrast, adults produced more schematic representations. Qualitative differences were observed in the ways in which children and adults referred to visual patterns, cultural phenomena, iconicity, and emotions. Responses varied according to age and task type. These findings provide insights into how children use metaphor and other, related mechanisms to reason about abstract concepts, how this reasoning differs from that of adults, and how it develops over the first three years of formal education in England.

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## How hyperbole enhances ironic meaning: A cognitive-linguistic approach

We argue that verbal irony is the result of a clash between two scenarios: the *epistemic scenario*, which denotes pretended agreement, and the *observable scenario*, which is built on the basis of what the speaker thinks is attested information. For example, the ironic interpretation of *Yeah, right, Susan is a sweetie!* arises from the discrepancy between the literal content and reality as perceived by the speaker. This clash gives rise to attitudinal inferences conveying the speaker's dissociation from the epistemic scenario. This postulate, which refines Wilson and Sperber's (2012) original assumption that ironic echoes are used to point to content from which speakers dissociate themselves, is consistent with the fact that one of the pragmatic functions of repetition is to express or reinforce agreement emphatically (A: *Jim's tall*; B: *He IS tall!*). From a cognitive linguistic perspective, hyperbole has been defined as a cross-domain mapping where the conceptual representation arising from scaling a concept up beyond proportion is used to reason about a real-world target situation (Peña & Ruiz de Mendoza, 2022). Irony and hyperbole can combine (Carston & Wearing, 2015; Barnden, 2017; Colston & Carreno, 2020). When this happens hyperbole reinforces the ironic echo; cf. the hyperbolized echo in *Sure, it's the end of the world!*, in a situation where the hearer has only said that the situation is bad. Absolute hyperbolic expressions (i.e., *Extreme Case Formulations*; cf. Norrick, 2004) work similarly: *Yeah, sure, I'm ALWAYS wrong!* is an inaccurate echo of *You're wrong again*. This hyperbolic echo increases the impact of the ironic complaint by directing the hearer's attention to the nature of the speaker's reaction in the unreal source domain. Additionally, hyperbolic overtones result from ironic marking through sequences of adverbs conveying agreement (e.g., *Yeah, right, sure, of course*), which intensify the cross-domain clash. Hyperbole is also present in the use of other cumulative resources that create conceptual complexity in irony (cf. Ruiz de Mendoza & Lozano, 2019) (e.g. *Yeah, sure, what a great guy Matt is; a saint, an angel, divinity incarnate!*, which uses a series of hyperbolized near-synonyms to enhance the ironic effect). Through an examination of different variants and subvariants of these and other examples of interaction, this proposal shows that the cognitive-linguistic approach to irony has a strong motivating (and thus predictive) power of the combined communicative impact of irony and hyperbole.

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## **Metaphor as a means of constructing an argument on the social role of the visual arts in modern Anglophone essays**

The research aims at exposing the ideas about the social role of art that are expressed via metaphors in the modern Anglophone essays and revealing the typical features of these metaphorical projections. The study is methodologically based on the cognitive approach to the analysis of metaphors (Lakoff & Johnson, 1980; Lakoff & Turner, 1989) and texts (Stockwell, 2002).

The data is composed of the extracts that contain metaphors used to represent and discuss works of art of a particular artist or art of a certain period collected from the modern Anglophone essays on the visual arts (e.g., Berger, 2015; Hughes, 1987; Beckett, 2001). The data is analysed with the help of the concepts of the *conceptual metaphor* (with its *source* and *target domains*), *frame*, and *narrative*.

The emerging results indicate that metaphors in the analysed essays contribute to constructing an argument to advocate the importance of the visual arts that can perform a responsible social role of producing and representing some worthwhile meaning. In particular, metaphors are employed to raise criticisms of the commercialization of the modern art and express denunciation of the art empty of any serious socially meaningful content.

The source domains used to construct metaphors conveying the views on the social role of art include frames representing such natural phenomena (e.g., *imaginative drought* (Hughes, 1987: 15)) or social actions (e.g., *the suicide of an art* (Berger, 2015: 366)) that evoke negative evaluation. The narratives used to structure the source domains of the analysed metaphors are mainly such narratives that represent a quest, a search or a strive for a spiritual goal (e.g., *No artists ever needed a salvador more than Dali, but he was never fortunate to find one* (Beckett, 2001: 121)). These narratives may be evoked in the ironic context to emphasise the opinion on the social role of art pronounced in the essay (e.g., *the Yellow Brick Road ... that leads to ... Jeff Koons's porcelain pigs* (Hughes, 1987: 15)). To ensure that metaphors unambiguously express the conception of art as an important social agent that should search for some valuable meaning and convey it to the wider public two strategies are used in the essays: converging several metaphors with similar implications and evaluations and elaborately representing the source domain of the essay dominant metaphor.

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### Personification of pets in online pet obituaries

The study of the human-animal bond is becoming popular in many fields of enquiry, except linguistics. Research has shown that pet loss is a traumatic event for the pet owner. Earlier assertions on the human-animal bond indicate that there are similarities between pet and human bereavement (e.g., Lyons et al. 2022), and that this bond may reflect that with a family member (e.g., Packman et al. 2014), including specifically that with one's children (e.g., Veldkamp 2009; Fine 2020) or a soulmate (e.g., Packman et al. 2014). In some cases, attributing human features to certain animals such as dogs has been regarded as a key factor in how attachment to them develops (MacKay et al. 2016, 439). Does linguistic evidence show that pets are attributed human features by their owners?

The primary research question of this paper takes a cognitive view of metaphor (e.g., Lakoff and Johnson 1980) to answer that question by asking which systematic metaphors bereaved pet owners use to conceive of their deceased pets as human beings.

My data consists of a corpus of texts of online pet obituaries (OPO), of which half in English ( $n = 30$ ) and half in Mandarin ( $n = 30$ ), for a total of 10,991 and 6,150 words, respectively. OPO are a special form of public discourse that has been defined as 'a novel source of information on the human-animal bond', whose publication on the internet is free of charge, and is not subject to editorial decision, thus being spontaneous and unconstrained (MacKay et al. 2016): it is, thus, especially valuable a resource for the researcher to study the pet owner's feelings (e.g., Gilbert and Horsley 2011)

My study adopts a Discourse Dynamics Approach (Cameron et al. 2010) to identify systematic metaphors in OPO. My method integrates the three-step procedure Cameron et al. (2010) set with a commonly adopted metaphor identification procedure such as MIPVU (Steen et al. 2010) and its Chinese adaptation (Wang et al. 2019), and operationalises the two with the aid of a qualitative analysis software (ATLAS.ti<sup>1</sup>), as suggested by Kimmel (2012) (cf. Nacey 2022).

My results show that pets are indeed massively personified in OPO, although a more fine-grained analysis of the metaphors used by OPO writers shows that there are differences in the way speakers of distant languages such as English and Mandarin personify their pets, thus not confirming the generalisation of earlier research.

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### **Brexit: The value of achieving a human scale narrative**

Framed against the backdrop of the withdrawal process of the United Kingdom from the European Union, this paper will examine the role of the overarching conceptual metaphor BRITAIN IS A PERSON in the discourse on 'Brexit' and how it manifests itself through two powerful and interrelated metaphor scenarios (Musolff, 2006), which work as pillars holding the Brexit discourse: to become an independent nation again, and to take back control, whose common thread is the need to revert to a previous momento in history when the UK was much better off. By way of a critical discourse-based analysis, the main goal is to show the embodied meaning used in Brexit discourse as seen through the lens of a pro-Brexit newspaper (*The Telegraph*), while articulating most of its pro-leave discourse on the two mentioned storylines. Regarding both metaphor scenarios, the analysis of a number of schemas, such as FORCE and SOURCE-PATH-GOAL (Clausner & Croft, 1999; Johnson, 1987; Gibbs, 2005), will play a key role in the construction of a powerful narrative.

As for the material to be analyzed, a corpus made up of opinion articles will be retrieved from *The Telegraph* newspaper from May 15 to June 23, 2016. The choice for such time span is due to the fact that roughly the last five weeks to the EU referendum is the period which accounted for about half of all EU referendum news (Levy, Aslan & Bironzo, 2016). Regarding findings, it is expected that: 1) different subtypes of the FORCE SCHEMA (such as compulsión, blockage or enablement) will serve a primary purpose by turning a very complex issue, such as that of voting to leave the EU, into something as simple as taking hold of an object (control) or 'kicking rulers' when they do not deliver promises; 2) the activation of two competing scenarios will allow opinion writers to structure the narrative around the referendum: fear of being alone or hope of a new beginning. Finally, we expect to show that the storylines used in the newspaper framed part of the discourse on Brexit as a 'maturity problem' for Britain, whose simple but insightful perspective may partly explain how the newspaper's message managed to tune in with the readership.

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## Raising metaphor awareness in the L2 classroom: A waste of time or time well spent?

Metaphor is part of L2 speakers' overall communicative competence (Littlemore & Low, 2006). Therefore, metaphor use has implications for competence assessment in ESOL examinations. However, although metaphor researchers have been promoting the benefits of introducing metaphor awareness into the L2 classroom (Boers, 2013; Boers & Lindstromberg, 2006, 2008; De Knop et al., 2010; Low, 1988; MacArthur, 2010; Piquer-Píriz & Alejo-González, 2020), little is known about the role that metaphor plays in competence assessment, e.g., the CEFR descriptors (see Golden, 2021; Littlemore et al., 2014; O'Reilly & Marsden, 2020). Whether the learning gains associated with metaphor result in improved performance as assessed in standard L2 competence exams is still unexplored.

This presentation reports on a longitudinal study exploring the relationship between using metaphor with overall and individual skills achievement (*Speaking* vs. *Writing*) in formal assessment of a B2 Level in English. This study analysed the impact of introducing metaphor awareness into distributed learning of metaphor in an EFL syllabus linked to the CEFR descriptors. Specifically, I focused on examining the effects on the oral and written production of EFL learners preparing for a B2-level ESOL examination.

In my study, I compared the metaphor use of 20 Spanish learners taught using CL-inspired methods by an EFL teacher trained in CL (experimental group) to 20 who did not (control group). Pre- and posttests were designed as B2-level practice tests run under exam conditions at the beginning and the end of the school year. Adapted versions of VOICE (2021) and MIPVU (Steen et al., 2010) were applied to transcribe non-native spoken English and identify metaphor use in speech and writing, respectively. The study also compared the overall and productive skills achievement of the two groups, using the official ESOL assessment criteria aligned to the CEFR descriptors.

Results showed that all participants used a large number of metaphors in their speech and writing in the post-test; however, greater use and growth were found for the experimental group. Neither of the groups reached Level B2 in the overall achievement, but both did in the productive skills performance. Nonetheless, a positive correlation between metaphor use and B2 achievement was only found in *Writing* but significantly stronger for the experimental group. Findings suggest that although the benefits of metaphor use contribute to *Writing* achievement, they may not impact overall communicative competence assessment at Level B2 without a detailed description of metaphor-related language skills in the CEFR (MacArthur, 2021).

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### The Norwegian *dugnad* in public discourse as a metaphor during the coronavirus pandemic

On 12 March 2020, the Norwegian government instigated measures to limit the spread of COVID-19, the most drastic policies of any Norwegian government in peacetime. In her speech announcing the measures, Prime Minister Solberg appealed to a particularly Norwegian tradition to persuade citizens to follow the new directives:

In Norway, we stand together when it matters. We mobilize to *dugnad* and cooperation in small and large local communities. This is more important now than ever before.

This study traces the trajectory of *dugnad* metaphors related to COVID-19 in Norwegian public discourse, both immediately prior to and following Solberg's March 12th speech. The term *dugnad* ['du:gnad] - frequently held to be 'untranslatable' - refers in its non-metaphorical sense to the widespread Norwegian cultural practice of voluntary work carried out as a community, a tradition firmly grounded in Norwegian history and inextricably linked to Norwegian identity (Bjørkdal et al., 2021, p. 173). These voluntary activities differ from charity in that they benefit some aspect of the collective good, typically being held to support schools, neighborhoods, sports and other organizations, etc. (Lorentzen & Dugstad, 2011). This research aims to shed light on the aptness of the *dugnad* metaphor when used about the pandemic, with 'aptness' defined here as "the extent to which a comparison captures important features of the topic" (Chiappe et al., 2003, p. 53).

The primary data comes from the Norwegian Newspaper Corpus, a monitor corpus of Norwegian newspaper articles available through the CLARINO online repository (<https://clarino.uib.no/korpuskel/>). All articles during the period March 2020-June 2021 that include the lexeme DUGNAD in connection with the pandemic were first retrieved from the three largest Norwegian national newspapers. The instances were then manually annotated for features of aptness: specifically, 1) the understanding of the metaphor's implications evidenced in the data (i.e. the entailments of the *dugnad* metaphor explicitly referred to in the articles) and 2) reactions to the imposition of that *dugnad* (i.e. varying degrees of acceptance/support or rejection/resistance expressed in the articles).

The analysis thus allows for the systematic comparison of the features of the COVID-19 *dugnad* metaphor with those of the prototypical *dugnad*, as well as a mapping of perceived aptness over time. In addition to examining the use of this metaphor in public discourse, this study also adds a Norwegian contribution to the growing body of research inspired by the #ReframeCovid initiative (Olza et al., 2021). How the *dugnad* metaphor compares with the war metaphor is thus also explored.

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### **Armies, soldiers and intelligence officers: The role of warfare metaphors in explaining the immune system in science popularization videos on YouTube**

Metaphors are powerful tools in science communication. Scientists, science communicators, educators, journalists as well as social media content creators rely on metaphors to simplify abstract knowledge and to facilitate public understanding of science. Building on previous work on metaphors in science education and communication (Cameron, 2002, 2003; Knudsen, 2003, 2005; Deignan et al., 2019), this paper analyzes war metaphors used by the creators of the YouTube channel *Kurzgesagt* to increase awareness of scientific topics and to contribute to public understanding of science. More specifically, the paper examines the war metaphors used to explain how the immune system works found in four science awareness videos (ranging from 6 and 12 minutes) created by *Kurzgesagt* and available on their channel. War metaphors are pervasive in the public discourse on topics from various fields, with politics and health/ medicine relying heavily on war framing to engage with the public. For all their problems (e.g., criticism of the use of warfare rhetoric in cancer (Hendricks et al., 2018) and, more recently, pandemic (Semino, 2021) discourse), war metaphors enjoy a long-standing career in public discourse based on their ability to tap into a culturally salient, well-defined and widespread knowledge schema – the prototypical war – that efficiently structures how we think and talk about many different undesirable situations (Flusberg et al., 2018). Drawing on qualitative methods of text and image analysis I ask: (1) how are abstractions related to the immune system made tangible through warfare metaphoric language and visuals in the analyzed videos, and (2) what this may mean for expanding public narratives about the functioning of the human body. The preliminary findings show that war metaphors are creatively integrated into a combat story structurally similar to those found in many video games; this approach may resonate with some viewers based on familiarity and interest. Furthermore, the identified war metaphors are consistently used throughout all four examined videos, both linguistically and graphically. Finally, the paper discusses the implications that the identified metaphors may have for viewers' understanding of the science behind the body's immune system, and the role played by war metaphors in shaping and consolidating public discourse on science topics from biology and medicine.

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## Scientific metaphors and modalities in media discourse

The present paper investigates the modalities created through metaphors, discourses, language, and infographics that characterize scientization of media on the one hand, and medialization of science, on the other hand. Making media reports evidence-based and data-supported helps add them credibility and legitimacy.

In order to legitimize their statements or opinions, mass media reporters and journalists more frequently than ever resort to citing scientific findings, research or data and use scientific metaphors. Consequently, the scientific findings or data that get cited most frequently become popularized and globalized and are established in science metaphors. Therefore, this mutually beneficial so-called cooperation between media and science is becoming increasingly visible and observable across countries especially through the spread of scientific metaphors.

**The major research question is:** what are the most frequent modalities, frames and metaphors used in scientific discourse that are spread through media?

