

perspective since the 'argument is war' metaphor applies across a variety of situations in a culture (i.e. a culture's registers and genres). Being a discourse-based perspective, Lakoff and Johnson (1980) is non-register-specific in the examples it provides. It is concerned, albeit vaguely, with 'everyday language', though the examples are anecdotal or made-up. My presentation shows potential problems with CL's transplanting of a Lakoff and Johnson discourse-level perspective to a register-level one. A major problem is that CL can end up over-interpreting from the perspective of readers regularly exposed to that register. I use Lee's (1992) analysis and interpretation of metaphors in a text from the hard news register as a case study and also as a representative example of how CL draws from Lakoff and Johnson (1980) to analyse and interpret metaphor at the level of register more generally. By using large corpora of news texts, I show for these metaphors what regular readers of hard news text are exposed to. In turn, I indicate how this problematizes the use of Lakoff and Johnson (1980) in Lee (1992) and also how this could problematise CL's examination of metaphor at the level of register more generally.

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"Drugs, traffic and many other dirty interests": metaphor and the language learner

Research into metaphor in foreign language teaching has primarily focused on the comprehension process, with little if any attention being paid to its effect on students' spoken and written production. While the learning and storing of vocabulary has been shown to be made more effective when extended meanings are signalled by the teacher (Boers 2000; Charteris-Black 2002; Deignan et al. 1997; Holme 2004), much less can as yet be said about the ways in which language learners incorporate figurative language into their normal productive repertoire. Danesi (1994) argues that "conceptual fluency" is fundamental if students are to achieve naturalness in their language production. But linguistic fluency is not created from concepts alone; there is no guarantee that knowledge of the underlying idea will result in the reproduction of lexicogrammatical patterns that are both meaningful and acceptable to a target language audience. When learners produce metaphorical language, they overwhelmingly adhere to concepts that they find familiar. The stock phrases and dead metaphors that advanced students use when writing discursive and argumentative texts are heavily influenced by the conventional conceptualisations shared by their L1, with expressions drawing on L2-specific concepts rarely appearing. When these concepts do appear, they are often presented in ways which are unfamiliar and strange to the native ear, as in this exploitation of the idiomatic expression "to fly the nest": "In the very near future male migrant birds start looking for their new nests for leaving from their parents";

If ever an organized gathering of people should be classified as a linguistic

event in which the strict application of language supports an objectivist ideal in binary opposition, it is the trial. Yet, for as free of fiction and imagination as the matter of determining a person's guilt or innocence in a legal matter should be, the metaphors we use to describe trials, reveal that that we often think of the court more as a theatre event in which the verdict becomes the resolution of the plot than as the determination of objective truth. A few recent headlines (mostly from the New York Times) support this point. Milosevic loses director role in his own courtroom drama Known for comebacks in the Capital, [Martin] Barry does it again Ex-Banking star given 18 months for obstruction (210) At first flush, we might be tempted to cite social cynicism or irony as the motivation for these catchy headlines. But as we consider both the purpose and the format of the trial, we note that the event itself can be compared to a dramatic play. All of the literary elements are present: plot, characters, point of view, climax, and anticlimax. And, the actors: the lawyers, witnesses, defendant, plaintiff--as well as the audience: judge, jury and spectators, each play separate roles which contribute various perspectives to the overall narrative relating a story within a story. Exploring the work on concept blending developed by Fauconnier and Turner (2000) together with that of some who have applied their work to other aspects of cognitive science (see references attached), the proposed presentation will attempt to account for the apparent paradox between the purpose and practice of the language of the court by discussing these metaphors according to recent developments in schema theory and counterfactual blending in light of the principles of the rhetoric of classical argumentation.

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Erptions of the imagination: critical linguistic analysis of metaphor in hard news

Erptions of the imagination: critical linguistic analysis of metaphor in hard news One aspect of Critical Linguistics (CL) involves examining how metaphors in texts, particularly the hard news register (reports of very recent conflicts, crimes etc), imply certain values. CL is one branch of Critical Discourse Analysis - see Fairclough and Wodak, 1997). CL theoretically grounds such examination using Lakoff and Johnson (1980). Although Lakoff and Johnson (1980) does not invoke the work of Foucault, its perspective is a discourse one in the Foucauldian sense - ways of talking and thinking about the world which encode often dominant world views and ideologies, cutting across a variety of situations in a culture. So for example, Lakoff and Johnson (1980) make much of the 'argument is war' metaphor as a dominant way of talking and thinking which potentially obscures other discourses of argument. It can also be considered a discourse

Language users - both natives and learners - are often unaware of the dead metaphors contained in conventional figurative expressions. Although it is often possible to identify the metaphorical motivation of such expressions when they are observed in isolation, corpus-based analysis of their use in context suggests that the figurative meaning tends to remain inactive in everyday language use (Phillip 2004). It is perhaps because of this relative unawareness of metaphor that students produce such characteristic phraseological oddities as the one contained in the title to this paper. If conceptual mapping from L1 to L2 is incomplete, or the L2 concept unfamiliar, the fluency of production will inevitably be disrupted. But the data analysed so far in this study suggests that concepts can be perfectly in place, but not expressed effectively for purely phraseological reasons, which raises the question of how concept and phraseology interact to create meanings which natives find acceptable. Which exerts the stronger force: collocation or conceptualisation? This paper will discuss the figurative language produced by a group of advanced learners of English in Italy, comparing their conceptual and phraseological fluency with general reference corpora in both Italian and English (CORIS - Corpus di Italian Scitto, University of Bologna, and the Bank of English Online - HarperCollins publishers), with a view to addressing the relationship between concept and wording.

