

## ***Metaphor Term Papers***

**Offering preservice and inservice teachers a guide to navigate the rapidly changing landscape of English Language Arts education, this book provides a fresh perspective on what it means to be a teacher researcher in ELA contexts. Inviting teachers to view inquiry and reflection as intrinsic to their identity and mission, Buckelew and Ewing walk readers through the inquiry process from developing an actionable focus, to data collection and analysis to publication and the exploration of ongoing questions. Providing thoughtful and relevant protocols and models for teacher inquiry, this book establishes a theoretical foundation and offers practical, ready-to-use tools and strategies for engaging in the inquiry process in the context of teachers' communities. Action Research for English Language Arts Teachers: Invitation to Inquiry includes a variety of examples and scenarios of ELA teachers in diverse contexts, ensuring that this volume is relevant and accessible to all educators.**

**This volume is the first to offer an overview on metaphor and gesture — a new multi-disciplinary area of research. Scholars of metaphor have been paying increasing attention to spontaneous gestures with speech; meanwhile, researchers in gesture studies have been focussing on the abstract ideas which receive physical representation through metaphors when speakers gesture. This book presents a snapshot of the state of the art in these converging fields, offering research papers as well as commentaries from multiple perspectives. In addition to conceptual metaphor theory it includes different theoretical approaches to semiotics, and the methods used range from controlled experimentation, to cognitive ethnography, to lexical semantic analysis. The use of metaphor in gesture is shown to reflect idiosyncracies of thought in the moment of speaking as well as structural, cultural, and interactional patterns. The series of commentaries discusses the potential importance of studying metaphor and gesture from the perspectives of such fields as anthropology, cognitive linguistics, conversation analysis, psychology, and semiotics. Seminar paper from the year 2020 in the subject Communications - Public Relations, Advertising, Marketing, Social Media, grade: 2,3, RWTH Aachen University (Institut für Anglistik und Amerikanistik), language: English, abstract: The present paper deals with metaphors and metonyms in**

advertising. With the focus on the following question: "Why is it common to use Metaphor and Metonymy in advertisements?" it should be explained step by step why these concepts became common in advertising media. Living in the 20th century, we are experiencing a huge development in technology compared to the past. In the past it was only possible to distribute advertising through television, radio and newspapers. Nowadays new possibilities are coming up through the expansion of social media. Since almost everybody owns a smartphone, most of the people are always available. This gives new opportunities to the advertising industry. For this purpose, the first step is to try to present the complex concept of metaphor in a concise way. However, this can only be done superficially in the scope of this term paper, otherwise the scope of the work will be exceeded. Furthermore, a short explanation of target and source domain is given. In the second chapter the topic of metonymy is then summarized. Again, it should be noted that an appropriate, detailed description would exceed the limits of the work. In the third part of the work the actual effect of metaphors and metonyms in advertisements will be illustrated. Images from a 'Deutsche Bank' advertising campaign are used for this purpose. The first part of this chapter presents the company 'Deutsche Bank' as such. This is considered important because the values of the company could be reflected in their campaigns and that aspect, therefore would be important for the following analysis. This is followed by an analysis of the images used in terms of metaphor and metonymy. In the analysis of the metaphors, the focus is on target/source domain. In the last chapter of the paper, the work is briefly summarized. The results are listed and answered regarding the question posed. A short summary forms the end of the work

The impact of information technology on the management of healthcare has been enormous in recent years, and it continues to grow in scope and complexity. This book presents papers from the 2014 International Conference on Informatics, Management, and Technology in Healthcare (ICIMTH), held in Athens, Greece, in July 2014. The book includes 79 full papers and 12 poster presentations as well as keynotes, two workshops and three tutorials. Papers are divided into sections including: clinical informatics; decision support and intelligent systems; e-learning and education; health informatics, information management and technology assessment;

**healthcare IT; mobile technology in healthcare; public health informatics and issues; social and legal issues; and telemedicine. The book will be of interest to all those whose work involves the use of biomedical and health informatics.**