**The main research method is** the technique of CADS – corpus assisted discourse studies. This makes possible to gather the data and compile the corpus of scientific metaphors or other linguistic or graphical means used most frequently in media sources.

For this purpose, the following types of modalities implemented have been identified and classified according to the metaphors used in the media discourse:

a) epistemic (knowledge, belief, assumption): e.g.: common knowledge, widely held belief, reaffirming statement, hypothesis building, etc.

b) deontic (obligation, permission, institutional law): e.g.: according to statutes, restricted premises (ideas), institutionalized knowledge production, following the set procedures;

c) causal (causal chains, effect, desire, hope, condition, circumstances): e.g.: finding contingencies, looking for causal relations, tracing correlations, etc.

d) evaluative (reinforcement, intensification, evaluation): e.g. estimating validity, testing the reliability of findings, unconvincing numbers, figures, etc.

These modalities are usually activated through media when discussing scientific innovation, discovery or knowledge and through using the relevant metaphors (examples mentioned above).

**Finding of the research:** the most important finding of the research is the tracing of the fact that evaluative, emotive, judgmental and personalized media discourses are being gradually replaced by fact-based, numerically-supported, neutral, unbiased (as far as possible), impersonal media discourses. Increasing number of media reports, discussions, analyses are based on numbers, percentages, graphical illustrations and metaphors from the four types of modalities as outlined above.

**Significance of the research:** 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. It can be hypothesized that media help create noomind through citing and referring to scientific discourse.

Bridging scientific research and practical application and policymaking 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.

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## The “Bavovna” meme in Ukrainian media discourse: How to resolve a linguistic puzzle

This study focuses on a “bavovna” meme (meaning *cotton*) in Ukrainian media discourse and is aimed at discovering its stylistic structure and semantic implications. Having once emerged by a technical error, the “bavovna” lexeme has been taken up at the level of media discourse for reporting explosions in occupied territories. As far as it is a novel linguistic phenomenon, foreign media are lacking this Ukrainian vibe in the coverage of the Russian war against Ukraine. Therefore, it is necessary to clarify the origins and specifics of the meme in media contexts.

Media users try to ascribe a specific term to the “bavovna” meme, but multiple interpretations lead to a puzzle, which evokes a linguistic study. The major research question is what the “bavovna” meme is from a stylistic point of view. The analysis is done within hypotheses assuming that the “bavovna” meme is: 1) a play on words; 2) irony, or even sarcasm; 3) a visual metaphor; 4) a case of personification, e.g.: the “bavovniatko” creature; and 5) a stylistic neologism.

To this end, a corpus of Ukrainian media (26,570 words) 2022-2023 ([ske.li/bavovnacorpus](https://ske.li/bavovnacorpus)) was processed with a focus on microcontexts evolving around five keywords: *бавовна* [bavovna/cotton]; *вибух* [explosion]; *окупован(ій)* [occupied]; *територі(ї)* [territory]; *бавовнятко* [*a mythical creature made of cotton penetrating enemy’s warehouses*]. The methods of corpus and stylistics analyses were used to verify the five stylistic parameters for discovering the prominent features of the “bavovna” meme in media.

The preliminary results point to a convergence of the literary devices actuating a strong national motive and attitudes to the occupying forces. Later, the results will be clarified about the leading stylistic mechanism and supplemented with a survey aimed at comparing the reader’s response to media texts containing the “bavovna” meme vs plain (or manipulated) texts.

The theoretical value lies in the contribution to media studies in terms of representing socially relevant ideas via easily recognisable images for automated media consumption. In practice, the use of the “bavovna” or “cotton” meme can diversify foreign media terminology in highlighting the Russian war against Ukraine while incorporating a unique Ukrainian vibe of the struggle into media products. This initiative unlocks a deep layer of further studies: visuality of war-related metaphors, archetypes in coverage of wars, creative use of language in media, and compensation for traumatic experiences.

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### **Pitching products as a WAR or JOURNEY: Gender differences in venture capital pitches**

Previous research (e.g., Koller, 2004) has investigated metaphor framing in business discourse with respect to gender differences and found that a predominance of masculine-associated metaphors, which she attributed to masculine hegemony in the business field. However, this study looked at a discourse in text media and was conducted two decades ago. Given the strides women have made in the past twenty years and the additional opportunities for men and women to gain start-up funds via pitching to venture capitalists, this study explores the extent to which men and women rely on gender-congruent metaphors when pitching a new business. Do men and women choose metaphorical source domains that are associated with historically male-dominated activities (such as WAR or COMPETITIVE SPORTS) when making their pitches or do they rely on gender neutral domains such as JOURNEY?

In this study, we examine this question by creating corpora of more than 150,000 words from the videos of venture capital pitches presented in the world-famous DEMO DAY activities and Pitch competitions. A pilot study is conducted based on the pitches collected from the MIT \$100K Pitch Competition from 2017-21. We transcribe 520 minutes of recordings from 60 men and 28 women (15,201 words and 6,909 words respectively), and then used MIPVU (Steen et al., 2010) to identify the metaphors and used source domain verification procedures (Ahrens & Jiang, 2020) to determine which source domain they were associated with. We then postulated some source domains as masculinity-oriented (i.e., WAR and COMPETITION), some as femininity-oriented (i.e., PLANT) and some as gender neutral (i.e., BUILDING and JOURNEY).

Our preliminary results showed that men used more metaphors with masculinity-oriented source domains COMPETITION (NR=3.62) and WAR (NR=1.97) than women (NR=3.18, NR=1.59). In the men's sub-corpora, the metaphoric concept BUSINESS IS WAR or COMPETITION frequently occurs, addressing a notion that 'team members need to fight against competitors.' In contrast, women used more PLANT (NR=1.74) metaphors than men (NR=0.99), emphasizing the growth of the new business, and more JOURNEY metaphors (NR=4.49). These findings show distinctive metaphor patterns manifesting a preference consistent with speakers' genders. Even in the business field that is entrenched as a male-dominated "arena", female entrepreneurs appear to be preserving a feminine style of metaphor use, which reifies the gender distinctiveness in contrast to previous studies that regarded men and women as a unified producer group (e.g., Koller, 2004).

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### **Moving metaphor density analysis of metaphors of pregnancy experience**

Metaphor affords the researcher direct access to the way people think. Analysing metaphor use is an effective way to explore the conceptualisations and attitudes people make about their experiences (Littlemore & Turner, 2019). This is especially important to consider during pregnancy when there is a change in how a person may view their body caused by the new life developing and a conflict within the liminal space between one body and two. By identifying and analysing the metaphors used by those who have experienced pregnancy, those who have not can gain a better understanding of the emotional and physical sensations and feelings associated with pregnancy.

Using a corpus of posts collected from parenting forum, Mumsnet Talk, this research aimed to identify and compare metaphor used by Mumsnet users to describe their experiences of pregnancy. Metaphors were coded by whole phrases using Falck and Okonski's (2022) procedure for identifying metaphorical scenes (PIMS). Metaphors were further coded for evaluation and metaphor category, including time, personification, and location.

A moving metaphor density analysis, following the method of Littlemore et al. (2014), was used create graphs that identified where metaphor density was highest and where metaphors were clustering together. These graphs were used for qualitative analysis to determine a) where metaphors cluster in the text, b) what kinds of metaphor cluster together, and c) what topics are being discussed using the metaphor clusters.

The results of the moving metaphor density indicate that metaphors cluster around discussions of shared experiences in pregnancy, such as the symptoms at various stages, fear of complications, and foetal movement. Metaphor often performed negative evaluation, particularly when users began to describe the pain of Braxton Hicks contractions and other physical symptoms, and the stress of the upcoming birth and arrival of a child. Attitudes around a lack of agency and control were conceptualised through metaphors of time and personification of the body. The findings of this study support previous research into metaphors of health communication by showing metaphor is particularly useful for communicating negative emotional and painful experiences of pregnancy.

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### Polarising metaphors and social actors in Venezuelan presidential tweets

In January 2019, a conflict known as the Venezuelan Presidential Crisis began after Juan Guaidó, leader of the opposition, proclaimed himself interim president of Venezuela despite the victory obtained by Nicolás Maduro in the 2018 presidential elections. Although the crisis has remained dormant since the outbreak of the Covid-19 pandemic, it constitutes a unique polarising scenario in national and international politics, and not much research has examined it from a critical discursive perspective. For this reason, the present study aims to analyse the discursive construction of polarisation in a corpus of tweets of Nicolás Maduro and Juan Guaidó through the lenses of Critical Socio-Cognitive Discourse Studies (Koller, 2014; Romano, 2021; Van Dijk, 2018), focusing on the first year of the crisis (2019-2020).

In this research, polarisation is understood as the socio-cognitive discursive phenomenon grounded on the division between ‘Us’ (i.e., the ingroup) and ‘Them’ (i.e., the outgroup) that lies at the core of ideologies and social identities (Hogg, 2016; Oktar, 2001; Van Dijk, 1998). Considering that it may be reproduced by different discursive means, the present study analyses polarisation in the tweets of Maduro and Guaidó through a corpus-assisted analysis of their social actor representations, focusing on their roles (i.e., active or passive) and their personalisation and impersonalisation (Darics & Koller, 2019; Van Leeuwen, 2008), and a target-based analysis (Soares da Silva, 2020; Stefanowitsch & Gries, 2006) of their *polarising metaphors*, namely, those metaphors that positively present the ingroup and/or negatively present the outgroup. The tweets were collected using Octoparse (<https://www.octoparse.es>), and then analysed with Sketch Engine (Kilgarriff et al., 2014).

Preliminary results suggest (i) the prominent use of war metaphors by Nicolás Maduro vs. of usurpation metaphors by Juan Guaidó, which help the leaders to legitimise themselves and delegitimise the other; (ii) the significant activeness of the outgroup vs. the passiveness of the ingroup, which could reinforce the dynamics of ingroup victimisation and outgroup blaming; (iii) the collectivisation and objectivation of the ingroup social actors vs. the abstraction and negative appraisal of the outgroup, prompted by a variety of personification metaphors. Overall, this study demonstrates the strategic and polarising role that social actor representations and metaphors have in the context of the Venezuelan Presidential Crisis and pushes the field forward by applying interdisciplinary methods to the investigation of polarisation in discourse.

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### **Metaphor in descriptors for craft beer**

This contribution presents the results of an analysis of 100 beer descriptors from craft breweries in the UK, Ireland, Canada, and the USA. The texts were downloaded from the brewery websites and together constitute a corpus of 6000 words.

Beer descriptors are the short texts that typically appear on websites and bottle labels, providing a brief outline of the product's main properties: colour, flavour, fizz, etc. In the context of craft beer, these descriptors are also designed to entice readers into tasting (and therefore buying) the beer, by casting them – like the beer itself – as individualistic, multi-faceted and full of character, in contrast to the standardised products (and consumers) of commercial beers produced by large industrial breweries.

The texts analysed are characterised by their creativity and, of interest here, by the ways in which they exploit a number of conceptual metaphors for marketing purposes. In the analysis, we sought to identify the principal linguistic metaphor(s) present in each text as well as in the names of the beers themselves (c.f. Geeraerts 2006), and then to work up a schema of the recurrent metaphor themes found across different texts from different breweries.

There are three related target domains present: BEER (artefact), BEER DRINKING (activity), and the BEER DRINKER (consumer and beneficiary of the beer's qualities). Six major source domains were identified: FREEDOM, POWER, AUTHENTICITY, ADVENTURE, PRESTIGE, and BALANCE, each of which can be articulated into sub-themes which highlight different facets of the macro-categories. For example, the theme of FREEDOM is developed through references to travel, to nonconformity and comfort, e.g. *River Trip* (Allagash brewing company) which is “Good for any adventure”; while that of POWER has references to beasts, energy, and greatness, e.g. *Elf Lord* (Dark Horse brewery) is “A beer to rule them all”, alluding to J.R.R. Tolkien's *The Lord of the Rings*.

Overall, craft beer copywriting reflects the freshness and vitality of an emerging sector within the hospitality industry. The metaphors paint a rich and varied picture of craft beer and its drinkers, one which reflects and reinforces the uniqueness of each individual product and the multifaceted personalities of the potential consumers to which it is being marketed.

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### ‘Shipping routes are like roads in the air’: exploring the use of similes in CLIL primary school textbooks

Metaphors but also metonymy, similes, irony, personification, and synaesthesia are prevalent in our daily communication and shape our understanding of abstract concepts. Research has demonstrated that children are capable of using and comprehending figurative language from a young age in both their first language (Cameron 2003, Johnson 1999, Özçalışkan 2011, Pouscoulous & Tomasello 2020 or Winner 1988) and in any additional languages they may learn (Piquer-Píriz 2008, 2020). This ability is essential in education, where figurative language is frequently used in teacher-student communication and in textbooks, the primary source of language input. However, figurative language can present challenges for children in their L1 (Deignan et al. 2022) and even more so in an L2. Studies exploring the functions of metaphor in L2 written learning materials are just beginning to emerge (Alejo & García-Bermejo 2020). This presentation aims to contribute to this field by examining the use of similes in a corpus of mainstream Content and Language Integrated Learning (CLIL) textbooks used in primary education, following Cameron & Deignan (2003). Specifically, we explored the occurrence of *like* as a metaphor flag in CLIL primary-school Natural Science and Social Science textbooks. To this aim, a corpus containing 44 CLIL primary-school textbooks aimed at the subjects of Social Science (24) and Natural Science (N=20) was compiled. The corpus, accounting for 679,011 tokens, was screened using the corpus analysis tool Sketch Engine to extract all the occurrences of the lemma *like*. After that, a manual identification was carried out by two independent researchers, and the reliability of this analysis was checked with an inter-reliability test.

The results displayed four grammatical uses of “like”: as a preposition in nearly half of the 707 occurrences, as a verb in 20%, as a particle in a verb (e.g. “be like”, “feel like”) in almost 25%, and as a conjunction in 1.4%. Events of “like” as a metaphor flag accounted for 15% prepositional “like” either working alone or as a particle of a prepositional verb. From a qualitative perspective these similes are mainly used with a heuristic function with the aim of enhancing these L2 learners’ understanding of abstract, often scientific concepts. Our results will be discussed with the aim of informing language teaching practices by providing insights into the use of figurative language in L2 written educational materials for primary school children.

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### **Measuring metaphorical competence in heritage and non-heritage secondary school learners**

This paper aims to examine the English as a Foreign Language (EFL) productive vocabulary of both non-heritage (L2) and heritage (L3) learners in a secondary school setting, specifically focusing on their ability with metaphorical language.

Research analyzing the production of metaphors by L2 learners is recent and scarce as most studies have focused on metaphor comprehension exploring the pedagogical potential of enhancing figurative awareness to facilitate the comprehension and retention of vocabulary in an L2 (see Boers and Lindstromberg 2006 for some theoretical considerations and Boers 2011 for a review of different CL-oriented studies).

The few studies that have analyzed L2 learners' production of metaphors can be classified into two main types: those in which researchers use 'naturalistic data', mostly written assignments (Hoang and Boers 2018, Littlemore et al. 2014, Nacey 2013, 2020) and those in which 'elicitation' methods (e.g. comprehension/production tests) are employed (Aleshtar & Dowlatabadi 2014, Azuma 2005, Castellano-Risco & Piquer-Píriz 2020, O'Reilly & Marsden 2021a, 2021b). In the first type of studies, metaphors are identified by applying the most widely used method for this type of analysis, the metaphor identification procedure known as MIPVU, developed by Steen et al (2010). Studies that have employed elicitation procedures (Aleshtar & Dowlatabadi 2014, Azuma 2005, Castellano-Risco & Piquer-Píriz 2020, O'Reilly & Marsden 2021a, 2021b) are closer to the more psycholinguistic tradition and relate metaphorical language to other variables that have been measured in vocabulary studies.

