Metaphor, Inclusion, and Accessibility

RaAM — Researching & Applying Metaphor — 8th specialised seminar

University of Macerata 6–7 June 2024

BOOK OF ABSTRACTS

SPONSORS

uniMC
UNIVERSITÀ DI MACERATA

UNIMC
UNIVERSITÀ DI MACERATA

DIPARTIMENTO DI
STUDI UMANISTICI
Lingue, mediazione,
storia, lettere e filosofia

JOHN BENJAMINS
PUBLISHING COMPANY

Contents

Talks

Plenarette talks

Ordinary talks

Poster presentations

Topic-related posters

General interest posters

RaAM 'Building Bridges' report

TALKS

Plenarette #1

Lisa El Refaie
Cardiff University

Cracks where the light gets in: The paradoxical role of metaphor in conveying the diversity of human experience

It is perhaps unsurprising that many conventional metaphors used in everyday language reflect the embodied experiences of majority groups, while disregarding the differently abled. For example, since most people experience a link between seeing things clearly and successfully obtaining information, there is a tendency across many cultures and languages to conceptualize knowledge in visual terms. Yet to a person who is born blind, such vision metaphors are unlikely to make the same intuitive sense. In fact, as I will argue in this talk, there is no such thing as "normal" embodiment: Firstly, because the qualities, states, and abilities of bodies that we perceive to be the norm are shaped by ever-shifting cultural values and ideologies, and secondly, because even a temporary illness or disability may profoundly disrupt our ordinary, taken-for-granted ways of interacting with the world. When we use common metaphorical language, we are thus sometimes unwittingly reinforcing an overly narrow, static, and ableist view of human experience. On the other hand, metaphors are particularly well suited to the task of communicating the rich tapestry of humanity in all its diversity. Giving verbal and visual examples, I will show how the creation of novel metaphors may allow individuals to challenge entrenched conceptual metaphors and to share their own unique perception and understanding of the world.

Plenarette #2

Francesca Panzeri
Università degli Studi di Milano-Bicocca

Expressing and recognizing irony in Italian Sign Language

Irony is a form of figurative language in which a person means to communicate the opposite of what they are saying. To avoid misunderstandings, the ironist might display specific irony markers, that is metacommunicative cues that alert the interlocutor that the comment has not to be taken at face value. The research focused on the expression and recognition of irony in vocal and written languages. What about sign languages? Are there specific cues that facilitate the interlocutors' detection of a signer's ironic intent? I will first report the results of a study we conducted, comparing sincere and ironic remarks in Italian Sign Language (LIS), and that led us to the identification of irony markers in LIS, involving specific signs/gestures and non-manual/facial expressions. The second question I will address is whether these cues are more 'linguistic' or 'affective'. I will thus report the results of a second study we ran, in which we verified whether Italian participants who were not familiar with LIS could recognize irony expressed in LIS, comparing their performance to that one of (Deaf or hearing) LIS-signers.

Ludmilla A'Beckett
University of the Free State

Metaphor Scenarios of Incapacitating a "Person": Experiential Ground and Emotional Appeal

This paper focuses on positive receptions of metaphor scenarios representing hand injuries, and incapacitation. It attempts to show that the assembling of metaphoric meanings is a process that requires more cognitive operations than merely finding a direct correlation between the bodily experience and target domain terms. The experiential ground of a metaphoric vehicle is not a fixed set of knowledge and attached stances, but an evolving repertoire of stimuli undergoing adjustment and accommodating new elements. The paper suggests that stances on metaphoric traumas do not always invoke an acknowledgment of the pain activated by a simulation of the relevant body experience. The assumption about the default projection of evaluative stance in metaphor scenarios (Musolff, 2006; Musolff, 2015) has to be carefully examined, as the interpretation of the metaphor's experiential ground depends on the speaker's vantage point and the audience. The audience's reaction to the metaphoric proposition referring to bodily harm largely depends on feelings and empathic stance toward the "entity/person" experiencing the trauma. Numerous contextual factors can suppress empathy.

The content analysis of data collected from Russo-Ukrainian discourse on Russian foreign affairs reveals that evaluation of the metaphoric proposition of incapacitation does not correlate with conventional humanistic reactions to trauma and disability. Metaphor scenarios of incapacitation through mutilation (*to cut off hands, to chop off hands, to shorten hands),* forceful restraining (*to tie hands, to twist hands*), and ailments (*withered hands,* and *broken hands*) are often presented as desirable events and evoke delight in the audience for reasons other than sadistic pleasure.

It has been found that the metaphoric propositions of restraining hands have been linked to other metaphoric conceptualizations: a) the idiom "the hand of Moscow/Kremlin" referring to the Russian foreign policy of meddling in the affairs of other countries; b) the idiom "long hands" characterizing an influential and successful but greedy and violent agent. The micro-context of the scenarios evolves around preventing a bully's assaults or punishment of the bully.

This paper suggests that reactions to the metaphor story of handicapping have been influenced by (a) macro-context; (b) links with other metaphorical concepts feeding the story; (c) the vantage point of the speaker and audience; and (d) interpretations of the target domain terms.

References
Musolff, Andreas. 2006. Metaphor Scenarios in Public Discourse. *Metaphor and Symbol* 21(1): 23-38.
Musolff, Andreas. 2015. Dehumanizing metaphors in UK immigrant debates in press and online media. *Journal of Language Aggression and Conflict* 3.1: 41-56.

Jessica Beale
University of Westminster

Exploring the cognitive role of metaphor to describe multisensory experience in audio description

Audio description (AD) is defined as a description of visual information for people who are blind or partially-sighted (BPS) (Fryer, 2016). As metaphor is a dominant strategy for describing sensory experience (Winter, 2019), it is a useful approach in AD script-writing. Corpus analysis research has demonstrated that metaphors are widely used in AD (Luque Colmenero, 2019), meaning that researching AD is a way of exploring real-world applications of metaphorical language in the context of accessibility. For example, how can metaphors in AD increase access to sensory information? Currently, there is little research exploring the ways in which metaphors are used by BPS people to describe their sensory experience, or research that tests whether metaphorical language in AD aids comprehension and mental imagery generation.

This paper will present findings from two studies, exploring the use of AD in botanic gardens. The first study uses the walking interview methodology with ten BPS participants to explore their sensory experience. The study asks: What are the subjective experiences of BPS people when engaging with sensory elements in the garden and how do they use language to describe their experiences? Data were analysed using thematic analysis, with particular emphasis on how participants used metaphorical language to describe, understand and explore the garden, as well as how participants describe constructing mental imagery. The presentation will discuss how BPS participants used metaphors, how this varies across sensory modalities, and how this relates to the way sense-specific language is used to scaffold meaning for sensory experiences that are harder to imagine or articulate (Speed and Majid, 2020).

Next, the paper will outline the methodology and initial results from an online experiment, which aims to explore the cognitive role of metaphor and sensory language in AD, by testing the impact of different linguistic approaches on mental imagery generation. This study builds on the interview data, and aims to understand: what are the most effective linguistic methods for describing sensory experience that promote enhanced vividness of mental imagery, and does this vary across sensory modalities or between groups? (e.g. blind, partially-sighted and non-blind participants). The study explores whether multisensory descriptions are more effective than visual-only descriptions, and whether literal or metaphorical language is more effective, measured using the Plymouth Sensory Imagery Questionnaire (Andrade *et al.*, 2014).

References:

Andrade, J. *et al*. 2014. Assessing vividness of mental imagery: The Plymouth Sensory Imagery Questionnaire, *The British Journal of Psychology*; Br J Psychology, 105(4): pp. 547–563. Available at: https://doi.org/10.1111/bjop.12050

Fryer, L. 2016. *An Introduction to Audio Description*. 1st edition. London: Routledge.

Luque Colmenero, M. O. 2019. *Metaphor as a tool for accessing knowledge in audio descriptive guides of contemporary art museums for people with visual disabilities* (Doctoral dissertation, Universidad de Granada, Spain).

