

According to Fairclough's (1994) conversationalization hypothesis, there is a tendency of 'modelling public discourse upon the discursive practices of ordinary life, "conversational" practices in a broad sense' (1994: 253). This tendency involves a broader sense of personalisation as well as the more specific use of linguistic features generally associated with conversational discourse in public discourse. Steen's (2003) study of editorials in *The Times* has focussed on 'the patterns of stylistic changes that are involved in the development towards a conversational manner of discourse' (2003: 115). Using Bibber's (1988) quantitative multi-dimensional / multi-feature framework of variation, Steen showed that one more involved structure of discourse. One of the general conclusions was that editorials have a tendency for conversationalization that is in accordance with the general judgments advanced by Fairclough (2003: 123). A similar observation has been made by Pearce (2005) for UK party election broadcasts, in an empirical test of Fairclough's claims about conversationalization of public discourse (2005: 68).

The above-mentioned studies have predominantly concentrated on the manifestation of linguistic features such as identified by Bibber in relation to conversationalization. The VU-Stier project on 'metaphors in public discourse' has as an aim to see if similar claims can be made in relation to metaphorical language use. Since Lakoff and Johnson's (1980) work on conceptual metaphor we know that metaphorical language is ubiquitous in natural language production. Not all registers of discourse produce the same kind of metaphorical language, however. Face to face conversation, for instance, seems to contain more fixed expressions such as idioms than other registers, and a higher number of linguistic metaphors that are manifestations of more or less skeletal mappings such as the ABSTRACT IS CONCRETE metaphor.

For the VU-Stier project, we are conducting a comparative study of 50,000 words of current news articles and 50,000 words of face to face conversations, concentrating on the linguistic and conceptual structure and the use of metaphorical language. In the first stage of the project all metaphorically used words have been identified in the 100,000 word corpus, by using a systematic identification procedure (Fraggfejaz Group 2007). In the current stage, we lay out the conceptual structures underlying the numerous linguistic metaphors. At the same time, we want to get an overview of how words are used metaphorically in the two registers, and to what extent they can be compared in the light of the conversationalization hypothesis. What we have seen so far is that idiomatic expressions do not only occur regularly in conversations, but also become more prominent in news. Moreover, skeletal mappings seem to be pervasive in conversations as well as news, and may point to a shift to vaguer language use in news. Also important in the light of conversationalization is the type-token ratio, specifically for metaphorically used words. All the above-mentioned issues and examples related to possible conversationalization of public discourse will be discussed extensively in the current paper.

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Locating metaphor candidates in specialised corpora using raw frequency and keyword lists

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Day and time: 29th May 13, 20

Room: 13

Persuasive texts necessarily contain metaphors and other figurative language, because they exert an evaluative force that their literal counterparts can rarely match. In the close analysis of individual texts, these forms can be identified one by one, allowing a detailed picture of the rhetorical strategies used to be built up. However, such detail is difficult to obtain over a range of related texts such as those that together form a corpus of specialised or domain-specific language. Some scholars (Charteris Black 2004; Partridge 2003) carry out partial analysis on a range of single texts before using computerised queries on the complete corpus, and while this approach is generally satisfactory, it tends to privilege repeated forms: forms already identified in the manual analysis stage and semantically-related forms. While the more significant conceptual metaphors can be identified using these methods, other, more fleeting metaphors inevitably get lost. These can belong both to the conceptual metaphor groups (for instance, if they feature low-frequency and/or rare lexis) or to instances of linguistic metaphors (which may occur in isolation in one or more texts, or form clusters in a single text).