We will report the findings of small-case study in which we employed some of the tests designed by O'Reilly (2017) and are included in his MC Test Battery available at [www.iris-database.org](http://www.iris-database.org) (Marsden et al. 2016), specifically, Test 6-Heuristic-R and -P aimed to measure test takers' ability to recognise and recall similes to perform heuristic functions.

Our findings will be discussed in relation to the learners' metaphorical competence and the validity of the tests for this population, as they were previously only used with university learners.

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### **Metaphors for sustainability: Effects on perceived and actual concept comprehension**

Sustainability plays an important role in decisions that many people make in their daily lives, including which foods to eat, which products to buy, and which modes of transportation to use (Trudel, 2019). Non-expert audiences typically become acquainted with information about sustainability-related topics through the (online) media (Schäfer, 2017). However, public communication about these topics may not always reach the intended outcomes (Scheufele & Krause, 2019; Fischer et al., 2021; van Huijstee et al., 2022).

One frequently used linguistic strategy in public sustainability communication is metaphor (Atanasova & Koteyko, 2017; Larson, 2011). Research has shown that sustainability metaphors can indeed be effective to inform audiences (Cachelin & Ruddell, 2013) and to influence their attitudes and behavioral intentions (Flusberg et al., 2017). Yet, the use of metaphors is not without risk (Kueffer & Larson, 2014; Taylor & Dewsbury, 2018). It may result in the (inadvertent) misrepresentation of information by senders (Chen, 2012), and in subsequent (unconscious) misperceptions about the topic in members of the audience (Augé, 2022; Deignan & Semino, 2022). This, in turn, may lead to negative attitudes and resistance towards sustainability measures and policies, and to a lack of action. Metaphors may thus play a paradoxical role in sustainability communication: they are a helpful explanatory tool on the one hand, and a potential source of misinformation and misperceptions on the other.

One possible cause for audience misperceptions about sustainability concepts is when a discrepancy occurs between recipients' perceived and actual comprehension (cf. Lorenz et al., 2015). By describing complex topics in more familiar terms, metaphors may create the impression that the topic is comprehended, but little is known about the relation with actual comprehension. To unravel this relationship, we conduct a mixed-design experiment ( $N \approx 550$  based on a-priori power analysis) in which we examine how message and recipient characteristics affect people's perceived and actual comprehension of frequently used metaphors related to three sustainability topics: the carbon footprint, the greenhouse effect, and greenwashing. We compare descriptions of the topic using metaphors from a single source domain vs. mixed metaphors, and contrast these with a non-metaphorical description of the same topic (message characteristic). We also examine whether participants' sustainability literacy (recipient characteristic) impacts the effect of metaphor on comprehension, as metaphors may be beneficial for some people, but not others. Data collection will start early Spring 2023, and we expect to have the full results available for presentation at the RaAM conference.

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## The “invisible load” and the division of household labor: A critical metaphor analysis of motherhood podcasts

Drawing on the assumption that “metaphor and gender are closely related in discourse” (Koller 2011: 158), this paper sets out to investigate the main metaphorical configurations that appear in podcasts discussing the division of domestic labour in heterosexual households, in order to explore how the latter is conceptualized in this relatively new genre. Podcasting has become increasingly common because, among other reasons, it gives consumers the possibility to listen to episodes while engaging in other activities. This kind of content can thus fit into the schedule of busy people like working parents, who may be curious to hear about family-related topics.

The Critical Metaphor Analysis model (Charteris-Black 2004, 2005) was applied in this paper as it combines an interest in the ideological underpinnings of metaphor use (an important factor to consider when dealing with gender discourse) with the recognition of its framing function (cf. Semino 2008): the process of selecting a source domain (i.e. the semantic field metaphorical items are picked out from) involves drawing attention to certain features of the target domain (i.e. the entity or conceptual meaning described by the metaphor), while downplaying the importance of others (cf. Lakoff and Johnson 1980). The choice of metaphors utilized to refer to the sharing of housework therefore significantly affects the way in which podcast audiences construct the latter (either reinforcing or challenging traditional ideas and expectations on the issue) and represents an interesting object of study.

The research is carried out by means of a case study. A data set comprised of podcast episodes aired between 2020 and 2023 and dealing with the division of domestic labour was built in order to single out the most frequently occurring metaphors and how they instantiate socio-cognitive representations of men and women, household tasks and childcare in this genre. Preliminary results indicate both the ubiquitous (and rather unsurprising) presence of the conventional metaphor DOMESTIC WORK IS A LOAD as well as the increasing adoption of the source domain of INVISIBILITY and HIDDENNESS with regard to household chores performed by women. From a discursive-ideological point of view, the use of metaphors suggesting that many aspects of female labour still go unnoticed is connected to the idea that more awareness of what women do which is not collectively recognized might bring about a more equitable distribution of domestic and family responsibilities between spouses.

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## Metaphor choices and the interplay between metaphor and image in constructive news in English

It is well known that negative news abounds. In fact, negativity is a news value, or an aspect of phenomena or events that makes them newsworthy (Bednarek and Caple 2017). Many studies have shown that the **metaphors** journalists choose contribute to constructing this negativity, and that war metaphor is particularly prevalent (to mention a very few examples: Garzone 2021; Karlberg and Buell 2005; Riggs 2020). The inherently **multimodal** nature of online news means that the interplay between language, including rhetorical devices such as metaphor, and images, which, along with headlines, grab readers' attention and thus help determine what articles they read, may further emphasize negativity (Caple, Huan and Bednarek 2020).

At the same time, journalism's "steady stream of negative, conflict-based news [...] has resulted in weary news audiences, among other undesirable effects" (McIntyre 2015: iii). In part for this reason, various scholars and organizations (e.g., <https://constructiveinstitute.org/>) have been working for the past fifteen years to offer an alternative: **constructive news**. Yet neither metaphor choices nor multimodality in such news has received much attention in the literature. A notable exception where metaphor is concerned is Atanosova's (2022) study of a corpus of UK news that addresses both COVID-19 and climate change, which shows a greater prevalence of movement and colour metaphor than of war metaphor. However, the timeframe and combination of themes in her corpus are quite specific. Garzone's (2021) work, focused on COVID communication in the news but not on climate change or constructive news per se, finds instead that "WAR metaphors and their entailments are virtually still prevalent, indeed ubiquitous", whereas the "non-war alternative metaphorical expressions" proposed as an alternative by many scholars "appear far more sporadically".

My research questions are: What types of metaphor are employed in constructive news that is *not* ostensibly about COVID-19? Do patterns emerge? Does "alternative news" employ alternative conceptual metaphor (Lakoff and Johnson 1980), or do we encounter the same old tropes? Does the choice of initial photographs in online news align with, contradict or send a completely different message than that conveyed by the textual metaphors?

The corpus consists of 1) articles from the *Guardian's* "Upside" section (<https://www.theguardian.com/world/series/the-upside>) and articles curated by 2) the Solutions Journalism Network (<https://www.solutionsjournalism.org/topics>), and 3) Squirrel News. The approach adopted to analyse the online news texts is (Multimodal) Critical Discourse Analysis (Fairclough 1995, 2003; Kress 2010; Machin & Mayr 2012; van Dijk 1991) coupled with analysis of multimodality in news discourse (Bednarek & Caple 2017; Caple, Huan & Bednarek 2020; Riggs 2021), and the software QDA Miner is employed to do this.

Preliminary results suggest that there is an effort across the news sources to employ constructive language but that constructive news is still reliant on negative metaphor such as war metaphor. Chosen images are still largely disconnected from the textual metaphors chosen. Implications including ideas for best practice will be discussed.

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**“Trumpty Dumpty had a great fall”: Satirical transformations of metaphorical stories**

Satire takes many forms, but it frequently involves a story, expressed as if it was literally true, that makes fun of a person, institution, or situation through exaggeration, irony, or other incongruities. Sometimes the story is based on actual events, with certain features or language altered in ways that foreground absurd or contradictory features of these events. Often the story is fictional, presented in a way that invites metaphorical mapping onto actual persons, situations, and events. In this essay I examine several examples of satirical texts and images to illustrate some of the ways in which metaphor is blended with satire. Both genres, metaphorical stories and satire, often require extensive background cultural knowledge, and interpretations are subject to bias and motivated reasoning. As a result, I argue that it is difficult for researchers to ascertain with confidence how audiences will interpret and react to either metaphorical stories or satire, and when they are blended, these difficulties are compounded.

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### **Metaphorical complexes and (evaluative) communities**

This talk focusses on metaphorical complexes (MCs) in online discourse, considering evaluation and dialogicity in particular (Du Bois 2007, 2014). We define MCs as dialogic strings of metaphors that start with a metaphorical trigger and continue with direct or indirect replies that reuse or recontextualize the trigger, providing—in an evaluative context—a similar or different metaphorical evaluation. MCs evolve around a single source concept (e.g., ANIMALS) applied to a target (e.g., politicians).

Applying the MIV procedure (Cameron and Maslen 2010), we identified MCs in several Croatian datasets: forum discussions and chats with no specific topic; discussion threads with clearly defined topics; and news stories and opinion articles followed by website or Facebook comments, which may differ in degree of anonymity and interactivity. Some of these datasets are complex and include two genres (e.g., a news story and online comments following it) with their distinct features.

Metaphorical complexes in our data range from rather short ones consisting of a few components to long ones with more than twenty components. We examine factors that encourage the appearance of MCs and influence their length, especially focusing on the functions of MCs in discourse.

In our data, MCs develop within a single genre (e.g., Facebook comments on a news story) or across genres in a single discourse sample (e.g., a metaphorical complex starts in a news story and continues in the comments on the story), or across discourse samples if these samples share the same macro-topic in a specific timeframe.

We found that MCs may appear in any dialogic situation, but they tend to be rich in components in online comments when their triggers are introduced by influential discourse participants (politicians or journalists) in preceding news stories. We also found that the structure and complexity of metaphorical complexes relates to the genre, general purpose of interaction, and identity and (relative) power of the discourse participants. MCs in their entirety or their single components may be evaluative (see, e.g., Deignan 2010); in these cases, providing new components by different discussants implies their joining an evaluative community, or questioning established evaluative frames.

We briefly address the relation of MCs to other similar phenomena: multiple occurrences of individual (evaluative) metaphors that, when occurring in a single text, resemble metaphorical complexes, and metaphorical chains.

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### **A corpus-based approach to conceptualizations of HEART in Romanian**

This paper is part of my ongoing doctoral research project, which investigates variation and universality in conceptualizations of *heart* and the emotions associated with them in Modern Greek, Romanian, and Albanian, three Indo-European languages belonging to different linguistic families but all part of the Balkan Sprachbund. The proposed conference paper will only discuss corpus-based data for one of the three languages under investigation, i.e. Romanian. A major research thread in cognitive linguistics has focused on different conceptualizations of internal body organs across cultures and languages (Maalej and Yu 2012; Sharifian, Dirven et al. 2008; Enfield 2002), the semantic sources of the words for the emotions in ancient languages (Kurath 1921), emotions across languages and cultures (Wierzbicka 1997; 1999; 2007), metaphor and emotion (Lakoff and Johnson 1980; 1993; 2003; Kövecses 1990; 2000; 2015), and metaphor in foreign language instruction (see the most recent volume edited by Ana María Piquer-Píriz and Rafael Alejo-González, *Metaphor in Foreign Language Instruction*, 2020). In looking at semantics, culture, and cognition, this research sought to identify universal human concepts in culture-specific configurations of *heart*. While highlighting the embodied nature of conceptual metaphors, which explains why many languages share the same conceptual metaphors, I attempted to investigate the extent to which some universal metaphorical conceptualizations yield more entailments in one language over another. The conceptualizations of *heart* could be more focused and complex in the languages with numerous entailments. For example, the container in HEART IS A FLUID IN A CONTAINER UNDER PRESSURE may be conceptualized differently, in culture-specific ways. The Romanian data revealed ten patterns of conceptualizations: some widespread in various languages and others culturally specific (for example, HEART AS A STOMACH/BELLY). The project will draw on Conceptual Metaphor Theory (CMT) in the tradition of Lakoff and Johnson (1980, 1999) as well as the Key-Word Principle as advocated by Wierzbicka (1997), and the theoretical model of cultural conceptualizations and language as advocated by Sharifian (2007, 2011). These theoretical models, brought together, may be used as an approach to the study of culture given that language is viewed as grounded in cultural cognition. The analysis will be based on linguistic evidence collected from modern corpora and lexicographic databases such as The Reference Corpus of the Contemporary Romanian Language (CoRoLa) and Romanian Text Corpora via Sketch Engine. A mixed-methods design will be employed. This means that the data will be analyzed both qualitatively and quantitatively. Employing qualitative methods will help determine the meaning and understanding of constructs, whereas quantitative methods will help assess the magnitude and frequency of constructs.

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### **Similes and identities on an online forum for people with chronic pain**

This paper is concerned with how contributors to a UK-based online forum dedicated to pain use similes to express their own identities, and changes in identities, as a consequence of the experience of pain.

It is well established that identities are not static psychological constructs that are straightforwardly reflected in discourse, but rather partial, dynamic and potentially transient positions that emerge through discourse (Bucholtz and Hall 2005). Becoming ill and interacting with healthcare services, for example when experiencing chronic pain, are recognised as processes that can deeply affect our perceptions of ourselves as physical and social beings (Frank 2002). Metaphors have been previously shown to be important in the expression and framing of (changing) identities within the experience of illness (Semino et al. 2018, El Refaie 2019).

We searched for the structure ‘like [as preposition] a’ in an 8-million-word word corpus of contributions posted on the online forum of the charity *Pain Concern* from May 2012 to October 2020. The resulting 2216 concordance lines were analysed for the presence of similes as figurative comparisons (cf. Steen et al.’s 2010 ‘direct metaphor’), resulting in 1045 relevant instances. The current paper reports on the analysis of a sub-set consisting of 435 similes that are used to describe the writer of the post, whether from their own perspective (e.g. ‘I felt like a rag doll’) or a perspective attributed to somebody else (e.g. ‘She treated me like a child’). The analysis involved coding each instance for the relevant source domain, scenario or concept, and then considering the implications of dominant patterns for the framing of different aspects of the person’s identity.

We discuss the main areas of experience that function as sources in the 435 similes (ANIMAL, YOUNG/OLD AGE, CRIMINALITY, WEIGHT, ZOMBIE) and show how they are used to express perceptions and evaluations of one’s body (e.g. ‘like a beached whale’), behaviour (e.g. ‘like a spoiled brat’), role in healthcare settings (e.g. ‘like a guinea pig’), and social worth (e.g. ‘like a burden’). We point out how in most cases the similes suggested negative framings of the person as less than human, younger (immature) or older (incapable) than they are, and/or otherwise disempowered and of low social value. Our findings have implications for the understanding and support of people with chronic pain, as well as for the role of similes as one of the ways in which identities can be indexed in discourse.

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### Metaphors in American movies and the conceptualisation of key values

The present paper explores the relationship between language and cultural conceptualisations in movies. Linguistic patterns can reveal deep conceptual metaphors that could potentially affect how people reason and perceive the world (Baumer, Tomlinson & Richland 2010; Mannoni 2021: 1378). Our ability to see reality is gradually shaped by the realization of the same conceptual metaphor over and over again in various settings. Similarly, since films represent a significant portion of the media that people consume, it can be hypothesised that also movies can potentially influence, as well as reflect, the world-views of the audience in a certain culture. The aim of this research is to shed light on the key values that movies most frequently convey and to investigate how they are conceptualised through metaphors. The study is carried out on the American Movie Corpus (AMC) (Forchini 2021-), a collection of manually transcribed dialogues of 50 movies produced in the United States of America. The AMC contains approximately 570,000 words and is representative of film language spanning a period of 60 years (from 1959 to 2019) and belonging to different genres. A corpus-based approach was used to identify and analyse the metaphorical patterns, i.e. “multi-word expression[s] from a given source domain (SD) into which one or more specific lexical item from a given target domain (TD) have been inserted” (Stefanowitsch 2007: 66). The focus was on metaphorical patterns associated with the target domain of values. In the first step of the analysis, words that can potentially be associated to values (e.g., *life*, *love*, *friendship*, *work*, *money*) were selected from the word frequency list produced by the concordance software. In the second step of the analysis, the concordance lines for each word were examined and the recurrent metaphorical patterns were selected. The metaphors for each value were analysed and compared, in order to establish the facets that emerge more frequently, and those that remain hidden. For example, the data revealed that *life* is frequently conceptualised as both an activity and a malleable object. The entailments (cf. Lakoff & Johnson 1980) of the former are that meaningful life is risky and difficult as opposed to life without a purpose, while the entailment of the latter is that a person can modify one’s life. The results suggest implications for domains such as intercultural communication, translation and second-language teaching/learning where deep understanding of the way reality is perceived in a different culture is key.