**The Analogical Mind**

**Metaphorical Imagination**

**Figurative Thought in the Discourse of Written Communication**

**Metaphor and Intercultural Communication**

**Metaphor in Culture**

**Perspectives from Cognitive Science**

*This volume takes up the challenge of surveying the present state of a variety of approaches to the identification, analysis and interpretation of metaphor across communication channels, situational contexts, genres and social spheres. It reflects three foremost trends of present metaphor research, namely the communicative approach, the cognitive modelling approach and the multimodality approach. These trends are considered as areas of research emerging on the ground of the Conceptual Metaphor Theory, initiated by Lakoff. The book intends to show their concomitances as well as mark their diversifying paths. The aim is to bring about and make apparent the many connections among assumingly different trends stemming from CMT. Whereas discrepancies between communicative and conceptual perspectives might seem irredeemable, the book emphasizes and claims that the background framework of CMT provides a solid foundation for collaboration and mutual influence. Consequently, the analysis of metaphor usage in context may provide insights for cognitive modelling proposals. The analysis of cognitive configuration of conceptual domains may, in turn, illuminate our understanding of communicative decisions in discourse. The integration of multimodal metaphor analysis puts forward the idea that diverse modal manifestations of metaphor reveal the symbiosis between communicative and cognitive stances. The various subject areas and methodologies illuminate the scene of current research in the field. The poignant contributions open far reaching avenues into the realm of human thought and discourse.*

*This book describes methods, risks, and challenges involved in the construction of metaphor and metonymy digital repositories. The first part of this volume showcases established and new projects around the world in which metaphors and metonymies are harvested and classified. The second part provides a series of cognitive linguistic studies focused on highlighting and discussing theoretical and methodological risks and challenges involved in building these digital resources. The volume is a result of an interdisciplinary collaboration between cognitive linguists, psychologists, and computational scientists supporting an overarching idea that metaphor and metonymy play a central role in human cognition, and that they are deeply entrenched in recurring patterns of bodily experience. Throughout the volume, a variety of methods are proposed to collect and analyze both conceptual metaphors and metonymies and their linguistic and visual expressions.*

*Studying Scientific Metaphor in Translation presents a multilingual examination of the*

*translation of metaphors. Mark Shuttleworth explores this facet of translation and develops a theoretically nuanced description of the procedures that translators have recourse to when translating metaphorical language. Drawing on a core corpus consisting of six Scientific American articles in the fields of neurobiology and biotechnology dating from 2004, along with their translations into Chinese, French, German, Italian, Polish and Russian, Shuttleworth provides a data-driven and theoretically informed picture of the processes that underpin metaphor translation. The book builds interdisciplinary bridges between translation scholars and metaphor researchers, proposes a new set of procedures for metaphor translation conceived within the context of descriptive translation studies, and puts forward a possible resolution to the debate on metaphor translatability.*

*This book demonstrates how metaphor needs to be researched using multiple methods of investigation.*

*Mixing Metaphor*

*Reconsidering Context in Metaphor*

*A Bibliography of Post-1970 Publications*

*Metaphor in Zulu*

*Current Approaches to Metaphor Analysis in Discourse*

*The Poetics of Everyday Life*

Seminar paper from the year 2018 in the subject English Language and Literature Studies - Linguistics, grade: 1,3, <http://www.uni-jena.de/>, language: English, abstract: The example of the common metaphor "life is a rollercoaster" portrays how even such a simple form of the versatile device communicates a profound message, and helps us, language users, to grasp an abstract concept. Metaphor however, is not just a linguistic device, it is indeed fundamental in everyday life (Lakoff and Johnson 3). Even in the medium of film people make use of the device in the form of filmic metaphor. In all these different instances the omnipresent device allows us to understand and grasp abstract concepts by mapping them to another domain. Pixar's Inside Out is a valuable example of how metaphor in film is used. The comedy-drama introduces five little figures who are embodiments of the five basic human emotions, and live in a young girl's head. In the following paper I will analyse the movie Inside Out as an example of how metaphor in film is used to communicate and clarify human emotions. Prior to the investigation of the device in the computer-animated movie, a theoretical view on metaphor in general will be provided. On this occasion, I will present a rough overview of the conceptual metaphor theory. The concept of metaphor will then be elaborated in reference to film metaphor. Subsequently, I will apply the theoretical basis to the movie Inside Out. Pixar's use of metaphor in the comedy-drama will be analysed in detail. With the focus on the following emotions: joy, sadness, and anger, I will demonstrate how the metaphor of emotion and brain function is displayed in the movie. Furthermore, the metaphorical visualisation of growing up will be addressed.