Speed, L. and Majid, A. 2020. Grounding language in the neglected senses of touch, taste, and smell, *Cognitive neuropsychology*. Cognitive Neuropsychology, 37 (5-6): 363-392. https://doi.org/10.1080/02643294.2019.1623188

Winter, B. 2019. *Sensory Linguistics*. Amsterdam: John Benjamins. https://doi.org/10.1075/celcr.20

Arianna Careddu
Università degli Studi di Cagliari

The Inclusive Metaphor: Multimodality as a Gateway to Diversity in Conceptual Metaphor Theory

This paper is aimed at investigating how multimodality can be employed to tackle the inherent ableism of the conceptual metaphor. The paper builds upon Vidali's work (2010), which underscored that the idea of "conceptual metaphor" suggested by Lakoff and Johnson (1980) exhibits ableism as it is rooted in the notion of "embodied experience" (Johnson, 1987), and because it presumes specific physical, cognitive, and sensory experiences and their metaphorical representations, without considering the fact that the experiences they refer to are routinely based, with very few exceptions, on those of the able-bodied. Even though metaphors facilitate the recognition of particular dimensions of reality, they are also instrumental in the construction of the perspective from which reality is observed (Black, 1977): therefore, if the "embodied experience", the imagery, and the emotional connections are those of the able-bodied, metaphors will only reflect those experiences, and while they may help making a message more accessible, such message would remain hardly inclusive. Multimodal metaphors, by engaging a plurality of sensory perceptions (Forceville, 2020), certainly have the potential to enhance the accessibility of a message for a broader audience. However, multimodality *per se* does not necessarily make a metaphor more inclusive: if a multimodal metaphor is also solely focussed on the personal connections and relatable imagery of able-bodied audiences, instead of reflecting a certain diversity of experiences and affinities, it would eventually make the content of the message even more extraneous to disabled recipients. This paper therefore submits that it is necessary to question and reconsider the very core of the conceptual metaphor, and to explore the possibilities generated by multimodality towards embodying the experiences of disabled individuals. To address this problem, this paper will apply a content analysis method (Calhoun, 2002) to a selection of informative and commercial digital content, in order to identify the ways in which multimodality can tackle the inherent ableism of the conceptual metaphor, and to define a paradigm of inclusivity for multimodal metaphors.

References
Black, Max. 1977. More about Metaphor. *Dialectica*, 31(3/4): 431-457.
Calhoun, Craig. 2002. *Dictionary of the Social Sciences.* Oxford: Oxford University Press.
Forceville, Charles. 2020. *Visual and Multimodal Communication: Applying the Relevance Principle*. Oxford: Oxford University Press.
Johnson, Mark. 1987. *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. Chicago: The University of Chicago Press.
Lakoff, George & Mark Johnson. 1980. *Metaphors We Live By*. Chicago: University of Chicago Press.
Vidali, Amy. 2010. Seeing What We Know: Disability and Theories of Metaphor. *Journal of Literary & Cultural Disability Studies*, 4(1): 33-54.

Irina Cighir & Mariana Neagu
Dunărea de Jos University of Galați

Accessibility of English Covid-Related Memes to Romanian Speakers

Covid-related memes were a source of stress relief during the Covid pandemic, especially at its beginning, when there was no tool available to fight it except for humour. Although there has been some research into the ways in which these memes have been received and understood by English speakers there has to date been very little research into the ways in which they are received by speakers of other languages other than English. Therefore, our study looks at English Covid-related memes which flooded Romanian social networks and their accessibility to Romanian people.

The aim of this paper is to show, with the aid of relevance theory, how effective the English memes were to the Romanian people and if the metaphors embedded in the memes had any effect upon their understanding. To this end we have collected a number of 560 Covid-related memes created and distributed over a period of seven months from March 2020 to September 2020 (the crisis period). Out of these 560 tokens we have chosen six to analyse and to include in our questionnaire.

The questionnaire was distributed to 80 Romanian students. They were asked to answer anonymously questions related to the interpretation of each and every meme. Their answers were analysed so as to help us answer the following research questions:

- RQ1: Is the English language used in Covid-related memes difficult to understand for Romanian students?
- RQ2: Which types of contextual information lead to a maximal interpretive efficiency?
- RQ3: Which types of contextual information lead to a minimal interpretive efficiency?
- RQ4: What types of metaphors had a higher emotional impact upon the Romanian speaker?

In our current study we use both qualitative and quantitative methods which help us interpret the students' answers.

Our preliminary results show that the language used in the creation of the Covid-related memes was not an impediment to their accessibility (RQ1). The perfect intertwinement between the general context and the Covid-related context (Yus, 2023) proved to lead to a maximal interpretive efficiency (RQ2), whereas a minimal interpretive efficiency was generated by a gap that could not be filled between the two types of context. War metaphors and disaster metaphors seem to have had the highest emotional impact upon the Romanian speakers (RQ4).

References

Forceville, C. 2012. *Relevance Theory as model for analyzing visual and multimodal communication* in: Machin, D. (ed.), *Visual Communication*, Berlin: Mouton de Gruyter.

Kress, G. 2006. *Reading Images*. London and New York: Routledge

Shifman, L. 2014. *Memes in digital culture.* Cambridge, Mass.: The MIT Press.

Sperber, D., Wilson, D. 1996. *Relevance. Communication and Cognition*. Oxford UK and Cambridge USA: Blackwell

Yus, F. 2003. *Humour and the search for relevance*, Journal of Pragmatics 35: 1295-1331.

Yus, F. 2023. *Pragmatics of Internet Humour*. Basingstoke: Palgrave Macmillan.

Herbert Colston[1], Carina Rasse[2], Megan Bohach[1] & Hayley Ehrstien[1]
1 University of Alberta – 2 Alpen-Adria-Universität Klagenfurt

Social Inclusion Via Metaphor: The Impact of Social Deprivation

The ability of metaphors to enhance meaning can have knock-on effects on inclusiveness—people can feel socially drawn to speakers if their uttered metaphors are creative, clever, insightful, etc. (e.g., a person wryly describing vitriol in online forums as, "*road rage*"). This power to manipulate social connection makes metaphor a potential tool for social inclusion (and exclusion). Indeed, this is partly why metaphor is often found in political talk (Musolff, 2016), advertising, (Littlemore, Perez-Sobrino, & Ford, 2021), poetry (Rasse, 2022) and other discourses where social connections are sought-after.

Multiple processes underlie this "social work" potential of metaphor. Hearers/readers may *like* language they encounter if it exhibits creativity, cleverness, insightfulness, etc., which metaphor often delivers, and this appreciation can spill onto speakers (Colston, Rasse, & Bohach, 2023, June). Speakers may also *compliment* hearers through demonstrating trust that uttered metaphors will be understood (Colston, 2019). Metaphors can also signal *group identification* (and disidentification) that can socially influence readers/hearers (Littlemore, et al 2021, Colston, 2019).

And indeed, some have argued that such social inclusion/exclusion functions of metaphor unmask powerful underlying social needs driving all human communication—to get/stay socially connected, to manage one's positions in social networks/hierarchies, and to display one's conformity to socially accepted conventions (Colston, 2019; Lieberman, 2013). Relatively non-figurative language can gloss over social functioning in its focus on detailed semantic exposition. But figurative language can forefront language's social functioning by expediting more semantic content (Colston, 2021; Colston & Rasse, 2022).

Direct evidence of metaphor's proficiency at "social work" was provided by Colston, Rasse & Bohach (2023, June) where, relative to comparable non-metaphorical language, metaphor is actually rated as *worse* on some basic properties relevant to inclusion (e.g., honesty, familiarity, clarity, and authenticity). Yet, metaphor is rated as *more* creative, clever, and insightful. All told, these differences render metaphorical speakers equally liked, and equally sought-after as friends, compared to speakers using better-rated non-metaphorical commentary.

So, metaphor can involve costs for some inclusivity basics (e.g., clarity, familiarity, etc.). But metaphor can also override these issues with enhanced meaningfulness (its cleverness, creativity, and insightfulness), making metaphor as good at social connection as non-metaphorical language, despite metaphor's other relative limitations.

But what happens when people are socially deprived? Can the meaningful advantages of metaphor rise to these occasions and excel at social work under social deprivation circumstances? Or is the relationship between metaphor and social connection more nuanced?

The present study accordingly evaluated the social-connection-enhancement leveraged by metaphorical versus non-metaphorical language when participant/"hearers" are positioned as socially "needing" versus socially "fulfilled". The results revealed advantages of social-connection-enhancement found in metaphorical commentary, when participants are *more* socially "fulfilled". And overall, all ratings of comment and speaker quality, as well as sought-after social connection with speakers, went up when participants were socially "needing", regardless of comment type.

The results are interpreted as demonstrating some *prerequisites* to metaphor's social work possibilities.