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### **Imagining translation: Icons, logos, visual metaphor and the public representation of translation**

The paper examines the visual metaphors that contribute to the contemporary iconography of translation by analysing a wide range of icon and logo designs for smartphone translation apps and online translation services. Following some initial work carried out by Shuttleworth (2018), it sets out to cast light on the range of metaphorical usage in this area and the image of translation that is conveyed within this public space.

Although the digital graphic design sphere has been referring to the use of visual metaphor as an essential approach to the creation of innovative iconography, smartphone app icons and logos in general have yet to receive significant attention within metaphor studies. Our project has three interlinked aims. Firstly, it will analyse the features of the metaphors that are identified. Secondly, it will consider the applicability of existing typologies of visual metaphor (see for example Forceville 1996, 2002, 2007, 2009; Phillips and McQuarrie 2004; Gkiouzepas and Hogg 2011; Peterson 2018) for accounting for the metaphorical phenomena that can be identified in our data. Thirdly, it will seek to cast some light on how translation is represented to the app users via the visual metaphors that are present (Kaindl 2012; Arrojo 2018).

The example icons and logos, which are drawn mainly from apps available in the App Store (China), the App Store (Hong Kong) and the icon catalogue website The Noun Project, are being analysed qualitatively according to a multi-step methodology that is being devised. Of the approximately thirty icons and logos analysed so far, a significant proportion contain visual elements that reflect a metaphorical conceptualization of translation or translators, sometimes combining different metaphorical components that interact with each other within a single image. Typical source domains include containers and physical movement, while speech bubbles, globes, glyphs, microphones, texts and animals are among the more concrete image components that are encountered. Most but not all the metaphorical elements observed so far are relatively conventional in nature.

This paper forms part of a project about visual metaphors of translation,<sup>2</sup> although we believe that the research would in principle be applicable to other topics as well.

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<sup>2</sup> This has been generously funded by the Hong Kong Government under the Job Creation Scheme 2.0.

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## Metaphor identification in Syrian Arabic data from interviews with refugees

In this paper, I explore two types of challenges to metaphor identification in Syrian Arabic data collected via interviews with Syrian refugees in the UK. First, I address the challenges of adapting the Metaphor Identification Procedure VU (MIPVU) (Steen et al., 2010) to Syrian Arabic (SA), focusing specifically on operational solutions and adaptations necessitated by this language variety. Drawing on similar work on metaphor identification in non-English texts (Nacey et al., 2019), I explore issues such as demarcation of lexical units and establishing their basic meaning. In addition, I highlight the challenges posed to metaphor identification by the nature of the dataset and the experience that the participants have gone through, specifically in journey-related expressions.

The research questions of this paper can be summarized as-

- a) What are the operational issues that arise when applying MIPVU to non-standard varieties of Arabic?
- b) What unique features does SA have that necessitate reconsideration and adaptation of MIPVU protocol?
- c) What implications does the nature of the dataset have for metaphor identification?

The operational issues of applying MIPVU to Arabic include the lack of an up-to-date dictionary for Modern Standard Arabic, and the absence of standardised dictionaries for dialectal Arabic. Therefore, I conclude that the combination of a Standard Arabic dictionary and a corpus of Levantine Arabic is necessary for determining the basic meaning of lexical units in the text. The paper recommends using Almaany.com dictionary in combination with Shami corpus (Abu Kwaik et al., 2018).

The paper also suggests a few adaptations to the MIPVU protocol including crossing word class boundaries when comparing contextual and basic meanings in the dictionary. Because Arabic dictionaries do not include all instances of words from the same root, the basic meaning cannot be defined by a single entry in the dictionary. Determining the basic meaning of a lexical unit is done by understanding the basic meaning of the root, in addition to the meaning/function of grammatical particles added to it.

As for the dataset, it presented many instances of borderline lexical units which were journey related. The paper examines the implications of the literal journey experienced by refugees on the identification of journey-related metaphors. The paper then recommends that lexical units that present such ambiguities to be labeled as a sub-category of the WIDLII (when in doubt leave it in) label and to be given careful consideration in metaphor analysis.

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## **Diffusing the Time Bomb: Differential impacts of metaphor on climate doomism**

In the face of the threat of catastrophic climate change, concerns have emerged around ‘climate doomism’, the belief that catastrophic warming of the planet is now inevitable, and that there is no way to avert this (Mann). The result is comparable to the result of climate scepticism: doomism produces inaction. Scientific consensus suggests that it is not too late to avoid climate change’s worst consequences. We hypothesise that metaphors employed to describe climate change may promote doomism. We begin with American English, the focus of most extant research. We compare this to Canadian French, in order to investigate crosslinguistic and cross-cultural differences in metaphoric effects.

First we identified common metaphors for climate change discussed in academic literature (e.g., Flusberg, Koteyko and Atanasova, Mann). We verified these by searching 17,000+ news sources in Nexis Uni (LexisNexis). Results can be divided into those that inhere an endpoint and those that do not. For example, “humanity has entered a global warming minefield” (Wernick) ” suggests that climate change is an ongoing process, whereas “les systèmes [...] sont poussés au bord du gouffre” (Toribau) ‘the systems are pushed to the edge of the abyss’ implies a point of no return. Although both source domains convey urgency and emergent danger, we hypothesise that endpoint metaphors are more likely to produce doomism. For either metaphor, it is possible to convey human agency, or omit it. The cliff metaphor could appear as “we are driving the earth closer to the climate cliff edge”, with humans actively participating, or as “the earth is hurtling towards the climate cliff edge”, where humans are absent. We further hypothesise that expressions omitting agency are more likely to produce doomism.

Next, we employ a survey model developed by Thibodeau and Boroditsky and Flusberg et al. Participants read a paragraph describing climate change using either CLIMATE CHANGE IS A CLIFF EDGE, or CLIMATE CHANGE IS A MINEFIELD. In two conditions human agency is conveyed, whilst in two it is absent. Participants answer questions assessing feelings of urgency, agency, and feasibility in relation to the climate crisis (Flusberg et al., Léger-Goodes et al., Mann, Saravanan) and demographics known to correlate with attitudes regarding climate change (Funk, Lee et al., Pearson). 3000 American English and Canadian French speakers will participate. We suggest that a metaphor produces doomism if participants report a high sense of urgency, paired with a low sense of feasibility and/or agency.

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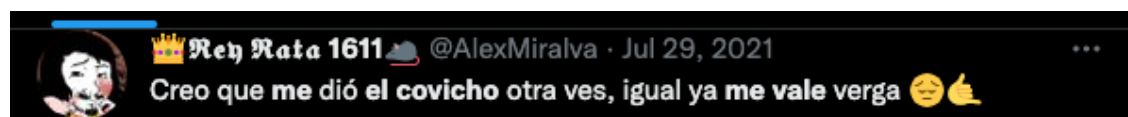
### *¿El virus del dragón o un pequeño covicho? Variation and change in COVID-19 metaphors across varieties of Spanish*

Although it is well-known that metaphoric variation occurs across the regional dimension of language[7], little work has been done to investigate the sociocultural factors that contribute to this variation, especially in languages other than English. Our goal is to provide a detailed analysis of figuration within a language, while demonstrating more broadly the processes driving metaphoric variation and change. We identify factors contributing to variation in Spanish conceptualizations of COVID-19 as spoken in Bolivia, Chile, Mexico, Spain, and the United States. We show how variation in metaphoric usage reflects temporal variation in pandemic attitudes and political and religious variation between regions.

This research is part of a larger project studying variation in COVID-19 metaphors[15]. We collected data using an iterative process[16] and added ReFrameCOVID examples[11]. Source domains were broadly categorized (e.g., Natural Disaster) then subcategorized (Wildfire; Flood). We further consulted personal contacts and social media, enabled by our geo-linguistic diversity.

Broad categories are shared across all varieties; variation emerges at the specific level. For example, all use PROGRESS IN REOPENING FROM LOCKDOWN IS FORWARD MOTION. However, STAGES OF LOCKDOWN ARE TRAFFIC LIGHTS is Mexican Spanish, as in *Campeche, primer estado en cambiar a verde en semáforo epidémico de Covid-19* ‘Campeche, the first state to turn green at the Covid-19 epidemic traffic light’[14]. This contrasts with the Chilean “dance steps” metaphor: *Reporte sanitario de Ovalle parece canción: “Un pasito p’aelante, un pasito pa’ atrás”* ‘Ovalle’s health report is like a song: “a step forward, a step back”’[5]; backwards movement is possible in Chilean.

Specific-level variation also occurs temporally. Initially, the virus was a dangerous entity: a dragón. Now, this broad metaphor VIRUS IS A LIVING ENTITY is frequently VIRUS IS A HARMLESS LIVING ENTITY, as in the Latin American slang *covicho* (*covid* + *bicho* ‘bug’), reflecting a view of COVID-19 as an inconvenience[8]:



‘I think I got the COVID-bug again, I still don’t give a damn’[9] (Mexico)

Religious conspiracies, such as the vaccine as the *marco/sello de la bestia* ‘mark/seal of the beast’ are more common in countries with more Evangelical Protestants[1, 2, 10, 12, 13]. Politically-motivated disinformation is also localized: political upheavals in Bolivia and Chile preceding the pandemic caused distrust of mandated restrictions[3], as in the Chilean ‘health dictatorship’: *Es ridículo mantener este regimen totalitario, esta dictadura sanitaria* ‘It is ridiculous to maintain this totalitarian regime, this health dictatorship’[6]. In Bolivia, ousted former President Evo Morales’ MAS party[3] has also opposed vaccine mandates as a *dictadura sanitaria*[4].

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## Exploring metaphorical competence in the comprehension and production of emotions in Spanish L2

Figurative language learning presents a potential difficulty for L2 learners because non-literal expressions resulting from conceptual metaphors and metonyms share many common elements across languages, but they also encode cultural differences (Ogarkova and Soriano 2018). Thus, it is of high relevance to explore L2 learners' non-literal productions and comprehension to create teaching methods and materials that improve the L2 learner's metaphorical awareness about the L1 and L2 differences regarding the encoding of emotions, to comprehend and produce authentic figurative language (Littlemore 2017; Low 2019).

This paper focuses on the importance of metaphorical competence in the production and comprehension of conceptual metaphors and metonyms to describe ANGER in L2 Spanish by L1 Bulgarian learners. It presents a study whose objective is to examine learners' use of metaphorical language and determine to what extent learners' L1 knowledge and culture may affect metaphorical processing in the L2. In addition, variation across different proficiency levels (A1 to C2) is also analysed.

Written production data were collected using "Laura's Weekend" (Gómez-Vicente 2013) in both their L1 and L2. Comprehension data were collected by a questionnaire about the meaning of 25 metaphorical and metonymical Spanish expressions about different emotions, that differ conceptually and linguistically, from their L1 equivalents.

The results show that figurative language is more frequently used than literal language, in both L1 and L2 written productions, when expressing emotions, such as ANGER. A larger number of metaphors and metonyms, and more varied, were found in the L1, however, there were more attempts of creativity in the expressions of the L2 lower levels (A2 and B1). The biggest differences in the use of metaphorical language do not occur depending on the different L2 levels, but on individuals.

Interestingly, comprehension results do not present significant individual or groups differences. However, large differences are found in the correct interpretation of the different types of metaphorical and metonymic expressions, depending on how culturally distant they are from the L1.

This study shows that L2 students are able to understand and use metaphor and metonymy at all levels, including beginners. It also shows how they rely on embodiment as a resource to infer metaphorical and metonymical meanings. And eventually, how metaphors can be used as a communication strategy.

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## Evidence for effects of metaphor extendedness and position in discourse: From conceptual accessibility to extent of metaphorical framing of political issues after reading

Building on prior studies with focuses on the precise conditions under which a metaphor is more or less influential, this study aims to address the effects of metaphor extendedness and position in discourse. Following explicit theorisations of how these aspects of textual constructions influence how a metaphor is processed in the mind, this study unpacks how metaphor extendedness and position influence the extent to which the metaphor is accessible in memory after reading and the extent to which readers use the metaphor in subsequent reasoning in the context of news on immigrants. To do so, this study employs two experiments.

In Experiment 1, a self-paced reading task with 112 participants was administered to examine whether an extended metaphor or a metaphor appearing at the beginning of a text facilitate the understanding of a different instantiation of the same metaphor. In the experiment, participants read a text containing a metaphor line-by-line; their reading times for a final sentence with a different instantiation of the same metaphor were measured. The reading time of the final line enables the measurement of the conceptually accessibility of the metaphorical mappings after having encountered them earlier in the text, be it extended or appearing in different positions in the text.

In Experiment 2, a response-elicitation task with 337 participants was used to examine whether an extended metaphor or a metaphor appearing at the beginning of a text strengthens the influence of the metaphor on reasoning in the context of news on immigrants. In the experiment, participants read constructed news stories on immigration containing water and war metaphors and rate their level of agreement with statements that are congruent or incongruent with the metaphorical frames.

The two experiments provided converging results on the effects of metaphor extendedness and position in discourse. It was uncovered that extending a metaphor does not afford participants with an advantage in later comprehension, nor does it lead to more agreement with frame-congruent statements. When a metaphor appeared at the beginning of a text, it facilitated participants' later comprehension and led to more agreement with frame-congruent statements. Furthermore, an extended metaphor and a metaphor appearing at the beginning of a text increased the percentage of participants identifying the negative language of the news stories. This explicit awareness introduces further complications in the influence from the textual realisations of the metaphors. The results contributed to the examination of the influence of metaphors in discourse with a sensitivity in the actual language of metaphors and how it influences metaphor processing and reasoning. The results also offered potential explanations for the contradictory results in past experimental studies.

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### Culturally-based metaphors, frame metonymy, and “culturally primary” connections?

Close relationship between metaphor and metonymy has been recognized since Lakoff and Johnson’s (1980) claim that what are now called Primary Metaphors (Grady 1997, Johnson 1999) are based in potentially universal *correlations*. The correlations of Quantity with liquid Height in a container, and of Seeing situations with gaining Knowledge, are crossculturally accessible to children, and are likely bases for the crossculturally widespread MORE IS UP and KNOWING IS SEEING mappings. This paper raises cases where deep grounding for metaphor is afforded not by universal frame-to-frame correlation, but by culture-specific frame-metonymic correlation.

In the 9th-10th C. Welsh *Canu Aneirin* poems [Williams 1938]), elegized fallen warrior-heroes are constantly metaphorically called *swords (cledyf)*, *shields (gwaew)* of their people, *warhorses, battlehounds (aergwn)*, *bulls*, and *halls (neuad)* or other structures of refuge (Sweetser 2005). Thus warriors have, and metaphorically “are”, swords, shields, hounds, etc. The early medieval Northern European War-Leader frame involves a retinue gathered in a Hall, wealth measured in Cattle, and going to war with Sword, Shield, Horse and Battle-Hounds. Frame-participants automatically evoke the entire frame (Hall-Owners *were* noble Battle-Leaders; Swords, Shields and Warhorses were *only* owned by noble/warriors). Warriors are therefore construed as rolefillers from their everyday frame – in this tight-motivated network of meaning, there is no need to go outside the target frame to find source frames to map onto it (unlike, e.g., English metaphoric *honeybuns*, who need have no frame-association with literal pastries).