Consists of fifteen articles about metaphors in endangered languages, from Peru to Alaska, from India to Ghana. This title is suitable for researchers and students in linguistics, especially in metaphor and figurative language theory, and for scholars in large fields of cultural studies, ranging from anthropology to folkloristics and philosophy.

The Hebrew Bible abounds in metaphors and other figurative speech. The present volume collects fifteen essays on this fascinating aspect of biblical language, written by specialists in the field. Attention is paid both to the recent methodological developments in the study of metaphor and to the importance of metaphor studies for the interpretation of biblical texts.

The ability to recognise, discuss and evaluate one's educational beliefs and working practices in metaphoric terms has for several years been seen as a highly valuable tool for increasing self-awareness, facilitating learning (or teaching), and/or predicting behaviour. This is the first edited book solely devoted to the topic of researching elicited metaphor in education, and brings together key researchers from China, Poland, Puerto Rico, South America, UK and USA. The 12 chapters involve overviews and state-of-the-art articles, articles focussing on methodology and validation, as well as reflections on the effectiveness of techniques and research reports of recent empirical studies. The bulk of the articles relate to literacy (L1 and L2) and teacher education, but science education is also addressed. The book offers useful models for academics, professionals and PhD students in these areas, and provides solutions for improving the validity of elicited metaphor techniques in educational research.

Where Metaphors Come from

Cultural Conceptualizations in Hungarian Folksongs

Theory and methods for building repositories of figurative language

Why is it common to use Metaphor and Metonymy in Advertisements? The Case of Deutsche Bank

Metaphor

From Metaphor to Meaning

Seminar paper from the year 2015 in the subject English Language and Literature Studies - Linguistics, grade: 2,3, RWTH Aachen University (Institut für Anglistik, Amerikanistik und Romanistik), course: Hauptseminar "Metaphor in cognitive and systemic-functional frameworks", language: English, abstract: This term paper deals with the topic of grammatical metaphors, with a special focus on grammatical metaphors of the ideational kind and their use in certain registers. To define grammatical metaphor, as well as explain and analyze their use, I will take a closer look at the works of several researchers and linguists, with M.A.K. Halliday being the most important one of these. Given it was Halliday who first coined the term " grammatical metaphor " and tried to give a detailed explanation of the concept, his works will be the most vital to this paper and stand at its center. Further, it is impossible to take a detailed look on grammatical metaphor without having at least a basic understanding on Halliday ' s concept of Systemic Functional Linguistics (SFL). Therefore, one chapter of this paper will take a closer look at SFL and basically explain this concept. The questions this paper is supposed to answer are the following: what are ideational grammatical metaphors, in which registers are they used most frequently, and what is the purpose or function of such metaphors in these registers?

Metaphors show students how to make connections between the concrete and the abstract, prior knowledge and unfamiliar concepts, and language and image. But teachers must learn how to use metaphors and analogies strategically and for specific purposes, helping students discover and deconstruct effective comparisons. Metaphors & Analogies is filled with provocative illustrations of metaphors in action and practical tips.

Seminar paper from the year 2015 in the subject English Language and Literature Studies - Linguistics, grade: 1,7, University of Augsburg, language: English, abstract: Most people consider metaphors to be merely linguistic devices that are used for poetic purposes. A standard dictionary definition of metaphor is quite similar. The Oxford Dictionary defines metaphor as " a word or phrase used to describe sb/sth else[...] ". This definition falls in line with a layman ' s notion of metaphors being purely linguistic with the sole purpose of functioning as decorative features. However, metaphors go much deeper than that. Metaphors are in fact fundamental components of human cognition that are not just linguistic but conceptual in nature. Through metaphors, patterns of thought in a society are encoded and shared. So in order to show that metaphors share patterns of