Alice Deignan[1] & Elena Semino[2]
1 University of Leeds – 2 Lancaster University

Problematising the use of metaphor as a learning tool for school children of different abilities and backgrounds

With the aim of furthering understanding about the affordances and barriers of academic language for school students of all abilities and backgrounds, we gathered a substantial dataset. This comprises (1) a large corpus of teacher talk and written educational materials used in schools in England with students aged 9-13 of a range of ability levels, and (2) 58 transcribed focus group interviews with school students of native or near-native proficiency levels in English. 41 of these are on the topic of climate change, and 17 probe students' views on the move from primary school to high school, and the language difficulties associated with this. We have analysed the corpus data using standard corpus tools and MIP, and the interview data using NVivo and MIP. We seek to answer the following questions:

- How widely is metaphor used by educators?
- What type of guidance, if any, is given by educators as to the interpretation of the metaphors that they use?
- How successful are students in interpreting the meanings of the metaphors that are used by their educators? Do students perform equally well (or equally badly) in interpreting metaphors?

Our questions relate to the conference focus on metaphor use in differently abled individuals. Our hypothesis was that unless skilfully implemented, metaphor use in academic materials may further disadvantage some of those students who are already disadvantaged. These include students who are less strong academically, and those from lower socio-economic status groups. Our preliminary findings confirm this hypothesis.

We have found that metaphor is widely used across the school subjects that we studied to present academic concepts. Many educators use metaphor in a way that suggests an assumption that it is unproblematic. In particular, we found no examples of educators explaining the boundaries of a simile or metaphor. In our interview data, we found numerous instances of students extending academic metaphors creatively, resulting in an inaccurate representation of the target domain. For instance, students extended the *greenhouse* metaphor use in climate studies to incorrectly infer that greenhouse gases form a thin hard shell around the earth, or the *current* metaphor for electricity to suggest that electricity can sweep people away. We also found examples of complete lack of understanding of the grounds for metaphors used in educational materials. Across the students we spoke to, we found a very wide range of ability to interpret metaphors in the way that they were intended by their educators. This apparently correlated with academic attainment and socio-economic status. Larger and more finely-grained quantitative studies are needed to test the latter suggestion more rigorously.

Eleanor Field
Lancaster University

Metaphor and Trans Lived Experiences: Negotiating the Body

Within traditional accounts of Conceptual Metaphor Theory (CMT), the body (including bodily sensations and actions) is viewed as a stable, universal source domain which can be used to better understand abstract, complex target domains (Lakoff & Johnson, 1980). Recently, however, the role of the body within CMT been challenged by scholars including El Refaie (2019). El Refaie (2019) draws on Merleau-Ponty's (1962) theory of embodiment to argue that "our bodily self-awareness is constantly shifting and changing over time" as a result of our lived experiences (p.31). When our habitual ways of interacting with the world are challenged through experiences such as pain, injury, or illness our body may capture our attention and be at the forefront of our mind (El Refaie, 2019). A phenomenon known as 'dysappearance' (Leder 1990: 91). Although dysappearance has typically been applied to understanding physical and mental illnesses, such as cancer and depression, this concept can be fruitfully applied to the experience of gender dysphoria. Many transgender people display heightened bodily awareness and may experience their body as problematic or 'wrong'. In addition, they may feel as though their mind and body do not align. Thus, for many trans people the body is a target domain, rather than a source domain.

This study adopts a qualitative, discourse-analytic approach to provide a systematic analysis of how the body is negotiated and talked about metaphorically by transgender individuals. The data is sourced from the ten most popular transgender communities on the social network site Reddit. The analysis focuses exclusively on metalinguistic discussion threads in which users explicitly ask for or propose metaphor (e.g., "what's a good metaphor for dysphoria?" or "what do people think of my metaphor for dysphoria?"). As such, all the metaphors can be considered 'deliberate' according to Steen's (2008) definition. The main purpose of these threads is to develop a metaphor that aptly communicates the experience of gender dysphoria to a cisgender audience to facilitate a better understanding of the experience.

A range of source domains used to conceptualise gender dysphoria will be presented, focusing particularly on source domains demonstrating a complex relationship with the body such as Split-Self and Machinery source domains. In addition, this research will highlight how a complex relationship with one's body may affect metaphor use.

References
El Refaie, Elisabeth. 2019. *Visual Metaphor and Embodiment in Graphic Illness Narratives*. Oxford University Press.
Lakoff, G., and M. Johnson. 1980. *Metaphors We Live By.* Chicago: University of Chicago Press.
Leder, D. 1990. *The Absent Body.* Chicago: University of Chicago Press.
Merleau-Ponty, M. 1962. Phenomenology of Perception. London and Henley-on-Thames, UK: Routledge and Kegan Paul.
Steen, G. 2008. The paradox of metaphor: Why we need a three-dimensional model of metaphor. *Metaphor and symbol*, *23*(4): 213-241.

Samantha Ford
University of Bristol

"The harder the struggle, the more glorious the triumph": The controversial use of figurative communication in sports commercials tackling social issues

Sports brands can raise awareness of social issues using figurative tropes (metaphor and metonymy), but how sports brands communicate to their audiences is sensitive. A deeper understanding is required of these figurative tropes and the potential damage that may be incurred when they are used insensitively. Metaphor and metonymy convey covert messages by comparing or referring to something as something else in a way that is creative but also thought-provoking, particularly in relation to social issues (e.g. sexual health: Ford et al., 2021; animal/human rights: Pérez-Sobrino, 2016; climate change: Hidalgo-Downing & O'Dowd, 2023). This study investigates how metaphor and metonymy construct messages in sports commercials that tackle social issues surrounding accessibility, equality, and physical and mental health. I developed an Integrated Metaphor Exploration Procedure (IMEP) that integrates the identification and interpretation of metaphor and metonymy with a reflexive approach, inspired by previous metaphor identification procedures in film, commercials, and print advertising (Bort-Mir, 2019; Pan & Tay, 2020; Phillips & McQuarrie, 2004). I analysed 33 sports commercials by brands Nike, Adidas, Reebok, and Gymshark released between 2015 and 2021, sampled from adforum.com and YouTube.com.
A total of 28 commercials (85%) featured metaphor in their core message using domains including (super)natural force (25%, *N*=7), war (14%, *N*=4), and theatre (9%, *N*=3). Metonymy mostly drove associations informing metaphorical mappings, although it was used especially to associate sports personalities with social justice movements (e.g. Colin Kaepernick standing for civil rights activism). Findings show that while social issues raised by sports brands could be seen as empowering, some brands use metaphor to frame issues in a way that perpetuates stereotypes and stigma that could hinder the inclusion of particular communities. E.g. Is a war metaphor glamorising the 'fight' for gender equality empowering or distracting from the underlying systems and attitudes in sport that require change?

References
adforum.com. 2021. *Cannes Lions International Festival of Creativity Winners*. Adforum.
https://www.adforum.com/award-organization/6650183/showcase/winners
Bort-Mir, L. 2019. *Developing, applying, and testing FILMIP: The Filmic Metaphor Identification Procedure* [Universitat Jaume I]. https://doi.org/10.13140/RG.2.2.18345.03688
Ford, S., Littlemore, J., & Houghton, D. 2021. "Got a Spark with Brook? Engaging Consumers in a Sexual Health Campaign through the Use of Creative (Metaphorical) Double Entendres. *Metaphor and Symbol, 36*(4): 207-228. https://doi.org/10.1080/10926488.2021.1913740
Hidalgo-Downing, L., & O'Dowd, N. A. 2023. Code Red for Humanity: Multimodal Metaphor and Metonymy in Noncommercial Advertisements on Environmental Awareness and Activism. *Metaphor and Symbol*, *38*(3): 231–253. https://doi.org/10.1080/10926488.2022.2153336
Pan, M. X., & Tay, D. 2020. Identifying creative metaphor in video ads. In K. L. LIN, I. N. Mwinlaaru, & D. Tay (eds.), *Approaches to specialized genres: In memory of Stephen Evans*, pp. 216–240. London: Routledge.
Pérez Sobrino, P. 2016. "Shockvertising": Conceptual interaction patterns as constraints on advertising creativity. *Círculo de Lingüística Aplicada a La Comunicación*, *65*(0): 257–290. https://doi.org/10.5209/rev_CLAC.2016.v65.51988
Phillips, B. J., & McQuarrie, E. F. 2004. Beyond Visual Metaphor: A New Typology of Visual Rhetoric in Advertising. *Marketing Theory*, *4*(1-2): 113-136. https://doi.org/10.1177/1470593104044089

Raymond, W. Gibbs, Jr.
Independent Cognitive Scientist

Should Offensive Metaphors Be Censored?

This presentation offers my personal assessment of the recent efforts to censor certain metaphors in higher education within the United States. Many universities have created extensive speech codes that censor various metaphorical words and phrases for their potential harm, especially for possibly being offensive to different individuals and marginalized communities. I will review several of the examples of censored metaphors and the supposed reasons for this censorship. I then discuss some of the problems with these efforts and offer a brief defense of the importance of metaphors, good or bad, in our public conversations.