In the early Welsh *Canu Heledd* poems (Rowland 1990), the repeated statement *Cynddylan’s hall is empty tonight (Stauel Gyndylan ys twyll heno)* apparently refers literally to a deserted hall whose heroic inhabitants fell in battle. The Empty Hall may also stand for the dead hero (as above), or for the war-destroyed traditional society. Although BODY IS A CONTAINER FOR SELF/SOUL and SOCIETY IS A CONTAINER FOR MEMBERS are crosslinguistically common metaphors, the dead hero’s body (or the bereaved social group) is here not simply as a metaphoric empty Container but specifically a deserted Noble Hall - from the same basic frame wherein the target Hero filled the War-Leader role.

There may be a cline between Primary Metaphors like MORE IS UP, and “strong” culturallybased ones which seem almost equally unavoidable within their cultural context. A metaphor based on a “culturally primary” correlation has particular cogency, even if not universal; and cyclic building of metaphor upon frame metonymy may add to this cogency.

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**“Linda IGUAL uma Barbiezinha” [Beautiful like a little Barbie doll]: the metonymic basis of assimilative comparative constructions in Brazilian Portuguese**

Although traditionally considered an adjective, the word “igual” [equal, like, as] has been used as a comparative connector in Brazilian Portuguese. Faced with this problem, this work aims at describing the behavior of “igual” as evidence of *grammaticalization*. This is a linguistic change process that predicts the attribution of grammatical characteristics, as opposed to lexical, to linguistic items (Hopper & Traugott, 1993). We have two hypotheses: a) this process is spreading to the construction level (X *igual* Y), dividing into “*assimilative comparative constructions*”, as in “Ela é linda igual a mim” [\*She is beautiful equal to me] , or in “*sample comparative constructions*”, as in “Ela é linda igual a Barbie” [She is beautiful like Barbie]; b) figurative language influences how each type of construction is conceptualized. We justify this distinction in terms of the presence or absence of the construction's metonymic basis. In the latter, the reference point modifies the degree and valence of the comparison that is established. To support it, we rely on usage-based linguistic approaches, especially functional and cognitive perspectives of grammar. First we suggested a *continuum* of categories to classify “igual” in several discursive contexts. In order to do so, we collected 620 occurrences of “igual” in four different Brazilian Portuguese *corpora* (two shared *corpora* and two compiled *corpora*), considering varied genres in oral and written language. In addition, we use a type/token ratio measure to see if the most frequent usage patterns confirm our hypotheses. Among the 620 cases, there are few uses of “igual” strictly as a connector (3%) and it is more numerous as a modifier (35%). Interestingly, the most expressive occurrences (62%) correspond to hybrid cases, in which it was not possible to delimit one or the other category. Since they apparently centralize the trajectory from one category to another, the frequency of structures with and without metonymic base points to their respective syntactic and semantic characteristics. As a preliminary result, it was noticed, among the hybrid cases, a syntactic restriction of the clauses in the second element of the comparison: in most of the analyzed data, *sample comparative constructions* presented the connector followed by NP, e.g “Ele falava igual a um papagaio” [He talked like a parrot]. It was also noticed that these structures indicated the maximum position within the same domain, so that the metonymic basis led to hyperbole or intensifying comparison.

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### **Tipping the scales – Analyzing the relation between Metaphor and Evaluation to document the balance of power in the news on the international alliance AUKUS**

Metaphor's ability to perform a number of discourse functions accounts for their pervasiveness and prevalence in everyday communication. In public discourse, they are used to persuade, to reason, to influence, and to frame ideas, and, as a consequence, are able to shape the theory and practice of world affairs (Charteris-Black, 2018). In the political sphere, they provide a narrative structure through which facts are analyzed or challenged, assumptions are made and theories are formulated (Marks, 2018). As they make their way into the media, these cognitive frames of reference act the glasses through which facts and theories are understood by the public.

In this paper, we explore the relationship between metaphor and evaluation in a corpus of texts relating to the formation of AUKUS alliance, a trilateral security pact between Australia, the United Kingdom, and the United States. The corpus compiles a collection of 14 news articles from international media outlets for the period of 15 September 2021 until 31 October 2021 (both inside and outside of the alliance). The texts have been shown to be highly evaluative (Trnavac and Hidalgo-Tenorio, submitted); evaluation serving as a means to signal the manifestation of inequality and power structures in international politics. In this paper, we analyze whether the creativity or conventionality of a metaphor determines polarity and explicitness of evaluation, and whether metaphors can be associated with certain types of evaluations (emotions or opinions) in the news discourse. Drawing on a previous work of Mark (2018) on the relevance of metaphor to International Relations Theory, we apply the following two methodologies to analyze the data: the Systemic Functional Linguistics framework of evaluation (Martin and White 2005; Benítez-Castro and Hidalgo-Tenorio 2019), and a recent protocol for the annotation of metaphors found in Fuoli et al. (2022).

Our preliminary analysis shows that opinions rather than emotions are more frequently expressed with metaphors in the news discourse, and, similar to the findings of Fuoli et al. (2022), that creativity of metaphors plays more prominent role for implicitness and negativity of evaluation.

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### **Explanatory metaphors in public discourse on health and fitness**

The effectiveness of using metaphor in communicating scientific ideas and enhancing learning has been widely recognised (Boyd 1993; Knudsen 2003; Hermann 2013; Littlemore 2017). Metaphors can facilitate the understanding of complex and abstract concepts (Sticht 1993), foster the development of scientific models and theories (Brown 2003), generate new insights and offer fresh perspectives on existing theories, and aid the

creation of specialised vocabularies (Boyd 1993). Previous studies have explored the use of metaphors in various disciplines based on spoken and written language materials, including textbooks (Berggren 2022) and university lectures (Littlemore 2001; Low 2010) and the use of elicited metaphor in educational settings (Wan & Low 2015). However, there has been limited examination of the use of metaphor by educators sharing their knowledge on digital platforms such as social media. This study aims to analyse metaphors utilised by health and fitness professionals in educational YouTube videos. The primary objective is to examine the variation and discourse properties of metaphors used by YouTube content creators in communicating specialist knowledge to a broader audience. The study relies on the three-dimensional model of metaphor (Steen 2008), the metaphor identification procedure MIPVU (Steen et al. 2010), and the discourse approach to metaphor (Semino 2008). Preliminary results indicate that, in addition to indirect metaphors, health and fitness professionals frequently use direct metaphors that explicitly compare two distinct domains to enhance the audience's understanding of health and fitness concepts. Youtubers also tend to employ novel and creative metaphors, making the comparisons more vivid and thereby assisting in the dissemination of healthcare and fitness knowledge. In addition to verbally expressed monomodal metaphors, some content creators utilise multimodal metaphors expressed verbo-gesturally and verbo-pictorially to fulfil educational and explanatory purposes. Adding visual elements that cue metaphors in post-production video editing is a creative strategy employed by some communicators, enhancing the vividness and effectiveness of the explanatory metaphors. The study highlights that while the use of metaphor for educational purposes is well-established, digital platforms such as YouTube present new opportunities for creative and novel uses of explanatory metaphors to communicate ideas and educate audiences more effectively.

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### **Why so serious? Packaging automated interventions into online debates as metaphor-rich comic trips**

Online debate around divisive topics has become increasingly fractured and entrenched, leading to the development of *echo chambers* [1] in which disputants communicate principally with those who hold compatible views. To inhibit the growth of echo chambers and expose disputants to both sides of an argument – in ways that encourage dialogue across the divide – we aim to automate the generation of interventions [2] into otherwise insular online debates. On highly echoic platforms such as Twitter, such interventions by bots run contrary to best practices, and may be reported as an abuse of the system [3]. However, passive interventions can also frame a debate using narrative tropes and conceptual metaphors. If these stories and metaphors are both engaging and unthreatening, they can draw users to the bot's content, avoiding the need for a bot to push its content at them. This paper will present the *Excelsior!* framework, which aims for unthreatening engagement by packaging its stories as metaphor-rich comic strips [4] that integrate both sides of a topical argument into a single visual narrative. Because the system's comics are derived from attested hashtags, this allows it to passively tag its comic interventions for the appropriate audiences.

To be effective, *Excelsior!* must track the metaphors used in online discourse, on topics as varied as vaccines, climate, abortion and guns, and be able to produce visual and textual metaphors of its own. It must possess enough insight into each kind to be capable of pitting opposing metaphors – for opposing points of view – against each other in a balanced comic, and enough craft to visualize them. We focus here on hashtags as compressed, self-contained argument forms that are designed to be copied, reused and go viral. Our dataset contains over two million tweets that were collected for the four topics above, while *Excelsior!* employs a visual repertoire of hundreds of character poses and panel settings, which can be applied both literally and figuratively as the topic demands. The paper will focus on how hashtags are mapped to argument frames, on how frames are mapped to visual (i.e. pose and background) and linguistic (dialogue) metaphors, and on how these are matched across viewpoints to craft a balanced, comic intervention. We also report on the generalizations observed in the data that allow metaphor to be leveraged as a means of understanding and of production in online debates.

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## Unity, disintegration, and negative evaluation. Purposeful metaphors in a debate on Save the Children Sweden's role in the welfare state

Metaphors can be used as a way to concentrate meaning. A certain type is *purposeful metaphor*, i.e., metaphors offering storylines with dramatic roles (Charteris-Black 2018). My aim is to study how discussants use purposeful metaphors in a debate regarding non-profit organizations' role in welfare states; more specifically, a controversial change within Save the Children Sweden, from performing advocacy work (demand accountability from the Swedish public sector) to also deliver welfare services (youth recreation centers in Swedish suburbia). Oral data (6 h) have been collected from focus group interviews with (1) leaders behind the controversial change, (2) voluntary members, and (3) secretariat employees, and analyzed using critical metaphor methodology (Charteris-Black 2018). From my analysis, I discern three main categories of metaphors; those that express unity, those that express disintegration, and those that express negative evaluation. Leaders' purposeful metaphors express unity (e.g., possibilities to combine advocacy work with welfare services):

(1) *To actually be there and work for real in operations will facilitate that we ... we acquire knowledge, much closer from the ground ... and we also become a much more legitimate voice, than if we just stand beside and point to everyone else what they should do.*

while voluntary members use purposeful metaphors to show disintegration (e.g., impossibilities to combine advocacy work with welfare services):

(2) *How can ... [voluntary] members continue to criticize the youth recreation centers in their community, like they did prior to Save the Children took over them? ... now they have muzzles and handcuffs and cannot criticize anymore. Advocacy work ... is hindered.*

The function of these metaphors is interpreted as reinforcing one's perspective in a persuasive way. Employees, however, use purposeful metaphors to express negative evaluations (e.g., resignation):

(3) *I can tell that I have been crushed by this rhetoric [from the leaders] too many times, so I have become like, more and more, you know, ambivalent (...) When I started here I was like, no, we shouldn't perform welfare [services] but now I am, all right, well, is this the only way, then I guess we can do it better [than the public sector].*

Data are rich with purposeful metaphors mainly falling into these three categories. Thereby, the metaphors are used as a potent resource to convey clearly different opinions in the debate.

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### Concreteness effects in open-ended metaphor interpretation

Psycholinguistic research demonstrates that words with concrete referents tend to be processed more quickly and with clearer mental representations than those with abstract referents (Solovyev 2020). This lexical processing phenomenon known as ‘concreteness effects’ has interesting implications for metaphor research, particularly in its bearing on alignment and projective compatibility between a Topic and Vehicle. Our aim is to investigate how these effects manifest in creative metaphor interpretations where participants are unconstrained in entertaining different meanings for them. By treating the interpretations themselves as discourse (Tenbrink 2020), we controlled for Topic concreteness to see if it has a systematic relationship with how many Vehicle characteristics are incorporated into a metaphor’s meaning. In a study of 49 native-level English speakers, we carried out a qualitative analysis of prison, rollercoaster, beast, and maze metaphor interpretations pairing them with Topics of various degrees of concreteness as indicated by WordNorm ratings of Brysbaert et al. (2014) and Muraki et al. (2022). For the interpretation analysis, various exhaustive but distinct Vehicle attributes emerged from the data, where we systematically quantified them by their lexical and phrasal markers. We also asked participants to rate the difficulty of each metaphor on a Likert scale. Results showed a weak but persistent concreteness effect for both inferential multiplicity ( $r(375) = .1389$ ,  $p = .0105$ ) and interpretive difficulty ( $r(375) = .1860$ ,  $p = .0003$ ). Our qualitative oriented discussion delves into the different ways which participants abstracted and concretized Topics and Vehicles, which we believe led to this relationship not manifesting as strongly as concreteness literature suggests. We will ultimately discuss the emergent attributes of the Vehicles themselves in relation to the interaction view of metaphor (Black 1977), where concreteness appears to play a role.

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### **Anti-Vax framings and metaphors: What makes an Anti-Vaxxer?**

WHO named vaccine hesitancy among the top ten 2019 global health threats. The once-small U.S. anti-vax movement grew immensely as the COVID-19 pandemic decreased citizens' trust in public health authorities and pushed social discourse further online. Much research has shown the usefulness of examining the public's frames and metaphors for disease (e.g. Semino 2015, LaParle *et al.* 2021). Online discourse displays quite varied ideologies and medical beliefs among American anti-vaxxers (AAVers). How can health authorities address this diffuse group? Appropriate rhetoric depends on identifying the right frames and metaphors.

This paper examines the frames and metaphors in a corpus of 125 passages gathered from AAV websites, concentrating on the "Naturalnews" website (cited examples are from this site). AAVers appear to share Distrust of the System (government and medical) as part of the basis for an AV stance; they see system-trusters as passive/controlled. This motivates shared metaphoric mappings, such as VACCINATED CITIZENS ARE SHEEP and resulting blends (*sheeple*).

But specific folk medical models/frames vary radically, from privileged parents who believe vaccines cause autism, to AAVers believing that COVID vaccinations inject digital chips, which may track or control the person, or kill them by future button-clicking. Political frames also vary: Nazi sympathizers and eco-advocates both distrust the current Government – for different reasons. Different framings in turn motivate different metaphoric mappings.

This situation resembles Schwartz's (1992) analysis of Feminism as involving a shared skeletal frame (Inequity Towards Women), elaborated very differently by different feminists (Schwartz does not examine metaphoric mappings). The result in AAVer discourse is a cacophony of metaphors, sometimes self-contradictory within a discourse. An open racist displaying swastikas may still metaphorically call American vaccination a "Holocaust" – possibly denying the WWII Holocaust of Jews, it's still their exemplar of government mass killing (though since vaccines haven't caused actual mass deaths, "Holocaust" may be metaphoric for negative social effects). Believers in literal chip-injection can metaphorically see vaccinated people as digitally modified "androids;" and A VACCINE IS A "MYSTERY COCKTAIL" highlights the framing of medical/government *non-transparency* to the public.

In sum, the AAV movement is currently best understood in terms of a skeletal shared frame of System Distrust, elaborated differently by AAVers with divergent understandings of the vaccine, the virus, the government, and medical science. Addressing this group, therefore, requires awareness of commonalities and variation in their political and medical framings, and choice of metaphors appropriate to those framings.

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### **Attention to the source domain of conventional metaphorical expressions: Evidence from an eye-tracking study**

The aim of this study is to explore whether and how the metaphorical status of a conventional expression can be reactivated when elements of the source domain are present in the context. In indirect metaphors the source domain (or literal meaning) is not expressed, as in the sentence *The father cut the budget*. Here, the concrete meaning of cutting (e.g., with scissors) remains latently encoded in the predicate and readers' attention is arguably not required to move from the domain of financial operations onto the domain of physical cuts. Highly conventional metaphoric expressions like this are likely to be processed by means of simple lexical disambiguation of a polysemous (metaphorical) verb (Bowdle and Gentner, 2005). According to Steen (2008a, 2008b, 2015), when such conventional metaphor is used deliberately, it is more likely to be processed by means of comparison (thus by paying attention to the source domain), while non-deliberate metaphors are more likely to be processed by means of categorization (thus by not paying attention to the source domain). Using an eye-tracking experiment combined with a forced-choice semantic relatedness task we investigate whether by adding linguistic material that refers to the source domain (e.g., *father cut the budget like grass*), we can direct readers' attention to the latent source domain of the metaphorical predicate and stimulate them to interpret highly conventional metaphorical expressions by means of cross-domain mapping between two domains. The results indicate that this seems to be the case and that when reactivating the source domain of the metaphorical verb readers direct their attention back to the object (*grass*) rather than to the verb itself and do so significantly more than in the case where there is no source domain activation. These findings shed a new light on the deliberate metaphor theory and provide new insight into the limited empirical evidence in this area (see e.g., De Vries et al., 2018).