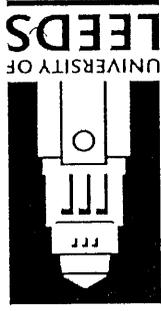
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Making Literature Legible: Metaphors in Simplified Readers for EFL Students

Simplified readers (SRs) are a core resource in EFL programmes. These adapted versions of original fictional texts (OTs) are used not only to help learners develop their reading skills but also because they are thought to contribute to the learners' motivation and language proficiency. It is obviously essential to the achievement of these goals that the texts should appeal to learners: SRs may not be "authentic," but they should certainly offer the learners an authentic and rewarding reading experience. Mechanical, formulaic simplification is unlikely to achieve this goal. In Day and Bamford's (1998) view, SRs only succeed if, as with all good writing, they are written with the specific purpose of communicating effectively with their target audiences—audiences of EFL learners at various proficiency levels. Day and Bamford also suggest that the use of metaphor and other "poetic and figurative expressions" (p. 76) is one hallmark of a successful SR. The present paper is an interim report on an ongoing research project concerned with metaphor in SRs that was set up against this background. The present stage of the project consists of an analysis of metaphorical language in SRs and in the OTs that they are based on. This analysis focuses on the question of how metaphors are used and

transformed in the process of writing SRs in order to communicate in a successful and rewarding way with an audience of EFL students. At a later stage, the project is expected to shift its focus to an investigation of the actual responses of the students to the SRs and to the (transformed) metaphors that they contain. With its focus on metaphor in the reduced language code of SRs, the research should be of theoretical interest to metaphor researchers and of practical value for SR writers and publishers. The first half of the presentation will introduce the design and methodology of the project with a particular focus on the sampling methods used in the selection of SRs and of metaphors in the SRs and OTs. The second half of the paper will report on the main findings. This discussion will be organized around four analytical categories: (1) Metaphor deletion, i.e., cases when an OT metaphor has no counterpart in the SR; (2) Metaphor retention and transformation, i.e., cases when an OT metaphor is retained in its original form or in a modified form in the SR; (3) Metaphor addition, i.e., cases when an SR metaphor has no counterpart in the OT that it is based on; (4) Extra-textual devices, i.e., the use of glossaries, exercises, etc., to complement metaphors used in the SRs text. At the time of writing the present conference proposal, the corpus consists of 60 metaphors from 5 SRs, but these numbers are likely to be substantially higher by the time the paper is presented.

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Understanding figurative meanings in early EFL: the role of domain knowledge

Children's understanding of figurative meanings has been the subject of a great deal of research. The consideration that children are unable to produce and understand metaphor until they reach a certain age and a specific intellectual development has been modified by diverse studies (e.g. Winner, 1988; Zurer Pearson 1990; Glicksohn and Yafe 1998; Cameron 1991, 1996, 2003; Nerlich, Clarke and Todd 1999 or Johnson 1999). An issue that has been recurrently taken into consideration by some of these approaches is the role played by domain knowledge in children's mechanisms for reasoning (Carey 1985; Winner 1988; Gentner 1989; Vosniadou 1989, Kell 1989 or Cameron 1996). Within this view, children's "misunderstanding" of non-literal meanings would be not due to their lack of figurative ability but to their developing knowledge of concepts. Most of the research literature has focused on children's metaphorical ability in their native language. Nevertheless, this insight is also relevant to the understanding of metaphor in a foreign language. It has been shown that Spanish children resort to their figurative capacity when attempting to understand non-literal meanings of English core lexemes (Piquer-Piriz 2004). However, any methodology that proposes helping to extend these sources to abstract domains needs to take



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Yingsueh Hu	Tamkang University	Food of Love: What Does Food and Tasting Slay About Romantic Love?
Gao Yuan	Graduate School of Chinese Academy of Sciences	Two Limitations of Lakoff and Johnson's Theory of Metaphor
Ye Yuan	The Chinese University of Hong Kong	Image schema and discourse coherence: an empirical study
Chen Xunyun	Beijing Foreign Studies University	Is Music Understanding Metaphorical and Embodied? An Empirical Exploration of 'Gloomy Sunday'
Li Yurong	Beihang University (BUAA)	How the Chinese Characters Are Embodied
Zu Zongcong	Beijing Foreign Studies University	Metaphorical Motivation for Chinese 'hen', 'noun', 'Construction'