thought in a society, songs of the Beatles shall be examined, seeing as the Beatles are one the most popular and successful bands of our time with fans from all around the world. The metaphors used in the Beatles' songs are not merely figures of speech or stylistic devices, but cognitive phenomena that share patterns of thought in a society. The Beatles songs are a great medium to help prove that conceptual systems play a paramount role in establishing our everyday realities because of they are so widely popular. This paper seeks to show that Lakoff's and Johnson's notion of metaphors representing a way of thinking, as made popular in their Conceptual Metaphor Theory, also holds true for metaphors in the Beatles' songs. Drawing upon Lakoff's and Johnson's Conceptual Metaphor Theory, this paper also attempts to illuminate how the Beatles success is, at least partly, due to the systematicity of metaphorical concepts. Even though most people are not normally aware of conceptual systems present in our society, most of these conceptual systems are indeed metaphorical in nature and determine to a large extent our perception of the world. The metaphorical concepts present in the Beatles lyrics are very much coherent with the metaphorical structuring of certain experiences in our society, which is why so many people can relate to the Beatles' songs because the concepts expressed therein are compatible with their conceptualisation of how they perceive the world.

This volume explains how metaphors, metonymies, and other figures of thought interact cognitively and rhetorically to tell us what writing is and what it should do. Drawing on interviews with writing professionals and published commentary about writing, it argues that our everyday metaphors and metonymies for writing are part of a figurative rhetoric of writing - a pattern of discourse and thought that includes ways we categorize writers and writing; stories we tell about people who write; conceptual metaphors and metonymies used both to describe and to guide writing; and familiar, yet surprisingly adaptable, conceptual blends used routinely for imagining writing situations. The book will give scholars a fresh understanding of concepts such as 'voice', 'self', 'clarity', 'power', and the most basic figure of all: 'the writer'.

Metaphor in Communication, Science and Education

The Routledge Handbook of Metaphor and Language

Nature, Metaphor, Culture

A Methodological Analysis of Theory and Research

Researching and Applying Metaphor

Metaphor and Metonymy in the Digital Age

This collection of papers presents some recent trends in metaphor studies that propose new directions of research on the embodied cognition perspective. The overall volume, in particular, shows how the embodied cognition still remains a relevant approach in a multidisciplinary research on the communicative side of metaphors, by focusing on both comprehension processes in science as well as learning processes in education.

In *Where Metaphors Come From*, Zoltán Kövecses proposes a metaphorical grounding that augments and refines conceptual metaphor theory according to which conceptual metaphors are based on our bodily experience. While this is certainly true in many cases of metaphor, the role of the body in metaphor creation can and should be reinterpreted, and, consequently, the body can be seen as just one of the several contexts from which metaphors can emerge (including the

situational, discourse, and conceptual-cognitive contexts) - although perhaps the dominant or crucial one. Kövecses is a leader in CMT, and his argument in this book is more in line with what has been discovered about the nature of human cognition in recent years; namely, that human cognition is grounded in experience in multiple ways - embodiment, in a strict sense, being just one of them (see Barsalou, 2008; Gibbs, 2006; Pecher and Zwaan, 2005). In light of the present work, this is because cognition, including metaphorical cognition, is grounded in not only the body, but also in the situations in which people act and lead their lives, the discourses in which they are engaged at any time in communicating and interacting with each other, and the conceptual knowledge they have accumulated about the world in the course of their experience of it.

Seminar paper from the year 2006 in the subject American Studies - Culture and Applied Geography, grade: 1,7, Johannes Gutenberg University Mainz (Institut für Anglistik, Amerikanistik und Anglophonie), course: Hauptseminar "New Eden, Paradise, The White Whale and Marilyn Monroe: Cultural Symbols and Icons in American Literature," 25 entries in the bibliography, language: English, abstract: This paper firstly treats the issue of metaphor and then proceeds with the discussion of the term symbol. To ensure consistency, the presentation of both terms follows the same structure: First of all the definition and etymology of each term is given; their principal characteristics are mentioned and explicated. Additionally the related concept of "similes" is defined and compared to metaphors. Due to the fact that the definitions of the term "metaphor" vary depending on the theories they are based on, a supplementary outline of these theories is required. Subsequently the terms are classified into categories in order to allow a more detailed analysis; examples are cited. The paper ends with a comparison of the two concepts."