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## Visualisation in discourse-based metaphor studies: A case study of visualising metaphor patterning in popular science discourse

Moving away from the tendency inherited from classic Conceptual Metaphor Theory (Lakoff & Johnson, 1980) to prioritise conceptual metaphor in thought, Metaphor Research has increasingly recognised the need to investigate the different forms and functions of metaphor in language and discourse. According to Semino and Demjén (2016), one of the most noticeable developments in Metaphor Research has been the focus on analysing large amounts of authentic data on metaphor in language (p. 4). Consequently, this has imposed a heavier burden on researchers to represent the comprehensiveness and complexity of the data than before. However, so far, the strategies for presenting data are somewhat limited. On the one hand, traditional Metaphor Research has primarily relied on non-visualisation methods such as infographics, frequency tables and quotations extraction. On the other hand, even when visualisation methods are used, researchers usually resort to conventional and quantitative methods such as bar and line graphs. With this in mind, this paper explores different visualisation tools for representing qualitative language data of metaphor in discourse and how using more revealing visualisation methods may benefit Metaphor Research.

Taking textual patterning of metaphor, a typology of how metaphors co-occur and interrelate with one another within a text and across texts (Semino, 2008; Dorst, 2016), as the focus and several *Scientific American* articles as the source data, this paper experiments with inbuilt visualisation tools in corpus software (e.g., *Sketch Engine*, *AntConc*), qualitative data analysis software (e.g., *MAXQDA*), and visualisation software (e.g., *Gephi*) to represent individual metaphor pattern, such as ‘repetition’ of lemma, ‘recurrence’ of the source domain, and ‘extension’ of mapping, and also social network visualising of metaphor patterns of these articles. Preliminary results show that while KWIC concordance displays in *Sketch Engine* and barcode dispersion plots in *AntConc* are effective ways of visualising patterns of smaller scale, the network graph in *Gephi* is capable of visualising an entire metaphor structure in an article. The paper then discusses the potential benefits of these visualisation methods for Metaphor Research, e.g., investigating the structuring of figurative language in discourse and the extent to which it is used to frame and shape public discourse (Burgers et al., 2016).

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**“Bums on the outside, library inside”: an analysis of the intersemiotic (text-to-screen) translation of the “book people” metaphor in *Fahrenheit 451***

This study examines the transformation of metaphor from linguistic to multimodal form in the film adaptation of a novel with reference to Francois Truffaut’s 1966 adaption of Ray Bradbury’s 1957 sci-fi dystopian novel *Fahrenheit 451* (Bradbury 2013; see also Bloom 2001). Focusing on the BOOKS ARE PEOPLE metaphor, the purpose is to explore the following research questions: what kind of adaptation shifts can be observed in the before and after manifestation of metaphors as they were translated from the literary to the cinematic? and how do the shifts impact on the conveyance of messages in the narrative?

*Fahrenheit 451* is chosen as a case study not only because of the prominent role played by a single metaphor in the novel as a literary device and as a bearer of a major theme, but also because of how the film adaptation “laboriously” (Whalen 2007) translates and amplifies this metaphor. Examining the adaptation through the lens of Descriptive Translation Studies (see Assis Rosa 2010), the study will locate, analyse, and compare the linguistic metaphor in the source novel and the corresponding multimodal metaphor in the film. Besides the close textual analysis of both the novel and the film, one important method used to identify, categorise and evaluate the cinematic metaphor is based on Forceville’s and Fahlenbrach’s theories on visual and multimodal metaphor in film and other “moving image” media.

One expected outcome of this research is to demonstrate a range of different possibilities for the intersemiotic translation of metaphors from a literary context into another medium such as cinema. Some of the possible procedures include omission, retention, straight adaptation, creative adaptation, adaptive invention and so on. This showcases not only the malleability of metaphoric expressions, but also how the intermedial conversion of metaphor can be an opportunity to enhance certain themes in the narrative or accomplish something innovative while still adhering to the fundamentals of storytelling.

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### **Integrating CL-orientated practices into a postgraduate TESOL programme: challenges and opportunities to move beyond the GRAMMAR IS A RULEBOOK construal**

The integration of CL-orientated practices to develop learners' metaphoric competence has been slow to reach mainstream L2 textbooks and classroom practices (Piquer-Pirez & Alejo-Gonzalez, 2020). Proposed reasons for this include strong commercial interests of textbook publishers, lack of coverage of CL principles in teacher development sessions, and the predominance of grammar being construed in educational contexts and public discourse debates as a model of rules and constraints: GRAMMAR IS A RULEBOOK (Cushing, 2019).

In this talk I will outline how over the course of a year I introduced and integrated aspects of CL into two knowledge about language courses ('Description of Language' and 'Language Learning for Children with an Additional Language') of a large postgraduate TESOL programme with over 180 students at a university in Scotland. I will show how I worked with this group of international student-teachers using an embodied, multimodal approach, supported with digital technology, to help develop the student-teachers' own metaphoric competence and metalinguistic understanding, a prerequisite for developing the metalinguistic competence in their own learners. To illustrate this, examples of the student-teachers' work on prepositions, phrasal verbs and modality will be shown.

To explore the effectiveness of this approach to enhance student-teachers' metalinguistic understanding I will also present the perspectives of the student-teachers as they codeveloped these resources. The findings from a survey and group interview show that although the student-teachers responded positively to the approach and reported they would apply the approach to their own teaching, challenges with regards to its applicability and compatibility with the student-teachers' own construals of grammar as a system of rules and constraints remain.

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### Face metaphors and face claims in Italian public discourse

The popularity of social media, the rise of cancel culture and the development of shaming practices demonstrate that people intensely observe and evaluate each other. One means of expressing these acts of attention are metaphors involving face, that is, a part of the body that identifies a person (according to the metonymy THE FACE FOR THE PERSON, Lakoff and Johnson 1980). Developing an approach different from the model of “facework” proposed by Goffman (1954), further developed by Brown and Levinson (1978/87), in this paper I focus on the conceptualizations underlying the Italian expressions "perdere la faccia" (to lose face) and "salvare la faccia" (to save face). The basic research question is: what kind of cognitive metaphor(s) is/are reflected in the patterns of use of these expressions? The linguistic material consists of excerpts of public discourse, collected in the itTenTen20 Italian language corpus. Using the methods of corpus linguistics, the concordances of the expressions "perdere la faccia" (to lose face) and "salvare la faccia" (to save face) were distinguished. The analysis of extended contexts (Krippendorff 2004) made it possible to reconstruct cognitive “scenarios” (Musolff 2006) that account for different ways of managing the face claims. A preliminary overview of the excerpts shows that the expressions "perdere la faccia" (to lose face) and "salvare la faccia" (to save face) occur in two distinct scenarios and can be considered realizations of two cognitive metaphors. Combining the theoretical concept of metaphor and frame, Innocence-Guilt Frame and Honor-Shame Frame were distinguished (see Benedict 1946; Cohen et al. 2011). The cognitive metaphor RESPECT IS FACE fits into the Innocence-Guilt Frame. In this case, the basic mechanism of social control is the concept of guilt and efforts to avoid it, so to restore the state of innocence, i.e. the basis of respectability. According to the relevant scenario, guilt provokes loss of face; however, face can be saved through reparative behavior. The cognitive metaphor HONOR IS FACE fits into the Honor-Shame Frame. The basic mechanism of social control is the concept of shame and the consequent attempts to preserve honor and good reputation. Shame provokes loss of face; however, face can be saved through withdrawal behavior. The quantitative and qualitative differences between the attestations of the two metaphors, as well as the sometimes surprising overlaps between them, provide insight into culturally conditioned face claims and reactions to them in public discourse.

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## **Metaphors of COVID-19 in public discourse: A cross-linguistic and crosscultural gain-loss framing perspective**

Metaphors are both cognitively and culturally motivated (Kövecses, 2003) and can serve as an effective framing device (Burgers, Konijn, & Steen, 2016; Lakoff, 2002). Similarly, gain and loss framing has been shown to effectively shape public health behaviors (e.g., Cho & Boster, 2008; Cho & Choi, 2010; Gallagher & Updegraff, 2012; Kim, 2012) based on the Prospect Theory of human decision-making (Kahneman & Tversky, 1979). This study aims to synergize these two influential theories of human cognition and behavior. We analyze how metaphors can frame COVID-19 issues from either a gain or loss perspective in health communication.

Our cross-linguistic and cross-cultural study is based on the comparison of COVID-19 metaphors in the Hong Kong SAR (HK) and the UK and the assumption that the choices of metaphors and frames depend on the socio-cultural contexts. Two corpora were compiled for this study: 1) the HK Chief Executive's public speeches in Chinese (42,015 words) addressing COVID-19 issues and 2) the UK Prime Minister's public statements in English (87,359 words) at COVID-19 press conferences. We aim to explore both the similarities or differences in these two corpora and their implications of the cross-linguistic and cross-cultural influence on metaphorical framing in public health campaigns.

COVID-19 metaphors and the associated gain/loss frames will be identified with a bottom-up approach. Preliminary analysis of WAR metaphors of Covid-19 shows that the HK Chief Executive used more gain-framed WAR metaphors than the UK Prime Minister (NR = 78.31 vs. 35.49, LL = +98.23, LR = +1.14) to emphasize the aspect of 'fighting the pandemic and protecting the Hong Kong citizens through vaccination'. By comparison, the UK Prime Minister used more loss-framed WAR metaphors focusing on the 'threat, struggle, and damage caused by the pandemic' than the HK Chief Executive (NR = 8.81 vs. 5.00, LL = -5.87, LR = -0.82). The differences may be attributable to the different governmental responses to the pandemic. HK implemented strict prevention and control measures with lower infection rates and individual losses; thus, the collective gain of fighting against the pandemic was emphasized.

The UK government, however, followed the herd immunity principle, and the UK citizens resisted social control measures, leading to a relatively higher risk of infection and individual losses. These findings reflect that WAR metaphors' gain and loss framing is attributable to the targets of gain and loss (e.g., collective gain vs. individual loss). Further cross-linguistic analysis of Chinese and English metaphors of Covid-19 will be conducted, and implications on the strategic deployment of metaphors in different cultural contexts will be proposed.

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## A comparative study of metaphors of cancer and Covid-19 prevention in UK newspaper

Metaphors are often used in public health communication because they can serve to enhance the public's understanding of the nature, causes and solutions of the illness (Demjén & Semino, 2017). In the discourse of disease prevention, military metaphors have received much attention. For example, Hauser & Schwarz (2015 & 2020) studied cancer prevention discourse and found that war metaphors may have negative impacts on the engagement in preventative measures, such as self-limitation since they promote the 'fight' against cancer. Similarly, military metaphors are used extensively in Covid-19-related prevention discourse, but other innovative metaphors are also present. For instance, the bubble metaphor is frequently mentioned in the New Zealand government's expression of the lockdown and its policies, such as 'stay local, in their bubbles' (Trnka & Davies, 2020; Burnette & Long, 2022).

My study aims to address how the news media in the UK metaphorically construct cancer and Covid-19 preventative measures. To this end, corpus-based discourse analysis of news reports related to these two themes was utilised. The data is being collected from a total of 1000 news articles from five British newspapers and two corpora (cancer prevention discourse corpus & Covid-19 prevention discourse corpus) are being established, each containing 500 news articles. In this paper, I report on a preliminary study of a sample of the dataset. Integrated corpus-based tools Wmatrix (Rayson, 2008) and Sketchengine (Kilgarriff, et al. 2014) were employed. The former labelled each word with a semantic domain and semantic groups that are unexpected in health discourse were manually examined to identify possible metaphors while the latter was used to analyse lexicogrammatical patterns of dominant metaphorical expressions (Koller et al., 2008).

Preliminary research suggests that violent and constraint vehicle groupings occur in both corpora. However, violence metaphors dominated the cancer prevention discourse while there were more constraint metaphors in the Covid-19 corpus.

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## **A BATTLE or a JOURNEY? A metaphor analysis of gendered ageing perceptions in two British health magazines**

It has been discussed that the framing of ageing in discourses in English could be problematic. For instance, *tsunami*, *anti-ageing*, and even *age - friendly*. With the UN Decade of Healthy Ageing 2021-2030 being launched, discourses surrounding the concept of AGEING need close investigation. This case study seeks to explore how potential metaphors contrast along gender are used to talk about ageing based on data from the *Men's Health* and *Women's Health* magazines released in the UK. We attempt to address two research questions: 1) What metaphors are used in talking about ageing? 2) What metaphors are more common in what genders?

The paper is grounded in Conceptual Metaphor Theory. We use *old age* as the search term in both magazines operated on the platform *Pressreader*, yielding a pool of 515 articles altogether. We adhere the Metaphor Identification Procedure Vrije Universiteit (MIPVU) for seeking out metaphor candidates combining manual and software (AntConc) analysis. In talking about ageing, our data show that the BATTLE scenario (*fight, escape, iron grip, destruction, defeat, march, etc.*) appears to be most common in *Men's Health* but JOURNEY (*approach, the way, road map, reach, route, hurdle, cruise, etc.*) in *Women's Health*. The findings reveal that fighting discourse and the medicalisation of ageing are overtly promoted in men. We highlight that a BATTLE scenario affords men bravery in the fight by being *bulletproof*, or a *gladiator*. However, the societal pressure of ageing that women experience is insidious, for instance, the JOURNEY can be dictated by an existing *road map*. This case study demonstrates the importance of culture in metaphor use. Also, this study advances current research in ageing metaphors with recent contrastive data as intersection of social values and individuals' lived experiences. As such, it may contribute to healthcare communication where ageing perceptions arguably impact health behaviours.

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### **The new coronavirus in the German press: A functional, text-typological perspective**

Popularisation is a functionally complex phenomenon, characterised by a reformulation and recontextualization of scientific knowledge published in primary texts (Bongo / Caliendo 2019; Gotti 2014), so that it becomes accessible to a wider audience. This latter is generally not interested in acquiring the whole knowledge system of the scientific field, but rather in understanding selected topical issues. The way the same concept is presented in popularising news articles might also vary according to the aspects of the phenomenon that are perceived as more problematic in a specific historical moment. Theoretical issues and methodological approaches are not debated, as in popularisation both discussion and innovation in the theoretical background, which distinguish research (Gotti 2014), are absent. From the perspective of metaphor analysis, however, its interdiscursivity (Garzone 2019) is particularly interesting, as it might be reflected in metaphor use and/or frequency. Moreover, in this process of reformulation and re-contextualisation, such as in every other field of communication, metaphors play different functions, which might, in turn, mirror the features and general function of the genre. Following pragmatic approaches to the Conceptual Metaphor Theory (Lakoff / Johnson 1980), the link between metaphor analysis and (specialised) genre classification has become an important field of investigation (Berger 2016; Skorczynska / Deignan 2016 among others). Moving from the assumption that metaphorical language is pervasive at every level of scientific communication (Brown 2003; Drewer 2004; Hermann / Sardinha 2015) and that (specialised) genre differentiation requires a multi-dimensional approach (cfr. Brinker et al. 2014; Gotti 2014 among others), this paper aims to analyse the metaphors used in popularised articles on the new Coronavirus in the German Press, compare them with those used in the primary (English) research papers on the same topic, as well as with the ones used in medical German textbooks and highlight their functional contribution to the definition of the popularising news article as a genre.