Saulutė Juzelėnienė & Skirmantė Šarkauskienė
Vilniaus universitetas

Metaphors of Inclusion: Unveiling Multimodal Narratives in TELIA's Commercials

This research focuses on the metaphors based on the image schemata of BLOCKAGE, RESTRAINT-REMOVAL, and ENABLEMENT (Johnson, 1987), as they unfold in a multimodal narrative of the commercials by the brand TELIA. The paper explores how the issue of inclusion for disabled individuals within society is represented in the discourse of the commercials. The research is based on the theoretical framework developed by Forceville (2008; 2014). In the commercials, the concept of BLOCKAGE emerges as a metaphorical representation of societal barriers that individuals with disabilities often face. The visual and auditory elements intertwine to vividly illustrate these obstacles, showcasing the struggles and limitations that individuals confront in their daily lives. The metaphor of BLOCKAGE serves as a poignant reminder of the need for societal transformation and a more inclusive ethos. RESTRAINT-REMOVAL, another prominent image schema, takes center stage as the narrative progresses. The commercials skilfully navigates through the process of dismantling societal constraints, both physical and attitudinal. As the commercials progresses, the narrative seamlessly transitions towards the concept of ENABLEMENT. The products advertised by TELIA become the catalyst for empowerment, illustrating how technology can serve as a tool for fostering inclusivity. The metamorphosis from restraint to enablement is captured through the lens of innovation, emphasizing the role technology plays in creating a more accessible and inclusive society. This research reveals the interplay of metaphors within the TELIA commercials, offering insights into the aspects of inclusion for disabled individuals. Through the lens of BLOCKAGE, RESTRAINT-REMOVAL, and ENABLEMENT, the commercials represent a compelling picture of societal transformation, urging viewers to reconsider preconceived notions and actively contribute to a more inclusive future (Goethals, 2020; Vidali, 2010; Littlemore, 2019). The amalgamation of these metaphors serves as a powerful tool to the potential of commercials narratives to shape societal perceptions and foster positive change.

References

Forceville, Charles, 2008. Pictorial and multimodal metaphor in commercials. In: Edward F. McQuarrie & Barbara J. Phillips (eds), *Go Figure! New Directions in Advertising Rhetoric*, pp. 272-310. Armonk NY: ME Sharpe.

Forceville, Charles, 2014. Pictorial and multimodal metaphor in commercials. *Go figure! New directions in advertising rhetoric*, 184-210, Routledge.

Urios-Aparisi, E. 2009. Interaction of multimodal metaphor and metonymy in TV commercials: Four case studies. *Multimodal metaphor*, *11*: 95-116.

Goethals, Tina, Dimitri Mortelmans, Hilde Van den Bulck, Willem Van den Heurck & Geert Van Hove. 2020. 'I am not your metaphor': frames and counter-frames in the representation of disability. *Disability & Society*, 37(5): 746-764.

Johnson, Mark. 1987. *The Body in the Mind. The Bodily Basis of Meaning, Imagination, and Reason*. Chicago: Chicago University Press.

Littlemore, Jeannette. 2019. *Metaphors in the Mind. Sources of Variation in Embodied Metaphor*. Cambridge: Cambridge University Press.

Vidali, Amy. 2010. Seeing What We Know: Disability and Theories of Metaphor. *Journal of Literary & Cultural Disability Studies* 4(1): 33-54.

Marge Käsper & Ann Veismann
University of Tartu

Inclusion and Exclusion in the Normalization of Remote Work: A Comparative Analysis of Media Coverage during the COVID-19 Pandemic

The COVID-19 crisis has been extensively scrutinized through the metaphorical lens of declaring war against the virus, as evidenced by scholarly contributions such as Musolff et al. (2022). However, less scholarly attention has been devoted to metaphors that elucidate other facets of this crisis. To illustrate how an exceptional condition can transition into normalcy, where individuals with diverse abilities become differently abled, we conduct an analysis of journalistic representations concerning the normalization of remote work during the coronavirus epidemic. Notably, we highlight instances where inclusion falls short, particularly as remote work, although heralded as an egalitarian virtual GROUND, was predominantly facilitated by the endeavors of delivery personnel and other low-paid workers. These individuals, inherently disabled for remote work due to the nature of their occupations, found themselves excluded from this purportedly inclusive virtual sphere.

Previously perceived as a burgeoning development associated with the knowledge economy and advancements in telecommunications, remote work was advocated for encouragement and development prior to the pandemic, akin to a PATIENT requiring attention. The ACCESS to this modality, however, was akin to a privilege, requiring individuals to possess either a particular physical disability or to occupy exceptionally privileged positions, endowing them with exclusive working abilities. The advent of the coronavirus dismantled and reconstructed these pre-existing BLOCKAGE, rendering remote work an ABLED and privileged avenue. Consequently, a diverse spectrum of individuals became engaged in this practice, distinguished by their residence and technical capabilities, thus altering the landscape of remote work participation.

Nevertheless, this transition predominantly favored individuals with higher educational and income levels, accentuating pre-existing workforce disparities (Marshall et al 2021). Thus, "the inequality already present in the economy became more visible than ever this year," as one example of our corpus notes. To deepen the investigation, the study delves into the portrayal of delivery persons and frontline workers, DISABLED to work in distance but crucial in facilitating remote work. Despite their pivotal role in supporting the infrastructure of remote work, these individuals remained less visible in media narratives, leading to a form of INVISIBILITY amid heightened societal visibility during the pandemic (Moirand 2021).

We explore the representation of these dual aspects in the journalistic discourse of French and American newspapers, specifically New York Times (corpus of 3,370,318 words), Le Monde, and Le Figaro (2,054,975 words), during the coronavirus era in 2020, where even the frequency of the keywords concerning the topics represent the visibility of these two poles in media: approximately 400 for *remote work/télétravail* and approximately 40 for *delivery persons/livreurs.*

References
Musolff, Andreas et al. (eds.) 2022. *Pandemic and Crisis Discourse*, London: Bloomsbury Publishing.
Marshall, Joey, Charlynn Burd & Michael Burrows. 2021. Those Who Switched to Telework Have Higher Income, Education and Better Health. Available at https://www.census.gov/library/stories/2021/03/working-from-home-during-the-pandemic.html, accessed October 25, 2021.
Moirand, Sophie 2021. Instants discursifs d'une pandémie sous l'angle des chiffres, des récits médiatiques et de la confiance. In F. Favart & A.M. Silletti (eds.), *Constellations discursives en temps de pandémie*, *Repères-DoRiF*, 24.

Jad Kiadan
Tel Aviv University

The Effect of Linguistic Medium on Metaphor Directionality: Written Standard Arabic versus Oral Colloquial Arabic

Numerous scholars have demonstrated the existence of pervasive directionality in verbal metaphors, for example when comparing the two terms 'conscience' and 'compass', the preferred direction would be 'Conscience is a compass', while saying 'A compass in conscience' would be anomalous. Most of the theories in this field claim that the directionality of metaphors stems from the conceptual level (Lakoff & Johnson 1980, 1999), while recently, a few researchers have pointed to the critical influence of different grammatical structures on directionality (Shen & Porat 2017, Gil & Shen 2019). Such findings showing the significant impact of linguistic factors on metaphor directionality lead to the hypothesis that different linguistic modalities can affect metaphor directionality. In this study, we examined for the first time the effect of the linguistic medium on directionality, mainly focusing on modality (written vs. oral). The language chosen for the study was Arabic, which, because of its diglossic state, has one of the biggest differences between the two modalities in the daily life of its speakers. Two Arabic-speaking groups were asked to produce asymmetric similes using 32 metaphoric pairs: one group performed the task in written form using Modern Standard Arabic, and the other in oral form using Colloquial Palestinian Arabic, and then computing the percentage of the similes emitted in the preferred direction (directionality). The results showed a significant difference in directionality percentages between the two mediums favoring the written MSA, in accordance with our hypothesis. The findings are discussed with regard to metaphor directionality theory, as well as the effect of the linguistic medium.