Metaphor and Intercultural Communication examines in detail the dynamics of metaphor in interlingual contact, translation and globalization processes. Its case-studies, which combine methods of cognitive metaphor theory with those of corpus-based and discourse-oriented research, cover contact linguistic and cultural contacts between Chinese, English including Translational English and Aboriginal English, Greek, Kabyle, Romanian, Russian, Serbian, and Spanish. Part I introduces readers to practical and methodological problems of the intercultural transfer of metaphor through empirical (corpus-based and experimental) studies of translators' experiences and strategies in dealing with figurative language in a variety of contexts. Part II explores the universality-relativity dimension of cross- and intercultural metaphor on the basis of empirical data from various European and

non-European cultures. Part III investigates the socio-economic and political consequences of figurative language use through case studies of communication between aboriginal and mainstream cultures, in the media, in political discourse and gender-related discourses. Special attention is paid to cases of miscommunication and of deliberate re- and counter-conceptualisation of clichés from one culture into another. The results open new perspectives on some of the basic assumptions of the 'classic' cognitive paradigm, e.g. regarding metaphor understanding, linguistic relativity and concept-construction.

A Study of the Variability in Metaphor

Towards a Methodology for Implicit Evidence

Grammatical Metaphor

How Film Metaphor is Used. Using the Example of Pixar's "Inside Out"

Conceptual Metaphor Theory in the Beatles Lyrics. Metaphors as Cognitive Phenomena

Metaphor in the Hebrew Bible

This book analyses the emotional message of Hungarian folksongs from a Cultural Linguistic perspective, employing a wide range of empirical devices. It combines theoretical notions with analytical devices and has a multidisciplinary essence: it relies on the latest Cultural Linguistic findings, employing spatial semantics, cognitive linguistics, cognitive psychology and ethnography. The book addresses key questions including: How is nature conceptualized by a folk cultural group? How are emotions and other mental states expressed via nature imagery with respect to metaphors and construal schemas? The author argues that folksongs reflect the Hungarian peasant communities' specific treatment of emotions, captured in an underlying cultural schema 'reservedness.' This schema is grounded in principals of morality and tradition, and governs the various levels of representation. The main topics discussed are related to two core issues: cultural metaphors and cultural schemas of construal in folksongs. It provides a detailed example, based on over 1000 folksongs, of how a cultural group's cognition can be analyzed and better understood through a representative corpus-based linguistic approach. The research is also pioneering in constructing a comprehensive analysis framework adapted to folk poetry, and offers an example of how cultural conceptualizations can be investigated in various discourse types. Last but not least, the book offers insights into the work of Hungarian linguists and folklorists concerning cultural conceptualizations, which have largely been unavailable in English.

To what extent and in what ways is metaphorical thought relevant to an understanding of culture and society? More specifically: can the cognitive linguistic view of metaphor simultaneously explain both universality and diversity in metaphorical thought? Cognitive linguists have done important work on universal aspects of metaphor, but they have paid much less attention to why metaphors vary both interculturally and intraculturally as extensively as they do. In this book, Zoltán Kövecses proposes a new theory of metaphor variation. First, he identifies the major dimension of metaphor variation, that is, those social and cultural boundaries that signal discontinuities in human experience. Second, he describes which components, or aspects of conceptual metaphor are involved in metaphor variation, and how they are involved. Third, he isolates the main causes of

metaphor variation. Fourth Professor Kövecses addresses the issue to the degree of cultural coherence in the interplay among conceptual metaphors, embodiment, and causes of metaphor variation.