The methodology used to identify the linguistic metaphors is the MIPVU (Nacey et al. 2019; Praggeljaz Group 2007; Steen et al. 2010). Following research questions will be addressed: What metaphors are used and how are they linguistically expressed? Are they used deliberately or non-deliberately (Steen 2015; Reijnierse et al. 2018)? Are they also visual (Forceville 2017)? What is their function and how does this function relate to the one of the genre(s) under investigation?

The corpus is based on selected articles from two German weekly magazines, *Die Zeit* and *Der Spiegel*, collected from the beginning of the pandemic in March 2020, which will be compared to German textbooks and selected research papers on SarS-CoV-2.

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# Posters



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### **Drug abuse metaphors as the source of humour in Slovene stand-up comedy**

I presume that humorous metaphors possess the same characteristics as non-humorous metaphors. However, the attention of this research lies in the intentions of the speaker to be funny, the context, and an addressee's evaluation of the metaphor (perceiving something as humorous or not). According to the General Theory of Verbal Humour (Attardo & Raskin, 1991), humour arises on the basis of an incongruity between two semantic scripts, and the resolution of that incongruity causes something to be experienced as funny. In research on humorous metaphors, these scripts are typically described as the target and source domains. The GTVH posits that, for humour to work, the two scripts (a) have to overlap in some way and (b) should be opposed to each other.

In this qualitative research I will try to answer the question of how drug abuse metaphors are used as a source of humour in Slovene stand-up comedy. I will present (1) identified semantic instruments of humour in stand-up performances that highlight, resemble or change basic meanings of language expressions such as metaphors, metonymy, repetition, hyperbole etc. (2) focusing on drug abuse metaphors that serve as a source of humour, and (3) describe the functions of metaphors about alcoholism and other drug abuse identified in the transcriptions of selected videos.

For example, in one of the video the comedian is talking about a celebrity who attended the marathon in Ljubljana and in the end the mayor of the city where the marathon took place and who was previously accused of taking bribes and money laundering publicly congratulates her for finishing the marathon. The comedian says: "*He shook her hand and hugged her, but she was so tired that she had to lean on him. So, he supports her. I also need support sometimes (laugh). But in other circumstances.*"

The use of an evaluative humoristic metaphor (in)directly casts an opinion about a certain political object and the issue of corruption in Slovenia. The humorous effect is achieved by opposing (literal and metaphorical) meanings of verbs *to lean on* (physically – literally, or emotionally/opportunistically – metaphorically), and *to support* somebody or something (physically – literally, metaphorically (when being drunk) or emotionally – metaphorically). In addition, the comedian is implying that not being in this corrupted circle leaves him with nothing else but to get intoxicated.

I am using previously transcribed Slovene stand-up performances which were annotated for metaphor, metonymy and idioms. The specifics of spoken language and Slovene language *per se* required adaptations of the MIPVU Protocol annotation scheme (Steen et al. 2010).

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**‘We need to be aware of where the changing landscape is leading and get on board’ A study of metaphors used by lecturers in a higher education context to describe their engagement with and affective reactions to educational technology innovation in their professional lives**

This paper reports on qualitative, interview-based study undertaken in one higher education institution to gather data on lecturers’ educational technology use in their professional practices and in teaching and working with students. A metaphor analysis was included as part of the research design and applied to the spoken data to explore the following: the lived experience of managing the challenges of technology use and innovation, shared ways of talking about educational technology use in teaching and working with students with an emphasis on affective factors - attitudes, values, and concerns of respondents.

As a backcloth to the study, a critical review of salient metaphors influencing education policy associated with educational technology innovation is included.

Topic, context and user identity are central to understanding metaphor production and how metaphors may function and vary in social interaction (Cameron and Maslen, 2010; Semino, 2008). Selected metaphors from the spoken data are presented and discussed in relation to the research aims. For example, evolution and journey metaphors were commonly used in connection with change and innovation but also indicated concerns about keeping pace, meeting institutional requirements and the perceived demands of technologically aware student generation. Educational technology can be ‘liberating’ and ‘open up’ new possibilities but there is also a ‘flip side’ that incurs additional responsibilities. However, it is regarding their roles and agency as teachers in the digital age that conventional and novel metaphor use reflect adjusting attitudes to learning and teaching in the modernising academy.

A finding was the limited influence that top-down, official discourses on ‘digital literacy’, for example, appeared to have on participants’ talk; lecturers were given to describe and explain their practices in their own contexts, rarely making explicit links to institutional discourses.

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### **Body metaphors in music descriptions. A study of the Latvian musical thought**

The aspect of embodiment, as Kövecses has argued, is “perhaps the central idea of the cognitive linguistic view of metaphor and .. of the cognitive linguistic view of meaning.” (2010: 18) Also, studies from cognitive sciences to musicology and etnomusicology have argued for the embodiment of music perception, listening and performing (e.g., Baily 1995, Iyer 2021, Van der Schyff et al. 2022).

In this paper, I propose two research questions:

- Considering metaphorical mappings in the contextualization of music, what is the significance of the source domain of body in such mappings?
- What are the characteristics of body metaphors in the written discourse of Latvian musical thought?

The two datasets – two musical yearbooks published during the decades of post-WWII – represent the historical discourses of the Soviet totalitarian regime and the refugee diaspora community. Both datasets include musical thought printed in the 1970s (over 200,000 words per corpus). The theoretical framework of the study is based on the Conceptual Metaphor Theory (Lakoff and Johnson 2003). The methodology is derived mainly from corpus linguistics (Deignan 2005).

It is evident from preliminary results that bodily experience makes one of the more prominent experience domains in musical descriptions from a quantitative perspective. Both the Soviet and diaspora musicologists describe frequently the face and facial features of music. Other body parts, such as shoulders, remain idiosyncratic rarities in music descriptions. The qualities of ‘elastīgums’ (flexibility) and ‘vijīgums’ (being supple) are much more frequent musical descriptors in the Soviet corpus, meanwhile the few examples in diaspora corpus are found only as a source domain mapped on the target domain of music. ‘Vingrs’ (being fit/lithe) appears in both corpora, but mostly in non-metaphorical contexts. In both corpora, ‘pulsējoša’ (pulsating/throbbing) music is common. The Soviet corpus stands out with ‘tonuss’ (muscle tone), used exclusively in musical descriptions, and ‘glāstoša’ (caressing) music, while the diaspora corpus lacks any such occurrences.

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### **Metaphor and persuasion in *tweets* on covid-19 prevention measures**

Even though the worst period of the COVID-19 pandemic is over, the efficacy of preventive measures against the virus is still being discussed. Social networks, especially Twitter, are the most fruitful environments of discussion about the theme. We depart from the idea that both textual and political aspects may influence metaphorical texts' understanding and the reader's decisions regarding preventive measures against the virus. Our goal was to analyze the persuasive power of metaphorical texts, considering tweets as a textual genre, and the person's political views with respect to preventive measures against COVID-19, such as the use of masks and vaccination. Considering that such decisions - wearing masks and vaccinating - might be motivated by both linguistic/conceptual, and political factors, the metaphorical language's persuasive power was analyzed in relation to the participants' political views and their disposition to preventive measures (vaccines and masks). We developed a task in which participants were asked about their comprehension of a thread containing metaphors of war, a text with metaphor of sports, and a control text with literal language. In the task, participants (N= 281) were asked to analyze the problems and the solutions proposed by scientific communicators about common preventive measures during COVID-19 pandemic. Data were collected online, through questionnaires and Likert scales. Our results suggest that most of those who already agree with the ideas claimed the thread to be persuasive, especially the one conveying war metaphorical framing. Metaphorical language has influenced the answers, as war metaphors have been shown to be considered more persuasive, followed by sports metaphor, and finally, literal language was considered the least persuasive. These results corroborate previous findings on the persuasive power of metaphor on health public discourses. Results also point to differences in participants' performances according to their political views and disposition to COVID preventive measures (vaccines and masks).

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### Multimodal metaphor and climate change activism

Climate change is an abstract phenomenon whose long-term consequences are often difficult for many to connect with. Yet, metaphorical framing can affect attitudes toward climate change, and influence willingness to change behavior to mitigate ecological risk (Matlock et al 2017). Environmental activists have created a robust discourse, especially multimodal (image-text) artifacts, in an attempt to persuade the public that climate change is a pressing issue that requires immediate action. I focus on artifacts produced by a group called Extinction Rebellion (XR), an environmental activist network attempting to mobilize citizen engagement. I investigate the underlying figurative mechanisms used in XR’s posters (available online) to analyze the specific combination of conceptualizations present in their discourse. Particularly germane is how profiling mechanisms such as image schema and metaphor (Lakoff & Johnson 1980; David, Lakoff & Stickles 2016) facilitate the reframing of climate change consequences. In doing so, the posters encourage viewers to align with the conceptual viewpoint (Dancygier & Vandelanotte 2017) of XR. I argue that XR’s heavy reliance on patterns of embodiment motivate viewers to reason about climate change, forecast the risks of its effects, and consider interceding to alter its current trajectory.



Figure 1



Figure 2

Unlike many metaphorical depictions of climate change consequences that focus on elements in the environment, such as an ailing Earth in need of care (Dancygier, forthcoming), XR posters often place human elements at the center of the posters that they create. Conflating the human form and the natural world capitalizes on embodied reasoning, and provides a means of conceptualizing climate change in a visceral and accessible way. Examples include a melting glacier represented via a human barely able to remain afloat, alongside the imperative, “Act Now” (see Figure 1), or a swarm of bees arranged into the shape of a human skull (see Figure 2). Through multimodal metaphor (Forceville & Urios-Aparisi 2009), climate change, a nebulous and temporally distributed concept, is recast as concrete, proximal, and salient. Depictions of relevant human body parts, such as a drowning face, or a skull, and their concomitant metonymic and metaphoric associations facilitates viewers’ grasp of the experiential impact of climate change consequences. The posters thus provide an exigency that orients viewers towards a perspective in which engaging in climate change amelioration would be tantamount to saving a human life, a choice that perhaps feels more instinctively pressing than tending to a metaphorically burning planet.

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**«c'était comme une malaDIE con[tagieuse]» - Metaphors and morality in young women's health discourse in Côte d'Ivoire**

This contribution investigates the sexual and reproductive health discourse of young Ivorian women by focusing on the use of metaphors and metaphorical expressions. Based on interactions that reflect the public discussions in media, academia, and society in general, my research analyzes mainly the issue of sex education and pregnancies in school context in Côte d'Ivoire. Here, sex education is often perceived as a 'taboo' topic, and its lack is considered one of the principal reasons for pregnancies in the school context. Even though motherhood is generally associated with social prestige, these pregnancies are frequently seen as a social problem for the future of young girls (Codjo, 2016; Dagnogo, 2014; Gogoua, 2015; Hugon, 2005).

In my contribution, I will provide insights into my ongoing dissertation by elaborating on how participants use metaphors and metaphorical expressions to talk about these issues and express moral concerns. As linguistic devices, metaphors and metaphorical expressions are often used to express one's opinion and to communicate attitudes or evaluations (Schwarz-Friesel, 2015, p. 143). Furthermore, their ability to highlight or hide certain aspects (Lakoff & Johnson, 2003, p. 10) makes them particularly useful in interactions involving potentially conflictual topics, i.e., interactions concerning sensitive and/ or 'taboo' topics (Spieß, 2014, p. 37). The preliminary findings suggest that metaphors and metaphorical expressions are part of the participants' linguistic devices that contribute to the emergence and negotiation of moral concerns, which can be understood as moral communication (Bergmann & Luckmann, 1999) or doing ethics (Drescher, 2020, 2022). The data corpus was gathered between 2020 and 2022 through audio-recorded interviews and focus group discussions with Ivorian women with and without pregnancy experience at school. These data were subjected to qualitative analysis using mainly interaction analysis.

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### Metaphorical conceptualizations of emotions in epression: A case study

Depression is a grievous psychiatric illness characterized by anhedonia, the inability to experience pleasure. Psychological symptoms manifested are highly abstract, the descriptions of which thus rely upon figurative speech, especially conceptual metaphor.

Emotion metaphors, especially embodiment, were explored in Lakoff's up-down analysis (1980). His view that metaphors stem from experience and have neural correlates (2009; 2014) is, in particular, supported by Xie et al.'s (2015) experimental results revealing that vertical spatial detection could be facilitated by thinking of a positive/negative emotion word. However, most of the literature has only looked at conceptual domains separately; associations bridging different emotion conceptualizations aren't well understood.

As depression involves a staggering variety of emotions, it is of major linguistic interest to navigate the less-traveled terrain situated at a higher level that encompasses various metaphors. By analyzing a depressed patient's written, first-person account (in Mandarin), this case study aims to not only construct distinct source-target domain mappings of the emotions depicted, but to also establish a more general conceptualization that encapsulates them.

In this talk, I will show that feelings of *emptiness*, *heaviness*, and *despair* can be connected, despite *empty* and *heavy* appearing to be mutually exclusive states (only the free translations are given here):

*Emptiness: THE PATIENT IS A VOID*

"I've become deflated. My body and mind are deteriorating fast."

*Heaviness: THOUGHTS ARE GRAVITY*

"What was dragging her into the river then is also rapidly pulling me downwards."

*Despair: DEPRESSION IS DARKNESS*

"Alone, tottering through a dark, deadly abyss."

One sees in the seemingly opposing *emptiness* vs *heaviness* imagery that "void" can be bridged to "shrunk" and then "collapse", which carries the connotation of "down", linking to weight and heaviness. Intriguingly, these metaphors can be captured with the physics concept "*gravitational collapse*" where matter implodes due to its own gravity, which can result in black hole formations. In the case of depression-related experiences, the patient's thoughts are the gravity that deflates his perceived being, mercilessly sucking him into sheer darkness and ultimately leading to the conception that life has become an inescapable black hole from which the only getaway is death. That is, there is indeed a higher-level conceptualization in which distinct metaphors are enfolded, namely that LIFE IS A BLACK HOLE. As such, this holistic approach provides invaluable insight into depression through an empathetic lens, for language is a powerful window to the mind.

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## Humorous visual metaphors in print advertisements

Attardo (2015) states that metaphors can be funny due to different pragmatic or semantic reasons establishing the next typology: funny metaphors, metaphors with funny referents, un-metaphors, mixed metaphors, overdone metaphors and antanaclasis. Depending on the type of humorous metaphor, a given theory may explain the processes implied. For instance, Oring's Humour Theory can elucidate humorous metaphors because they present partially resolved incongruities whereas Grady's Primary Metaphor Theory can explain overdone metaphors because they contravene primary metaphorical mappings. Although humorous metaphors have been analysed in the verbal corpus from different points of view, (for example: Xu et al. 2022; Schoos & Suñer, 2020; Piata, 2016; Dynel, 2009; Mio & Graesser, 1991), few are dedicated to the visual corpus. For this reason, the present research analyses visual examples of humorous metaphors in commercial print advertisements because, according to Forceville (2017), they are good case studies due to the unambiguous goal. Specifically, as Frazer et al. (2002) and Choi et al. (2018) highlight that humour is the most frequent value-expressive appeal in the awarded advertising, the corpus examined was from El Sol, the main Ibero-American contest. Humorous visual metaphors were found among 400 winning adverts from 2013 to 2022 and they were examined and classified. Besides, since incongruity seems the key factor of funny metaphors, the types of visual incongruities defined by Schilperoord (2018) were tested to find out which one might be humorous. By investigating humorous visual metaphors in print advertisements, this research addresses the long-standing debate on the relationship between humour and metaphor.

