Conversationalization and the role of metaphor

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References

Variation across speech and writing. Fairclough, N. (1994). Conversationalization of public discourse and the authority of the consumer. In R. Kcat, N. Whitcly and N. Abcrcrombic (cds), (pp 253-268), London: Routledgc. Metaphors we live by. Pearce, M. (2005). Informalizalion in UK party election broadcasts 1966-97. According to Fairclough's (1994) conversationalization hypothesis, there is a tendency of literature, 14. 'modelling public discourse upon the discursive practices of ordinary life, "conversational" (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 (2003: 115). Using Biber's (1988) quantitative multi-dimensional / multi-feature framework of variation, Steen showed that one of the general conclusions was that editorials have 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 the conversationalization of public discourse (2005: 68). The abovementioned studies have predominantly concentrated on the manifestation of linguistic features such as identified by Biber in relation to conversationalization. The VU-Ster 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 that exert an evaluative force that their literal counterparts can rarely match. In the close analysis of metaphor, for the VU-Ster 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 use of metaphorically used words. At the same time, other, more fleeting metaphors inevitably get lost. These can belong both to the conceptual metaphor and to instances of metaphors that are not yet identified in the manual analysis stage and semantically-related forms. While the more significant conceptual metaphors can be identified using these methods, other, more abstract metaphorical language use in news. Also important in the light of conversationalization is the type-token ratio, 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-automatic methods of analysis. In the following sections we will discuss the verbal and nonverbal strategies used to identify metaphorically used words in discourse and the extent to which 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, which is necessarily distinct from the more skeletal mappings that are an inherent part of the conversationalization hypothesis. It is also important to note that the shift to vaguer language use is not necessarily a shift to more skeletal mappings, but may also be due to other factors, such as the use of nonverbal strategies. In this respect, the conversationalization hypothesis is not the only one that can be used to explain the phenomenon of skeletal mappings. In addition to the conversationalization hypothesis, there are other hypotheses that can be used to explain the phenomenon of skeletal mappings, such as the rhetorical strategies hypothesis and the authority of the consumer hypothesis. The rhetorical strategies hypothesis proposes that skeletal mappings are used in order to create a certain mood or atmosphere in the discourse, while the authority of the consumer hypothesis proposes that skeletal mappings are used in order to exert an evaluative force. Both of these hypotheses can be used to explain the phenomenon of skeletal mappings, and it is possible that both hypotheses can be applied to the phenomenon of skeletal mappings. However, the conversationalization hypothesis is not the only one that can be used to explain the phenomenon of skeletal mappings, and it is possible that other hypotheses can be applied to the phenomenon of skeletal mappings as well. In conclusion, the phenomenon of skeletal mappings is a complex one, and there are many factors that can contribute to it. The conversationalization hypothesis is one of these factors, but it is not the only one. In addition to the conversationalization hypothesis, there are other hypotheses that can be used to explain the phenomenon of skeletal mappings, and it is possible that both hypotheses can be applied to the phenomenon of skeletal mappings. However, the conversationalization hypothesis is not the only one that can be used to explain the phenomenon of skeletal mappings, and it is possible that other hypotheses can be applied to the phenomenon of skeletal mappings as well.
For the last 20 years, Computer Mediated Communication has grown to dominate the daily forms of discourse. 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 differently motivated semantic extensions. 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 in early, 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 limitations of conceptualizing the video blog as dialog.

References

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 difficulties involved in establishing clear-cut boundaries between metonymy and metaphor-motivated word meanings have led some cognitive linguistics scholars (Radden 2000; Dirven 2002) to propose the existence of a cline from literal through metonymical to metaphorical senses. This 'literal-figurative' continuum (Dirven 2002) has been related to the acquisition of different meanings of lexical items and point out the importance of being aware of the figurative continuum in language use for advanced L2 learners.
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