It has become increasingly clear that metaphor needs to be explored in terms of the social and discourse context in which it is used, especially where the aim is to address real-world problems. The notion of 'real world' metaphor research has been developed to describe this important area of investigation. This book starts by describing the nature and scope of real world metaphor research and then illustrates, through 17 detailed, mainly empirically-based studies, the different areas it can apply to, and different methodologies that can be employed. Research problems are explored in areas such as artificial intelligence, language teaching and learning, reconciliation dialogue, university lecture discourse, poetry and wine description. Methods include corpus analysis, experimentation, discourse analysis, cross-cultural analysis and genre analysis. In each case the empirical studies refer back to Gibbs's opening overview of real-world research. The result is an invaluable and cross-referenced collection of papers addressing real-world problems.

Scientific concepts are abstract human constructions, invented to make sense of complex natural phenomena. Scientists use specialised languages, diagrams, and mathematical representations of various kinds to convey these abstract constructions. This book uses the perspectives of embodied cognition and conceptual metaphor to explore how learners make sense of these concepts. That is, it is assumed that human cognition – including scientific cognition – is grounded in the body and in the material and social contexts in which it is embedded. Understanding abstract concepts is therefore grounded, via metaphor, in knowledge derived from sensory and motor experiences arising from interaction with the physical world. The volume consists of nine chapters that examine a number of intertwined themes: how systematic metaphorical mappings are implicit in scientific language, diagrams, mathematical representations, and the gestures used by scientists; how scientific modelling relies fundamentally on metaphor and can be seen as a form of narrative cognition; how implicit metaphors can be the sources of learner misconceptions; how conceptual change and the acquisition of scientific expertise involve learning to coordinate the use of multiple implicit metaphors; and how effective instruction can build on recognising the embodied nature of scientific cognition and the role of metaphor in scientific thought and learning. The volume also includes three extended commentaries from leading researchers in the fields of cognitive linguistics, the learning sciences, and science education, in which they reflect on theoretical, methodological and pedagogical issues raised in the book. This book was originally published as a special issue of the International Journal of Science Education.

Action Research for English Language Arts Teachers

Power Tools for Teaching Any Subject

Studying Scientific Metaphor in Translation

Researching and Applying Metaphor in the Real World

Invitation to Inquiry

Resources in Education

This book tells the story of an intellectual journey with metaphor. It questions the basis of evidence in social research, especially the 21st century fallacies surrounding it. Metaphor itself serves as the

story-teller here. As the book shows, social research evidence is hidden deep inside metaphor, and is uncovered by the use of the social research method. Through research we make methodological compromises to ensure our intellectual survival. It also highlights that all truth-values are embodied, paradoxical, metaphorical, and postdisciplinary, and that ethically responsible research is possible only within embodied cognition of a research problem. A researcher's spatiotemporal context converges and diverges across a body cell to the celestial universe, and from all-realist human history to all-forthcoming, over a momentary free will, as one embodied cognition. Building upon embodiment philosophy, alethic hermeneutics, critical social theory, and ethical intuitivism, the text revisits the epistemology and ontology of evidence and challenges the dualist norms of social research, points to the failings, and flags up directions for researchers who take evidence seriously. It introduces a cognitive methodology in social research that creates a normative balance for an experiential-intuitive approach to ethically responsible social research. It also claims a unique cognitive schema—the prodigal-within-prodigy paradox, which unifies the traditional theory of metaphor and the post-1980s cognitive theory of metaphor, characterised by mutuality in divergence and convergence of research evidence. Mixing metaphors in speech, writing, and even gesture, is traditionally viewed as a sign of inconsistency in thought and language. Despite the prominence of mixed metaphors, there have been surprisingly few attempts to comprehensively explain why people mix their metaphors so frequently and in the particular ways they do. This volume brings together a distinguished group of linguists, psychologists and computer scientists, who tackle the issue of how and why mixed metaphors arise and what communicative purposes they may serve. These scholars, almost unanimously, argue that mixing metaphors is a natural consequence of common metaphorical thought processes, highlighting important complexities of the metaphorical mind. *Mixing Metaphor*, for the first time, offers new, critical empirical and theoretical insights on a topic that has long been ignored within interdisciplinary metaphor studies.