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### **Metaphorical Symbolspeak in visual political communication**

Symbolspeak, i.e. deliberate manipulation of symbols, is a ubiquitous production in multimodal meaning making in (non)digital environments. The current study explores the possibility of employing verbal-centric theories to investigate visual communication towards the identification and analysis of visual metaphorical symbolspeak across several layers of multimodal discourse. Specifically, this article examines election campaigning via multimodal manipulation based on two principal focuses: first, to set forth the notion of ideational, interpersonal and compositional symbolspeak as an integrated manipulative tool for deception and illegitimate persuasion in political communication. A multimodal discourse-maker encodes ideational/representational, interpersonal and textual/ compositional meanings in semiotic artefacts by choosing different elements from transitivity, mood, modality and cohesion in the linguistic mode, from social actors, social actions, image vector, contact, social distance, gaze, attitude, information value, salience and framing in the visual mode, and then makes all these elements interact with each other in order to manipulate either complementary or non-complementary semantic intersemiosis. Second, by triangulating a multimodal critical metaphor approach to symbolspeak, we apply this multidisciplinary framework to representative samples of 2012, 2016, 2020 American Presidential Campaign (sub)-genres such as Presidential Debates and Presidential Campaign Commercials. The overall aim is to identify, analyse metaphorical symbolspeak representations constructed through multimodal discursive strategies and verbal-visual intersemiotic complementarity, and to expose the legitimation of hidden ideologies, values or stereotypes reflected on sociocultural structures.

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### **Novelty in the meaning of metaphors**

Metaphors play a crucial role in shaping our understanding of the world. Yet, despite their significance, relatively few studies have investigated their imaginative and creative dimensions and how they convey meaning in an evocative manner. While original metaphors allow us to see something which has not been exposed before, the new perspective also brings aesthetic qualities of restlessness and motion (Derrida, 1974; Ricoeur, 1978, Gallagher and Lindgren, 2015). Despite the wide recognition of the *shock* that a metaphor creates (Black, 1962, Geary, 2012), which is an outstanding characteristic of metaphor, the principal studies of metaphor remain focused on metaphor as a representation which rely on conceptual structures.

This paper will explore the role of novelty in understanding metaphors and how it contributes to our cognition. It will discuss what features of metaphor contribute to the creation of new meaning and how the process of meaning creation arise from newness and creativity. Using Peirce's (CP 2.222) semiotic, the paper will discuss the surprise and spontaneity upon which new metaphors rely and the pre-existing connection that needs to be discovered. My analysis of creative metaphors reveals that the newness of experience is central to explaining how metaphors come into existence. Using epistemological interpretivism, the research explores the creative messages that include original metaphors and how they influence emotional appeal and pleasure, using examples from campaign advertising as public discourse. The paper will attempt to explain why we 'consume' some metaphors by 'having a feel' and searching for clarity rather than accepting the 'falsity' that is created.

The paper will offer a new perspective on the role of novelty of meaning in shaping the interpretation and effectiveness of metaphor in climate crisis campaign advertising and emphasise the role of metaphor in creating unique and memorable experiences for the audience.

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### **Know your onions: The role of metaphors in meaning interpretations of English idioms**

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 proficiency in a language. Acquiring idioms, however, is often complicated by their highly metaphoric (e.g., Gibbs & O'Brien 1990) and frequently non-compositional nature, i.e., non-transparent, lexical units (cf. Nunberg, Sag & Wasow 1994). In other words, the meanings of the lexical items constituting an idiom do not 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). Previous research has shown that an equivalent L1 idiom as well as the awareness of a conceptual metaphor underlying the meaning of the idiom may have a facilitating impact on comprehension (Irujo 1986; Milton 2009; Boers 2000). However, little attention so far has been given to how learners make sense of novel idioms

In order to explore this, our study investigates how advanced L1 German learners of English make sense of idioms that they do not know in comparison with L1 English speaker understandings. In detail, the study tackles the following questions:

- 1) To what extent does L1 equivalence on a) the lexical level and b) the metaphorical level influence the interpretation of unknown English idioms?
- 2) To what extent do conceptual metaphors contribute to the successful comprehension of idioms that both learners of English and L1 speakers of English declare as unfamiliar? If so, which metaphors appear to have a facilitating effect?

The data of the study is based on a questionnaire asking for familiarity of an idiom (yes/no) and meaning descriptions. Overall 100 idioms were tested with overall 90 advanced learners of English (L1 German) and 90 L1 English speakers. Preliminary results indicate that certain idioms trigger a high number of mismatches between the respondents' reported familiarity (yes/no) and their meaning associations. These mismatches will be the focus of the analysis as they are particularly relevant for answering the research questions.



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***Hidden Traces and Secret Paths: WRITING AS A JOURNEY in Michel Butor's interviews***

Recurrent in literary criticism, the journey metaphor for writing may seem to be less relevant for oral discourses. At the same time its target domain, the *writing*, is not restricted to writing practices but refers to the creative use of language in the cultural semiotics paradigm (R. Barthes, U. Eco, J. Lotman), its conception being based on Lévi-Strauss' theory of culture and language as two parallel modalities of the human thought (Lévi-Strauss, 1958). Metaphors for writing are thus susceptible to provide better knowledge of other artistic and cultural phenomena.

This poster presentation investigates the *WRITING AS A JOURNEY* metaphor in a number of interviews given by Michel Butor (1926–2016), a French academic, novelist, poet, critic, and the founder of 'literary geography' (Calle-Gruber, 2007). Having explored the analogy between writing and travelling in *Passing Time (L'Emploi du temps, 1956)* and *Changing Track (La Modification, 1957)* Butor abandoned the genre of novel in 1960. Addressing directly the reading audience his interviews constitute an important part of his public discourse and a reliable source of first-hand knowledge.

Constructed on the basis of the genre criterion, the corpus of the study consists of five interviews recorded in different years (Mélançon, 1975; Sicard, 1976; Jean, 1992; Séry, 2001; Viard, 2016). The study aiming at interpreting and explaining the journey metaphor for writing in the interview discourse, the research methodology includes MIP (Pragglejaz group, 2007) and conceptual blending (Fauconnier & Turner, 2002; Gréa, 2002). 42 metaphorical expressions representing writing as a journey were identified in the corpus. The preliminary results show that both the writing process (e.g. *s'embarquer dans une aventure de l'écriture* 'to embark on a writing adventure'; *le trajet linéaire d'un roman traditionnel* 'the linear path of a traditional novel') and its impact (e.g. *rencontrer son lecteur au coin de la page* 'to meet the reader at the corner of the page') are cognized and communicated in terms of journey. However, the journey metaphor conceptualizes the impact of writing (24 identified metaphorical expressions) more often than its process (18 expressions) demonstrating the priority of its communicational, interpersonal, and, more generally, social aspect. We estimate that the cognitive potential of the journey metaphor may be as well relevant for studying the metaphorical conceptualization of contemporary artistic practices (poetic readings, performance, street art, graffiti, etc.) in the interview discourse.

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### **Metaphors of international relations used in political cartoons in Taiwan under Japanese rule**

Nations can be personified, and international relations can be described metaphorically. The way they are described in public discourse influences people's thoughts and actions and has the power to change the world order. This study analyzes metaphors used in the political cartoons drawn in Taiwan under Japanese rule to understand the Japanese view of international relations at that time. Japan's position in international relations has been unique throughout modern history. Japan adopted a policy of isolation from 1639 to 1854, modernized rapidly after the Meiji Restoration in 1868, and expanded its territory after the Sino-Japanese War of 1895 and Russo-Japanese War of 1904 by colonizing Taiwan from 1895 to 1945, and Korea from 1910 to 1945.

The political cartoons drawn by a Japanese cartoonist in Taiwan under Japanese rule used metaphors of small/big and child/adult to explain the balance of power in international relations. They used these tropes to describe the colonized/colonizer, Japan/great powers, and are very much in line with the postcolonial theory. However, a peculiar feature of these cartoons is that they depict the Japanese as a small boy. Certain characters may be used to personify a nation, such as Uncle Sam personifying the United States, or even the leaders themselves, but it is uncommon to use a small boy as a national self-personification. The reason for this can be explained not only by Japan's historic position in relation to Western countries, but also by the tradition of small boys having supernatural powers in Japanese folklore. The idea that a small boy has a certain supernatural power exists in various cultures, but it is a core part of Japanese culture.

This study analyzes political cartoons drawn in Taiwan under Japanese rule, introduces the concept of the small boy in Japanese tradition, and elucidates Japan's history and international relations through the metaphors used in public discourse.

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### **The route Lithuania-Siberia-Lithuania: JOURNEY metaphor in the Lithuanian feature film "Excursionist"**

The aim of the presentation is to analyze the manifestation of JOURNEY metaphors, grounded by Source-Path-Goal (SPG) image schema in Lithuanian feature film "Excursionist". The plot of the film is based on the historical events happening during soviet times in Lithuania, when thousands of people were executed and deported to Russian Siberia. The story of one ten years old girl, who escapes from a deportee e train and goes on a 6000 km long journey back to her homeland, represents traumatic experience of the entire Lithuanian nation. The research is based on Ch. Forceville's theoretical assumptions (2006, 1011, 2016) where the possibility to analyze the expression of the SPG image scheme structuring people's thinking and behavior not only in verbal, but also in visual or audiovisual (multimodal) discourse, is argued. Three interacting levels of the SPG image scheme – STORY, JOURNEY and QUEST are identified and analyzed. The SPG image scheme is fundamental, forming the basis of conceptualization and meaning-making processes. It structures the JOURNEY concept, which includes: starting point, trajectory, destination, models the concepts of PURPOSEFUL LIFE and STORY. The analysis is developed under the application of Conceptual Metaphor theory (Lakof 1987; Johnson, 1987), FILMIP (Filmic Metaphor Identification Procedure) by Bort-Mir (2019) and Ibáñez-Arenós, Bort-Mir (2020). The research reveals, that interplay between the levels of QUEST and JOURNEY foregrounds the metaphor QUEST IS JOURNEY.

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### "Alpha men": Hypermasculine roles in political cartoons

In the field of visual politics, articles on the representation of political leaders often emphasize the hypermasculinity as a strategy of image building that can convey credibility (e.g., Waal 2007), in doing so, George W. Bush (e.g., Coe et al. 2008), Donald Trump (e.g., Page 2020) and Vladimir Putin (e.g., Cassiday & Johnson 2012) are considered among the most macho men. In recent studies on Viktor Orbán's official media representation on Facebook and Instagram (Farkas & Bene 2022, Linnamäki, 2021, Szabó & Farkas 2022, Szebeni & Salojarvi 2022), performative masculinity was examined in the context of populism, and Orbán's traditional masculine role could be demonstrated through the pictures of man spreading, the lack of women, militarism, sport, and the consumption of manly food and drink.

Masculinity as a theme appeared in the research of political cartoon as well (e.g., Charnon-Deutsch 2014, Ellis 2019). In international political cartoons, the figure of Viktor Orbán is often depicted in the company of Vladimir Putin. The question arises how can two strong men appear together in a scenario? What kind of differentiation is made among them? The corpus includes political cartoons retrieved from *politicalcartoons.com* based on the tags 'Orbán' and 'Putin'. The research combines qualitative content analysis (where the three major clusters are militarism, patriotism, and sexism) and metaphor identification in discourse (Charteris-Black 2011). It is supposed that political cartoons heavily build on the images transmitted by the media, including official and informal representations (e.g., images created by fans). Thanks to these, Putin is likely to be associated with pop-star virility and he easily becomes a bare-chested Macho sex-object, while Orbán is ridiculed by habits and props of the Everyman (e.g., eating sausages). Both leaders, however, take on military roles (e.g., Napoleon or Hitler). Putin is a strong, active action hero, who sometimes dies a dramatic, heroic death, while Orbán is rather cornered and attacked, his death is trivial, he simply lies lifeless on the ground. The analysis indicates significant differences in the hypermasculine representation of the two political leaders.

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## **LOVE RELATIONSHIPS ARE CATCHING FISH: A corpus-based study on LOVE RELATIONSHIP metaphors in Chinese social forums**

Researchers have postulated that a LOVE RELATIONSHIP is understood as a GAME (e.g., Möring 2015) in that a love relationship is a push-pull dynamic of closeness and distance, while a game is a to-and-fro motion between two parties. The source domain of GAME has recently been narrowed in a novel way in online forums in China to CATCHING FISH, where men and women who pursue romantic relationships are conceptualized as FISH in a LOVE RELATIONSHIP. This study explores the mappings found in these novel extensions, with a focus on how the same source domain of FISH maps to different aspects of men and women in relationships.

We created a corpus based on answers obtained from Zhihu.com (a Quora-like question-and-answer forum in China) to eight questions about relationships from 2019 to 2021 (330, 943 words in total after parsing the corpus using TagAnt, version 2.0.5). Using the Conceptual Mapping Model (Ahrens 2010) and Source Domain Verification Procedure (Ahrens and Jiang 2020) to examine how the source domain of CATCHING FISH is used to describe heterosexual relationships in Chinese social forums, we find 82 types (with 3532 tokens) of metaphorical expressions for women and 28 types (with 702 tokens) for men in the CATCHING FISH domain.

Our findings indicate that people who seek relationships are looking for particular qualities in the ‘fish’ they are trying to catch. For example, references are made to whale, shark, big/small fish, new/old fish, etc, as potential lovers, with each type of fish being associated with different qualities. For example, men often refer to women as *shā yú* ‘鲨鱼’ (sharks) to describe dangerous but fascinating relationships. Similarly, women often refer to men as *xiǎo yú* ‘小鱼’ (small fishes) to show that relationships with specific men are almost worthless, even though they are still unwilling to part with them.

Additionally, after comparing the most frequent metaphorical expressions between men and women, we find that men often reference a schema of casting nets for fishing. In contrast, women utilize a schema of luring fishes to the hook with bait. These mappings suggest that men and women pursuing romantic relationships in China are engaging in a competition to catch fish where each group attempts to catch a ‘big fish’ specific to the societal expectations of their gender. In addition to examining gender relationships through a socio-cultural lens, this study also provides insight into how novel metaphors are developed from conventional conceptual mappings.

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# Pre-conference workshops





## Gerard Steen

### Updating Deliberate Metaphor Theory

This workshop presents an overview of new developments in Deliberate Metaphor Theory (DMT) and demonstrate how it can be applied in practice (Steen, in press). The first half of the workshop will outline how the three-dimensional model of Steen (2008) should be elaborated into a four-dimensional model related to utterance comprehension in discourse processing, adding the role of reference and world-building as a crucial and independent factor (cf. Reijnierse et al., 2018) to the original proposal. The second half of the workshop will show how this updated model can be formally operationalized by means of propositionalization and reveal how different uses of metaphor are predicted to elicit different mental representations.

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## Allison Creed & Lettie Dorst

### Voluptuous, complex, and full-bodied: Metaphor translation in the world of wine

In this practical two-hour workshop, we present a theoretical, methodological, and gastronomic introduction to metaphor translation. The knowledge domain of wine and the genre of wine reviews, also referred to as tasting notes, will provide the platform to:

- demonstrate the potential for metaphor, both conventional and creative, to shape and transform peoples sensory and emotional responses to wine; and
- investigate the crucial role translation plays in providing linguistic and cultural mediation that ensures an accurate and consistent interpretation and appreciation of wine across different languages and cultures.

The workshop is organised as follows:

1. an introduction to wine reviews and tasting notes >◇ tasting, experiencing, and describing wine;
2. an introduction to metaphor identification and analysis, using methods such as MIP (Pragglejaz Group, 2007) and multilingual MIPVU (Steen et al., 2010; Nacey et al., 2019), and reflecting on notions such as conventionality and creativity >◇ analysing metaphor in wine reviews; and,
3. an introduction to metaphor translation, using the models proposed by Newmark (1988) and Schäffner (2004), and reflecting on notions such as cultural appropriateness and stereotyping >◇ translating metaphor in wine reviews.

Participants will be introduced to the process of wine appreciation—yes, you will be tasting wine—and develop a basic understanding of as well as basic skills in performing metaphor analysis and translation in wine reviews. We will do hands-on work with sample texts in different languages. Working in collaborative teams, participants will taste, write, and translate their own wine reviews. The workshop will culminate in a prize for the voted best lightning wine review.

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