This presentation shows one method which can be used to extract linguistic metaphors from a specialised corpora of Italian political speeches, using statistically-based measures incorporated into most standard corpus query software – in this case, WordSmith Tools (Scott 1998). This method can be used alone or in combination with existing manual or semi-manual analyses such as those mentioned above. It is based on the observation that linguistic metaphors are quite infrequent in text (Deignan 2005: 40), and (ii) exploit semantic fields which are necessarily distinct from those of the core subject matter, because it is rare for a

by the popular video site YouTube in which two personalities post related videos in the form of a dialog regarding a matter the two dispute. We will investigate the extent to which the video bloggers process their own perception of and emotions about the disputed matter using metaphorical language and the extent to which this metaphorical language is intratransactional and shared between the two. Findings will show that although cluster metaphor phenomena can be observed in some instances, the intratransactional metaphor usage typical of face-to-face spoken discourse is absent in this 'dialog'. These findings will be implicated in the discussion of defining CMC in terms of traditional discourse and the limitations of conceptualizing of video blogging as dialog.

EFL
From associative to analogical reasoning: The 'literal-figurative' continuum in early

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Day and time: 29th May 13.20

Room: 10

The difficulties involved into establishing clear-cut boundaries between metonymy and metaphor-motivated word meanings have led some cognitive linguistics scholars (Raddden 2000; Diveren 2002) to propose the existence of a cline from literal through metonymical to metaphorical senses. This 'literal-figurative' continuum (Diveren 2002) has been related to children's acquisition of core and extended meanings of a lexeme in their L1. In a study on the acquisition of different meanings of GRT, Nerlich et al. (2003) found that children follow a sequential pattern from prototypical to figurative senses. The literal-figurative cline has also been taken into consideration when analysing learners' grasp of polysemous words in an L2. MacArthur and Littlemore (2008) explore the usefulness of corpora in making learners aware of the referential flexibility of everyday lexical items and point out the importance of being aware of the figurative continuum in language use for advanced L2 learners.

The aims of this paper are to explore whether the sequential pattern (from literal to metaphor via metonymy) is naturally present in young learners' understanding of figurative meanings in an L2 (as has been shown to be in the L1) and what the pedagogical implications of this might be. In an attempt to shed some light on these issues, young EFL learners' understanding of differently motivated semantic extensions has been analysed. The results of this analysis seem to indicate that when trying to grasp non-literal meanings in an L2, children also go from concrete to abstract via metonymy and metaphor. In the data examined, these cognitive mechanisms are clearly grounded in the children's sensorimotor experiences and their interaction with the environment and metonymical extensions seem to be accessible earlier, as predicted by cognitive linguists. However, the data also reveal that there are other factors involved in the process, mainly, the children's growing knowledge of concepts. These findings will be discussed in relation to their pedagogical implications.

word to be used both literally and metaphorically within the same text or discourse (Hoey, 2005: 82ff). In the corpus of international trade and commerce speeches, the lexical items inherent to the subject matter, (e.g. tradable goods, nations, etc.) appear at the top of both frequency and key-word lists. At the bottom end of a word frequency list, and absent from the key-word list, are content words which are unlikely to be related to the subject matter, such as *tip* (wolf), *ombelico* (belly-button) and *impudalo* (mired [in sth]). These are treated as potential metaphor candidates and concordanced in the normal way, to check that they are indeed metaphorical and to study their meaning in context. Potential conceptual metaphors are identified by grouping low-frequency content words semantically, then verifying their actual function through concordancing.

While software has been developed for the automatic extraction of metaphors in English (Rayson 2005), minority languages including Italian lack tools for semantic annotation and probability measures that underlie such applications. The method presented in this talk is intended for users who have no access to lemmatisers, semantic taggers, etc., and/or are working with under-resourced languages, for which no such tools are generally available.

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Metaphor and the vlog: A case study of YouTube discourse

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Day and time: 31st May 9.40

Room: 14

For the last 20 years, Computer Mediated Communication has grown to dominate the daily communication of many individuals all over the world. Given the mixture of various forms of media and mediums embodied in CMC, what exactly CMC is and how it relates to traditional forms of discourse remains disputed. This paper will present a case study of internet discourse to address the use of metaphor in the medium of the video blog, the CMC medium in which individuals post videos of themselves giving spoken 'diary entries' to be commented on and replied to by other video bloggers. This case study will focus on an exchange hosted

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