Danyang Li
Lancaster University

From WAR to JOURNEY: A Cross-cultural Corpus Analysis of COVID-19 Metaphors in China and the UK

Metaphor is pervasive in human thought and language (Lakoff & Johnson 2008). It was widely used during the COVID-19 pandemic to frame the problem in culturally specific ways (Pfrimer & Barbosa, 2020). The WAR domain, widely used in framing COVID-19, is the most frequent and conventional metaphor based on our sensorimotor feelings (Semino, 2021). However, the use of WAR metaphors could lead to the view of the patient's failure to cure the disease as the result of not trying hard enough (Granger, 2014). The JOURNEY metaphor is also a pervasive way to describe chronic events (Reisfield & Wilson, 2004). The real experience of meeting physical obstacles in the JOURNEY during life enables the patients to believe and view illness just as another issue temporally blocking their path and would be ultimately cleared out. It avoids the concept of "failing" (Harrington, 2012). Transformation from the WAR frame to the JOURNEY frame is supposed to allow for accessibility and inclusion in the main social discourses of people with diversified physical or mental disabilities affected by COVID-19 (Semino, 2021). While research has focused on the kinds of metaphors used in the pandemic, few studies investigate the differences between metaphor usage in different cultural contexts (cf. Kazemian & Hatamzadeh, 2022).

This presentation is a cross-cultural corpus study of metaphorical framing efforts in COVID-19 discourses with a focus on WAR and JOURNEY metaphors produced as part of government and media communication in China compared to the UK. Cultural predisposition (collectivism/individualism) impacts one's beliefs and values toward life leading to various framing effects (Hart, 2021). Therefore, the research questions are as follows:

> **RQ1:** What are the differences in frequency and variety between WAR and JOURNEY metaphors used in the Chinese corpus compared to the British corpus?
> **RQ2:** Can differences in frequency and variety be explained by cultural predisposition (collectivism/individualism)?

In particular, I will compare the frequencies with which the British Prime Minister and Chinese President use WAR and JOURNEY metaphors in their COVID-19 public speeches and explore the use of these two types of metaphors in terms of their specific instantiations, entailments, and affective qualities. I will then explore whether any frequency differences between the two corpora can be accounted for in terms of contrasting cultural predispositions (collectivism/individualism).

The investigation includes three parts: (i) corpus compiling; (ii) metaphor identification and quantification; and (iii) critical interpretation. In the first part, public speeches about COVID-19 will be searched and selected from two websites with the same time range. In the second part, I will use the English and Chinese COVID WAR/JOURNEY Metaphor List following and further adapting the method of Wicke and Bolognesi (2020) to identify and analyze the frequencies of WAR versus JOURNEY metaphors. In the third part, qualitative analysis will focus on the categorizations and the valence of WAR and JOURNEY metaphors.

The pilot study has already revealed that WAR metaphors in the Chinese corpus encompass a greater diversity and more details. Further findings from this investigation will be presented at the conference.

Jeannette Littlemore[1], Annalisa Baicchi[2], Marlene Johansson Falck[3] & Anders Steinvall[3]
1 University of Birmingham – 2 Università degli studi di Genova – 3 Umeå University

Does the inducement of an emotional state via the use of music affect the impact of visual metaphors in videos about global warming in English, Swedish and Italian?

Given recent advances in the awareness of the importance of fighting global warming, governments, charities and NGOs across the world have developed campaigns designed to raise public awareness about the issue. Some of the campaigns involve short videos containing visual metaphors, including, for example, falling dominoes (to illustrate the domino effect) or egg timers (to show that time is running out).
This is unsurprising given that metaphors have been shown to improve awareness of, and memory for the issue being presented. The use of metaphor is strongly associated with emotion. Samur et al. (2015) found that when metaphors are presented in an emotional context, they are more likely to trigger a neural response in the visual motion areas of the brain than metaphors presented in non-emotional contexts. This difference was not found for literal sentences. These findings suggest that an emotional context leads to a more concrete, more embodied representation of metaphor. Although Samur et al.'s study was conducted in a laboratory setting and did not involve real-world examples, its findings suggest that when metaphors are used in campaigns, they may be more impactful if an emotional state is induced in the viewer while watching. One of the most effective ways of inducing an emotional state is through the use of music.
Our study investigated whether the impact of a video about global warming containing metaphors is affected by the presence of emotional background music. The study was conducted in English (at the University of Birmingham), Swedish (at Umeå University) and Italian (at the University of Genoa). By focusing on three different languages, we hope to counteract the bias towards English in studies of metaphor effectiveness and to increase inclusivity for speakers of other languages. Participants (N=80 in each setting, all adults aged 18-35) were shown the video in one of four conditions:
- Video containing metaphorical images (with neutral background music)
- Video containing metaphorical images (with emotional background music)
- Video containing literal images (with neutral background music)
- Video containing literal images (with emotional background music)

Effectiveness was measured through rating scales, free text responses and a delayed post-test recall activity. Our hypothesis was that the presence of emotional music would improve the impact of the video containing visual metaphors. We expected the effect of the music to be weaker for the video containing the literal images.
Findings from the study will be reported at the conference. Our work will lead to a better understanding of the factors that improve the effectiveness of metaphor in campaigns relating to global warming. Our findings will also contribute to understanding of metaphor processing and the ways in which it interacts with emotion in speakers of different languages.

References
Samur, D., V.T. Lai, P. Hagoort & R.M. Willems. 2015. Emotional context modulates embodied metaphor comprehension. *Neuropsychologia*, 78: 108–114. https://doi.org/10.1016/j.neuropsychologia.2015.10.003

Jeannette Littlemore[1], Sarah Turner[2], Marcus Perlman[1], Martine Van Driel[1], Sophie Sowden[1] & Meryem Clarke[1]
1 University of Birmingham – 2 Coventry University

How do autistic and non-autistic (allistic) people employ metaphor when describing positive and negative emotional experiences?

Autism is a lifelong developmental condition which affects how people communicate and interact with the world. Autistic and non-autistic (allistic) people often experience and express emotions in different ways, which can sometimes lead to misunderstandings in communication between these neurotypes. The strategies employed by autistic people for interpreting emotional experiences have been found to differ from those used by allistic people with autistic people showing a tendency towards 'script-like', unevaluated descriptions (Losh & Capps, 2006). Autistic and allistic people also differ in the ways in which they process metaphor. In comparison with allistic people, autistic people have been found to explain novel metaphoric phrases in unique ways that rely on unusual semantic associations (Melognoet al., 2012). Autistic people have also been found to be significantly better than allistic people at producing novel metaphor (Kasirer & Mashal, 2018). This last finding is important as one of the key linguistic tools that people employ to express emotion is metaphor (Fainsilber & Ortony, 1987), and descriptions of personal emotional experiences are often replete with creative metaphor (Williams-Whitney, Mio, & Whitney, 1992).

Despite these attested differences in the ways in which autistic and allistic people process emotion and communicate using metaphor, no systematic investigations have been conducted into the ways in which autistic and allistic people use metaphor to share their emotions. To address this gap, we explored the ways in which autistic (N=45) and allistic individuals (N=45) employed metaphor when describing their emotions. Our research questions were as follows:

- To what extent and in what ways do autistic and allistic adults differ in terms of their use of metaphor when describing positive and negative emotional experiences?
- To what extent and in what ways are these differences affected by the polarity of the experience?

Participants were invited to write about a positive emotional experience and a negative emotional experience. Their scripts were analysed for metaphor type and levels of creative metaphor. The findings provide insight into the role played by metaphors in the description of emotions by autistic and allistic people, which provide a richer understanding of how emotions are communicated and understood by autistic and allistic people.

References

Fainsilber, L., & A. Ortony. 1987. Metaphorical uses of language in the expression of emotions. *Metaphor and Symbol*, *2*(4): 239-250.

Kasirer, A., & N. Mashal. 2018. Fluency or similarities? Cognitive abilities that contribute to creative metaphor generation. *Creativity Research Journal*, *30*(2): 205-211.

Losh, M., & L. Capps. 2006. Understanding of emotional experience in autism: Insights from the personal accounts of high-functioning children with autism. *Developmental Psychology*, *42*(5): 809.

Melogno, S., C. D'Ardia, M.A. Pinto & G. Levi. 2012. Explaining metaphors in high-functioning Autism Spectrum Disorder children: A brief report. *Research in Autism Spectrum Disorders*, *6*(2): 683-689.

Williams-Whitney, D., J.S. Mio & P. Whitney. 1992. Metaphor production in creative writing. *Journal of Psycholinguistic Research*, *21*(6).