Analogy has been the focus of extensive research in cognitive science over the past two decades. Through analogy, novel situations and problems can be understood in terms of familiar ones. Indeed, a case can be made for analogical processing as the very core of cognition. This is the first book to span the full range of disciplines concerned with analogy. Its contributors represent cognitive, developmental, and comparative psychology; neuroscience; artificial intelligence; linguistics; and philosophy. The book is divided into three parts. The first part describes computational models of analogy as well as their relation to computational models of other cognitive processes. The second part addresses the role of analogy in a wide range of cognitive tasks, such as forming complex cognitive structures, conveying emotion, making decisions, and solving problems. The third part looks at the development of analogy in children and the possible use of analogy in nonhuman primates. Contributors Miriam Bassok, Consuelo B.

Boronat, Brian Bowdle, Fintan Costello, Kevin Dunbar, Gilles Fauconnier, Kenneth D. Forbus, Dedre Gentner, Usha Goswami, Brett Gray, Graeme S. Halford, Douglas Hofstadter, Keith J. Holyoak, John E. Hummel, Mark T. Keane, Boicho N. Kokinov, Arthur B. Markman, C. Page Moreau, David L. Oden, Alexander A. Petrov, Steven Phillips, David Premack, Cameron Shelley, Paul Thagard, Roger K.R. Thompson, William H. Wilson, Phillip Wolff

Since the 1980s, metaphor has received much attention in linguistics in general. Within Systemic Functional Linguistics (SFL) the area of 'grammatical metaphor' has become increasingly more important. This volume aims to raise and debate problematic issues in the study of lexico-grammatical metaphor, and to foreground the potential of further study in the field. There is a need to highlight the SFL perspective on metaphor; other traditions focus on lexical aspects, and from cognitive perspectives, while SFL focuses on the grammatical dimension, and socio-functional aspects in the explanation of this phenomenon.

Figurative Language in Business and Economics

Confronting Metaphor in Use

Finding Metaphor in Grammar and Usage

An Analysis of Metaphors in a New York Times Article

Conceptual Metaphor in Social Psychology

Conceptual metaphor and embodied cognition in science learning

We learn in grade school that metaphor is an ornamental figure of speech reserved for poets. But we now know that it is also a key strategy people use to make sense of the world, from basic concepts like time and causation to the major social issues facing society. In this book, Mark Landau clarifies with wide-ranging evidence the many ways conceptual metaphor guides our thoughts and actions, shining a light on the cognitive underpinnings of social life. *Conceptual Metaphor in Social Psychology* synthesizes over twenty-five years of in-depth research. Drawing from innovative experiments conducted around the globe, Landau shows conclusively that individuals and groups use metaphor—often unconsciously—to grasp abstractions, make judgments and decisions, communicate, and organize their behavior. Each chapter explores metaphor's importance for understanding a major topic in social psychology: social cognition, motivation, culture, the self, interpersonal relationships, intergroup dynamics, politics, and health. What emerges is a powerful explanation of how social behavior is shaped by and reflected in our bodily functioning, cultural context, and language use. Integrating insights from cognitive linguistics, anthropology, and personality, this book makes a compelling case that conceptual metaphor has a pervasive effect on human affairs. Researchers in social psychology will discover new ways to think about and investigate these related topics, while students of psychology will learn about an exciting development in understanding enduring questions about who we are and how we got that way.

The Routledge Handbook of Metaphor and Language provides a comprehensive overview of state-of-the-art interdisciplinary research on metaphor and language. Featuring 35 chapters written by leading scholars from around the world, the volume takes a broad view of the field of metaphor and language, and brings together diverse and distinct theoretical and applied perspectives to cover six key areas: Theoretical

approaches to metaphor and language, covering Conceptual Metaphor Theory, Relevance Theory, Blending Theory and Dynamical Systems Theory; Methodological approaches to metaphor and language, discussing ways of identifying metaphors in verbal texts, images and gestures, as well as the use of corpus linguistics; Formal variation in patterns of metaphor use across text types, historical periods and languages; Functional variation of metaphor, in contexts including educational, commercial, scientific and political discourse, as well as online trolling; The applications of metaphor for problem solving, in business, education, healthcare and conflict situations; Language, metaphor, and cognitive development, examining the processing and comprehension of metaphors. The Routledge Handbook of Language and Metaphor is a must-have survey of this key field, and is essential reading for those interested in language and metaphor.