Inés Lozano-Palacio
Universitat Politècnica de València

Excluding and including in ironic communication: a cognitive approach

Irony heavily hinges on the ironist's desire and dexterity to make the ironic meaning detectable for the interpreter, as well as on the interpreter's skills to identify the ironic utterance as such and to understand its intended meaning and attitudinal load. According to the classification provided by Ruiz de Mendoza and Lozano (2019), ironists may be solidary or hierarchical, depending on whether they aim at including or excluding the interpreter from ironic communication. Ironists can use an array of linguistic tools to enhance the felicity potential of an irony. This is the case of exact and accurate echoes, and of certain strategies to endow the ironic echo with conceptual complexity (Ruiz de Mendoza & Lozano, 2019). Let us take the utterance built by a hierarchical ironist *She really nailed it last Thanksgiving!* Framed in a context where the host of a Thanksgiving celebration burned the turkey. This utterance, containing an inexact echo (Wilson & Sperber, 2012; Lozano, 2023), has a lesser felicity potential than *She really nailed cooking of the turkey last Thanksgiving; it came out totally burned!*, uttered by a solidary ironist, where the utterance provides more detailed information about the reason why the ironist believes did not turn out well. In other words, the ironist has the power to welcome interpreters into the ironic act or to exclude them.

On the other hand, interpreters may be naïve or non-naïve, according to whether they possess the necessary knowledge to interpret the ironic utterance as such or if they require additional efforts on the part of the ironist to understand ironic meaning (Lozano, 2019, Hutcheon, 1994). If we take the utterance *As a kid, Paul was always the teacher's pet,* uttered by a childhood friend of Paul's, who knows he was a bad student, if the interpreter does not know about Paul's childhood, they will be unlikely to provide a correct interpretation of the irony. Lack of information about the target will provide grounds for infelicitous ironies and for a more elitist and exclusive types of irony.

Ironist and interpreter types may appear in combination, yielding a number of communicative outcomes. The present study will provide a classification of outcomes of ironic communication and will address how irony can be used as a tool to make communication more or less inclusive. Specifically, we will look at conceptual complexity, echoic exactness and accuracy, and echoic completeness, thus endowing studies of ironic communication with greater explanatory adequacy.

References
Hutcheon, L. 1994. *Irony's edge.* London: Routledge.
Lozano, I. 2019. Irony in linguistics a literary theory: Towards a synthetic approach. *Miscelánea: A journal of English and American studies*, 59: 95-115.
Lozano, I. 2023. A multidimension approach to echoing: Categories, uses and types. *Review of Cognitive Linguistics,* 21(1): 210-228.
Ruiz de Mendoza, F. J., & I. Lozano. 2019. Unraveling irony: From linguistics to literary theory and back. *Cognitive Semantics,* 5: 147-173.
Wilson, D., D. & Sperber. 2012. Explaining irony. In D. Wilson, & D. Sperber (eds.), *Meaning and relevance*, pp. 123-145. Cambridge: Cambridge University Press.

David O'Reilly
University of York

Supporting, avoiding, catering: Metaphors in pre-service English language teachers' conceptualisations of inclusive education

From the start of their career journeys, English language teachers need to be equipped to work equitably with a (potentially) broad and diverse range of learners, that is, to practice inclusive education (UNESCO, 2009). Although English language teaching (ELT) is generally perceived by its practitioners to be student-focused and inclusive, for some time research has shown how inadequate teacher training and continuing professional development can leave teachers feeling underconfident and ill-prepared for inclusive practice (Smith, 2006). While a growing number of ELT studies are exploring inclusive education for specific types of learner (e.g., Rapti et al., 2021) and the trajectory of teacher beliefs more generally (Qiu et al., 2021), less is known about how pre-service teachers understand and view inclusive education before entering the real-world classroom, and little (if anything) about how their conceptualisations are characterised by metaphor and (dis)preferred discourses and framings. To address these gaps, the current study asked two research questions (RQs):

- RQ1: Which metaphors characterise pre-service English language teachers' perceptions of how inclusive education is (and should be) featured in their MA TESOL programme?
- RQ2: Which metaphors characterise pre-service English language teachers' views on the general importance and promotion of inclusive education?

To investigate RQ1, 109 UK-based (predominantly Chinese) pre-service teachers studying on an MA TESOL programme completed a specially designed questionnaire eliciting beliefs and views about five protected characteristics (disability, gender, race, religion, sexual orientation) in ELT and their programme of study. To investigate RQ2, 11 pre-service teachers (from the 109 above) completed a follow-up task eliciting verbal elaborations on their conceptualisations of inclusive education and views on its importance and promotion in ELT. Both datasets are being analysed using MIPVU (Steen et al., 2010), thematic grouping of metaphors, and corresponding frequencies. Intra-rater reliability checks will be performed. Preliminary results reveal linguistic metaphors that point to commonly attested conceptualisations of inclusivity (e.g., BLOCKAGE, RESTRAINT/REMOVAL, ENABLEMENT, Johnson, 1987), evidence of 'tacking-on'-type thinking about inclusive education, and of some more unusual, alternative framings. The implications of findings for future research and for informing programmes for pre-service teachers will be discussed.

References

Johnson, M. 1987. *The body in the mind. The bodily basis of meaning, imagination, and reason*. Chicago: Chicago University Press.

Qiu, Q., Z. Xie, Y. Xiong & F. Zhou. 2021. Belief change before and after the teaching practicum among Chinese pre-service ELT teachers. *SAGE Open, 11*(1).

Rapti, D., M. Koukou & S-G. Soulis. 2021. Teachers' beliefs about effective foreign language teaching of students with intellectual disability in a Greek EFL context. *European Journal of Foreign Language Teaching, 5*(4): 97-118.

Smith, A. M. 2006. *Inclusion in English Language Teacher Training and Education*. Unpublished PhD Thesis; Lancaster University.

Steen, G., A. Dorst, J.B. Herrmann, A. Kaal, T. Krennmayr & T. Pasma. 2010. *A method for linguistic metaphor identification: From MIP to MIPVU*. Amsterdam: John Benjamins.

UNESCO policy guidelines on inclusion in education (2009). Retrieved from
https://unesdoc.unesco.org/ark:/48223/pf0000177849

Eloise Parr
University of Birmingham

"I feel like a broken woman": Using corpus-assisted metaphor analysis to explore "feeling" in online discourses of pregnancy

The metaphors we use about health can reflect our attitudes towards these experiences. Within a plethora of literature exploring this, it has been found that metaphors are a powerful resource for supporting people through difficult times and helping them understand their circumstances (see Demjén & Semino, 2017; Littlemore & Turner, 2019). However, different metaphors suit different people and the use of a metaphor that contradicts a person's own conceptualisations of their experience can cause distress and distrust in those supporting them (Semino et al., 2017; Turner et al., 2022) or in society as a whole. It is therefore important to consider the metaphors in health communication, especially within a marginalised group. This presentation provides insight into a study that forms a part of my doctoral research into metaphors used to describe pregnancy. My research aims to expand on previous research by considering the language used by pregnant people at various gestational stages and how it differs from more general discussions.

The study focused on in this presentation aims to analyse the salient metaphors found in relation to 'feeling' the pregnancy experience and discuss what these metaphors say about the ways in which pregnancy is conceptualised. These aims are achieved through a corpus-assisted analysis of metaphorical instances of the lemma 'feel' within three subcorpora of online pregnancy discourse to explore metaphorical language used to describe the physical and mental experiences of pregnancy. The three subcorpora contain data from the parenting forum Mumsnet, online pregnancy magazines, and British newspaper articles that contain reference to pregnancy.

Metaphors were coded for evaluation, source, topic, and overarching conceptual metaphor, if any. The coding and analysis revealed 28 topics, 32 sources and 21 conceptual metaphors and show that pregnant people use a range of metaphors to describe their experiences of the feelings and sensations. The metaphors were often bodily-based and reflected that pregnancy is a phenomenon that changes a person's physical body as well their mental conceptualisations of their body and self. This research highlights the importance of recognising how pregnancy may be framed by the people that experience it, and how wider society can work to provide better inclusion through language.

References

Demjén, Z., & E. Semino. 2017. Using Metaphor in Healthcare: Physical Health. In E. Semino & Z. Demjen (eds) *The Routledge Handbook of Metaphor and Language,* pp. 385-399. London: Routledge.

Littlemore, J., & S. Turner. 2019. What Can Metaphor Tell Us About Experiences of Pregnancy Loss and How Are These Experiences Reflected in Midwife Practice? *Frontiers in Communication*, *4*: 42.

Semino, E., Z. Demjén, J. Demmen, V. Koller, S. Payne, A. Hardie & P. Rayson. 2017. The online use of Violence and Journey metaphors by patients with cancer, as compared with health professionals: A mixed methods study. *BMJ Supportive & Palliative Care*, *7*(1): 60-66.

Turner, S., J. Littlemore, J. Taylor, E. Parr & A.E. Topping. 2022. Metaphors that shape parents' perceptions of effective communication with healthcare practitioners following child death: A qualitative UK study. *BMJ Open*, *12*(1): e054991.