This book explores different aspects of metaphoricity in legal discourse, from court proceedings and written institutionalised texts to judges' argumentation and in spoken records, among others. It brings together linguists and law professionals from six different countries to investigate metaphor as a conceptual phenomenon accessible through language and, more specifically, through actual linguistic contexts of use. While the role of metaphor in economics and business has produced multiple research articles, no comprehensive book-length study has yet appeared. The present book is a timely attempt to fill this gap, giving a global coverage of the role of metaphor in business and economics. It spans time (from Classical Greece to the current business network meeting-room), space (from Europe through the Americas to Asia), cultures and languages (from continental European languages, Brazilian Portuguese to Chinese). The theoretical grounding of the book is the Conceptual Theory of Metaphor taken in a dynamic sense as evolving with on-going research. The theory is thus used, adapted and refined in accordance with the evidence provided. Metaphor is shown to be theory constitutive in the elaboration of economic thinking down through the ages while, at the same time, the emphasis on evidence open to historical, cross-cultural and cross-linguistic considerations align with the current notion of situatedness. The book is a rich source of information for researchers and students in the fields of Metaphor Studies, Economics, Discourse Analysis, and Communication Studies, among others.

Metaphors & Analogies

Metaphor in Legal Discourse

Metaphor and Mills

Papers in Psychoanalytic Anthropology

An Applied Linguistic Approach

Ideational Grammatical Metaphors. Applications in Selected Registers

The aim of the present bibliography is to provide the student of metaphor with an up-to-date and comprehensive (albeit not exhaustive) overview of recent publications dealing with various aspects of metaphor in a variety of disciplines. Where the emphasis is primarily on specific works "about" metaphor, mainly in philosophy, linguistics, and psychology, the list has been supplemented with references to studies where metaphor is explicitly recognized as an instrument of research or analysis (e.g., in literature, or in the elaboration of scientific and religious models) or where its use is illustrated. It is timely for researchers to approach metaphor as social and

situated, as a matter of language and discourse, and not just as a matter of thought. Over the last twenty five years, scholars have come to appreciate in depth the cognitive, motivated and embodied nature of metaphor, but have tended to background the linguistic form of metaphor and have largely ignored how this connects to its role in the discourses in which our lives are constructed and lived. This book brings language and social dimensions into the picture, offering snapshots of metaphor use in real language and in real lives across the very different cultures of Europe and Brazil and contributing to the theorizing of metaphor in discourse.

This study examines metaphor in Zulu in the light of conceptual metaphor theory from the perspective of a Bible translator. It then considers the possibility of translating Biblical Hebrew metaphor into Zulu. Selected Hebrew metaphors in the Book of Amos are analysed according to conceptual metaphor theory and compared with the conceptual metaphor analysis of the corresponding verses in existing Zulu translations, thereby increasing the empirical basis of the theory, and showing that it is valid for the study of both Biblical Hebrew and Zulu and a useful tool for translators.

Cognitive linguists have proposed that metaphor is not just a matter of language but of thought, and that metaphorical thought displays a high degree of conventionalization. In order to produce converging evidence for this theory of metaphor, a wide range of data is currently being studied with a large array of methods and techniques. *Finding Metaphor in Grammar and Usage* aims to map the field of this development in theory and research from a methodological perspective. It raises the question when exactly evidence for metaphor in language and thought can be said to count as converging. It also goes into the various stages of producing such evidence (conceptualization, operationalization, data collection and analysis, and interpretation). The book offers systematic discussion of eight distinct areas of metaphor research that emerge as a result of approaching metaphor as part of grammar or usage, language or thought, and symbolic structure or cognitive process.

Views from systemic functional linguistics

Endangered Metaphors

MARKET METAPHORS FOR MEETING MATES, WORKING PAPERS #719

Elicited Metaphor Analysis in Educational Discourse

Integrating Information Technology and Management for Quality of Care  
Metaphors and Symbols