Paula Pérez Sobrino[1] & Nina Julich-Warpakowski[2]
1 Universidad de La Rioja – 2 Universität Erfurt

Redefining the role of metaphor in easy-to-read protocols for the adaptation of creative materials

Easy-To-Read (E2R) guidelines provide access to information by adapting complex texts for the benefit of people with cognitive and learning disabilities (see for example inclusion-europe.eu). To date, primarily practical texts (e.g. instructions to buy bus tickets) have been adapted for an E2R audience whereas creative texts such as comic books or literary works have been largely neglected.

Ignoring the adaptation of creative works leads to an exclusion of people with cognitive and learning disabilities from their cultural communities, and it also fails to acknowledge and make use of the importance of metaphor which has been shown to be a powerful tool by which we can make sense of complex concepts via more accessible ones (Lakoff & Johnson, 1980). Our study aims to redefine existing E2R protocols by raising awareness of the power of metaphor in the field of cognitive accessibility. Our main research question is two-fold: *To what extent can people with cognitive and learning disabilities understand conceptual metaphors (linguistic and multimodal)? To what extent does their ability match the recommendations made in E2R protocols?*

To address this issue, we will conduct a series of three studies: (1) we will critically review 10 E2R guides in English and Spanish to analyze their stance on the use of metaphor and complex words; (2) we will conduct a corpus study on existing E2R adaptations of creative materials to examine whether they feature metaphorically-related words or images and, if so, how widespread their use is; and (3) we will conduct a rating experiment on Prolific (https://researcher-help.prolific.com/) involving neurodiverse participants to assess their actual understanding and appreciation of such materials involving metaphorically-related words and images (using a literal version of the same material as baseline).

This research is ongoing, but preliminary findings show that (1) the majority of the E2R guidelines surveyed do not recommend using metaphor since metaphor is believed to complicate the understanding of a text. However, E2R guidelines tend to view *metaphor* in a very narrow way that equates it with idioms and disregards the relevance of conventional primary and pervasive conceptual metaphors as well as multimodal metaphors that (2) are present in the adapted materials examined to date. Study (3) is currently in progress and results will be discussed at the specialized seminar. The main aim of this project is to show that metaphor can be a helpful tool in making texts more accessible for people with cognitive and learning disabilities.

References
Lakoff, G. & M. Johnson. 1980. *Metaphors we live by*. The University of Chicago Press.

Chiara Pompei, Veronica Mangiaterra, Federico Frau, Serena Lecce & Valentina Bambini
Università di Pavia

Metaphors that change the planet: the Metacom-Green training and its effectiveness in promoting sustainable behavior in children

Metaphors are not only a *medium* for guiding the way we think[1], but also a vehicle for ensuring that complex issues, such as social or scientific debates, are accessible to the entire population. The use of metaphors in climate change (CC) discourse is a recent area of research, mostly investigating whether metaphors, as the "war" or the "enemy" ones, trigger urgency about the topic[2]. Unfortunately, little effectiveness of these expressions in promoting sustainability efforts has been observed. This may be due to the fact that some populations are left out of this debate, as in the case of children, in which metaphor comprehension skills are not fully developed[3]. Importantly, previous studies have shown that metaphor comprehension can be trained in children[4], opening up an interesting perspective, namely that training metaphor comprehension may be a viable route to raise awareness of environmental issues. Starting from an already existing training[4], we developed the *MetaCom-Green* training program. This program consisted of 5 sessions of increasing difficulty, each structured around a metaphor targeting CC issues (e.g., "*Pollution is a blanket*") and including seven tasks promoting metaphor comprehension as well as sustainable behavior: 1) meaning analysis; 2) metacognitive considerations; 3) sentence-picture matching; 4) association task; 5) metaphor production; 6) knowledge task; 7) proactivity task. The last session consisted of a guided play using a board game expressly developed. Sixty-eight fourth grade children (mean age= 9.42 years; SD = 0.36) were assessed at pre-training (T0) for vocabulary skills, executive functions, and metaphor comprehension. Additionally, attitudes toward CC were assessed using scales on CC related knowledge, hope, despair, and pro-environmental behavior. Metaphor comprehension and CC measures were repeated at post-training (T1). Children were semi-randomly assigned to the experimental group or the control group. The control group was involved in a training program promoting CC awareness without using metaphors. The analysis included a series of Linear-Mixed-Models using group, time, and their interaction as categorical predictors, performed for each variable of interest. The model on metaphor comprehension showed a significant time per group interaction, with the MetaCom-Green group performing significantly better than the control group at T1 ($p < .000$). The models on CC measures also showed significant time per group interactions, with the MetaCom-Green group performing better than the control group at T1 in knowledge ($p = .049$), hope ($p = .009$), and pro-environmental behavior ($p = .021$) scales and showing lower level of despair ($p = .025$). These data suggest that enhancing metaphorical comprehension skills, while introducing children to complex issues, sensitizes them to the topic, not only contributing to the understanding, but also modulating the psychological substrates that promote action, increasing hope and decreasing resignation. The MetaCom-Green training is a tool for including children in green policies, from which children with special educational needs can also benefit, positively influencing their language and social functioning.

References
1. Thibodeau PH, Boroditsky L. (2012). *PLoSOne* 8(1).
2. Thibodeau PH et al. (2019). *LangLinguistCompass* 13(5):1-18.
3. Lecce S et al. (2019). *JChildLang* 46(2):393-407.
4. Tonini E et al. (2022). *FirstLang* 42(3):466-496.

Amy Qiu
Göteborgs Universitet

Literal and metaphorical cross-domain mappings in therapeutic interpretations of transference: usage and response patterns

Transference is a psychological process in which current life situations are subconsciously understood in terms of significant past experiences. In psychotherapy, transference can be worked through by highlighting the similarities between the present and the past. This can be achieved by constructing cross-domain mappings (CDMs), either in literal forms (e.g., "you are treating me as your father") or metaphorical forms (e.g., "you are like a child throwing a tantrum"). Based on transcripts of seven transference-focused therapeutic sessions with a Dependent Personality Disorder client, this study compares how the two types of CDMs were constructed and responded to by the therapist and the client. A correspondent analysis that juxtaposes therapeutic observations and discourse analysis was conducted. It was found that the therapist used metaphorical and literal CDMs at similar rates. However, metaphorical CDMs received more active responses and were less likely to be rejected by the client. The client exhibited a greater inclination to construct metaphorical CDMs than literal ones. Outbursts of metaphorical CDMs in client language and increase in developmental responses to the therapist's metaphorical CDMs were associated with positive therapeutic progress. In contrast, no obvious associations were found between literal CDMs and therapeutic progress.

Carina Rasse[1], Herbert Colston[2], Alexander Onysko[1], Lisa Papitsch[1], Iris Van der Horst[1] & Clemens Steuxner[1]

1 Alpen-Adria-Universität Klagenfurt – 2 University of Alberta

Idioms, accessibility, and inclusion: L1 and L2 English speakers' preferences of visualized idioms

Idioms are crucial elements of language usage that stand out for their highly figurative meanings (Gibbs, 1994; Langlotz, 2006). In the context of second language acquisition, idioms have been taken as an indicator of language proficiency, and situationally appropriate use of idioms can increase language learners' social inclusion. In L2 or lingua franca contexts, for example, speakers are often motivated to show proficiency and to belong to the target group or culture (Firth, 1996; Colston, 2019), which makes the successful acquisition of idioms a potential catalyst for greater inclusivity of L2 learners into an L1 target group.

Previous research into favorable conditions of idiom learning established that both etymological information and imagery can be important for metaphoric language processing (Katz et al., 1988). However, the positive effects of visual input have remained unclear, particularly for idiom learning (Boers et al., 2009; Ramonda, 2022).

In the present project, we propose that using effective imagery could make idioms more accessible to learners of English. For that, we test three types of images (see Figure 1):
- A. the literal scene set up by the constituents of the idiom
- B. the meaning of the idiom (i.e. the figuratively motivated meaning)
- C. a combination of the figurative with the literal depiction.

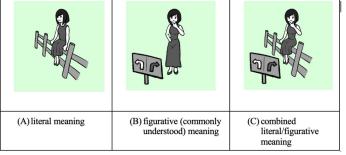|		
(A) literal meaning	(B) figurative (commonly understood) meaning	(C) combined literal/figurative meaning

Figure 1: Example of three image types for the idiom 'to sit on the fence' (A=left; B=middle; C=right)

In the experiment, students at the University of Alberta (40 L1 and 40 L2) were asked to rate the types of images (A, B, C) according to how appropriate they would be for an idiom dictionary. Results for the ratings of 20 metaphorical English idioms show a preferential rank-order for the type of illustration: (literal < metaphorical < combined) across L1 as well as L2 users of English. The findings bear relevant implications for language learners and teachers as well as for designers of educational materials, dictionaries, and textbooks in view of increasing the accessibility of idioms in contexts of language acquisition.

References

Boers, F., A.M. Piquer Piriz, H. Stengers and J. Eyckmans. 2009. Does pictorial elucidation foster recollection of idioms? *Language Teaching Research*, 13(4): 367-382.

Colston, H. 2019. *How language makes meaning: Embodiment and conjoined antonymy*. Cambridge, U.K.: Cambridge University Press.

Firth, A. 1996. The discursive accomplishment of normality: On "lingua franca" English and conversation analysis. *Journal of Pragmatics,* 26(2): 237–259.

Gibbs, R.W. (1994). *The Poetics of Mind.* Cambridge: Cambridge University Press.

Katz, A., A. Paivio, M. Marschark & J.M. Clark. 1988. Norms for 204 literary and 260 nonliterary metaphors on 10 psychological dimensions. *Metaphor and Symbolic Activity*, 3(4): 191-214.

Langlotz, A. 2006. *Idiomatic Creativity: A Cognitive-Linguistic Model of Idiom Variation and Variability in English*. Amsterdam: John Benjamins.

Ramonda, K. 2022. A double-edged sword: Metaphor and metonymy through pictures for learning idioms. *International Review of Applied Linguistics in Language Teaching*, 60(3): 523-561.

Biagio Scalingi[1], Chiara Barattieri di San Pietro[1], Chiara Pompei[1], Federico Frau[1], Veronica Mangiaterra[1], Luca Bischetti[1], Cecilia Spallarossa[1], Alessandro Peviani[1], Marta Bosia[2], Valentina Bambini[1] & Cristiano Nichini[1]
1 IUSS Università di Pavia – 2 San Raffaele Scientific Institute, Milan

Like meat for slaughter: metaphor as a tool to understand the subjective experience of patients undergoing physical restraint in psychiatric settings

This study investigates metaphor production in individuals who have experienced physical restraint (PR) in mental health settings compared to those undergoing other psychiatric treatments (OPTs). PR, an emergency measure employed to restrict a patient's movements in risk situations[1], raises ethical concerns, necessitating exploration of patients' subjective experiences. In this context, metaphors might be pivotal for understanding individuals' perspective[2] and enhancing the patient-clinician relationship[3].
Ninety-nine individuals who experienced PR (37 females, mean age=37, SD=15) were recruited from Italian mental health services, representing individuals living with schizophrenia, affective disorders, or other psychiatric conditions. Participants provided written narratives of their PR experiences. As a control group, 148 online reviews from individuals with bipolar disorder undergoing OPTs were scraped from the *QSalute* online forum (www.qsalute.it).
Metaphors were extracted using Fuoli and colleagues' procedure[4]. We categorized metaphor source domains based on the literature[5] and considered the evaluation they conveyed (positive/negative). We ran a Wilcoxon rank-sum test to analyze metaphor frequency, while source domains and the expression of positive/negative evaluations in metaphors were described qualitatively.
PR participants generated more metaphors than OPTs participants ($p < .01$). Within the PR group, 31% (N=31) produced at least one metaphor per narrative (ranging from 1 to 6), totaling 54 metaphors, predominantly expressing negative evaluations (96%). The main source domains for PR patients included animals, religion/history, and objects. In the OPTs group, 19% (N=28) produced at least one metaphor per narrative (ranging from 1 to 4), totaling 42 metaphors, with a more evenly distributed evaluation (55% negative). The main source domains for OPTs patients included religion/history, mental state, and animals. The richer metaphoric production in the PR group may result from the stronger psychological impact of PR compared to OPTs[6]. Despite their use to express negative evaluation, the higher number of metaphors of the PR *vs* the OPTs group might have enabled a form of emotional communication, hence safeguarding the individual's psychological functioning[7]. The most common metaphorical source domain, animal, reflects a common tendency to describe humans using animal attributes[8], which might become amplified in the PR context. This could potentially help patients in expressing emotional experiences related to PR more easily. Healthcare professionals should pay attention to patient-generated metaphors when discussing PR, as recognizing and exploring them allows for a better understanding of the subjective experience and emotional impact of PR and their inclusion in mental health care decisions.

References
[1] Ye et al. 2019, *International Journal of Nursing Sciences*, *6*(3), 343–348.
[2] Littlemore & Turner 2019, *Frontiers in Communication*, 4:42.
[3] Stott et al. 2010, *Oxford University Press*.
[4] Fuoli et al. 2022, *English Language and Linguistics*, *26*(1), 75–103.
[5] Ho 2020, *Metaphor and Symbol, 35*(3), 171–187.
[6] Wynn 2015, *Psychiatry Journal*, 1–10.
[7] Beck 1976, *International Universities Press*.
[8] Kövecses 2010, *Oxford University Press New York*.

Elena Semino[1], Stephen Flusberg[2] & Alison Mackey[3]
1 Lancaster University - 2 Vassar College - 3 Georgetown University

Explanatory metaphors in response to uncertainty about vaccines

In 2019, before the onset of the Covid-19 pandemic, the World health Organization defined 'vaccine hesitancy' as 'the reluctance or refusal to vaccinate despite the availability of vaccines' (WHO, 2019). They included vaccine hesitancy amongst the top ten threats to global health, alongside antimicrobial resistance and climate change. Since the pandemic, public discussions of vaccination and of vaccine hesitancy as a public health concern have intensified (Puri et al., 2020). While vaccine hesitancy is a complex phenomenon, one contributing factor is known to be 'individual and group influences' (SAGE, 2014), including the views and experiences of friends and family members.

There is evidence that metaphors can be used to address misconceptions and doubts about vaccines (e.g. Scherer et al., 2015). In this talk we report on an experiment that aimed to investigate the impact of explanatory metaphors on people's attitudes toward vaccines. We recruited 300 US-based participants online and asked them to provide feedback on a (fictional) health messaging campaign. We asked five common questions about vaccines (e.g. 'Are vaccines that are developed quickly safe?' and 'Why get a vaccine if it isn't 100% effective?'). We created three possible responses for each vaccine question: two included extended explanatory metaphors (e.g. vaccines as raincoats or seatbelts), and one contained a literal response (i.e., no explanatory metaphors). Participants were randomly assigned to receive either all metaphors or all 'literal' responses, and were asked, among other things, to describe how they would answer the target question about vaccines if it were posed by a friend.

We report the findings from our analysis of free-text responses to this question. We found: (1) participants in the metaphor condition provided longer free-response answers to the question posed by a hypothetical friend; (2) different metaphors were reused to different extents and in different ways; and (3) some participants generated their own metaphors. We reflect on possible explanations for these findings and on their implications for whether and how metaphors can be used to address vaccine hesitancy by making scientific explanations about vaccines more widely accessible, including in informal person-to-person interactions.

References

Flusberg, S., A. Mackey &E. Semino, E. (forthcoming) Seatbelts and raincoats, or banks and castles: Investigating the impact of vaccine metaphors, *PLOS One*.

Puri, N. et al. 2020. Social Media and Vaccine Hesitancy: New Updates for the Era of Covid-19 and Globalized Infectious Diseases. *Human Vaccines and Immunotherapeutics*, 16: 2586-2593.

SAGE Working Group on Vaccine Hesitancy. 2014. Report of the SAGE Working Group on Vaccine Hesitancy. Available from: https://www.asset-scienceinsociety.eu/sites/default/files/sage_working_group_revised_report_vaccine_hesitancy.pdf.

Scherer, A.M., L.D. Scherer, & A. Fagerlin. 2015. Getting ahead of illness: using metaphors to influence medical decision making: Using metaphors to influence medical decision making. *Medical Decision Making*, 35(1): 37-45.

World Health Organization Newsroom. 2019. Ten threats to global health in 2019 [Internet]. World Health Organization. Available from: https://www.who.int/news-room/spotlight/ten-threats-to-global-health-in-2019.

Kayvan Shakoury & Frank Boers
University of Western Ontario

University Students' Metaphors for Multiculturalism: Views of Inclusivity and Diversity in the Canadian Context

Canada, a country known for its multicultural practices, welcomes many immigrants from across the world every year. The notions of diversity and inclusivity are the crux of multiculturalism. Individuals use varied metaphors to express their perceptions of the idea of diversity and inclusivity. Drawing on Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980) and the Dynamic Discourse Approach (DDA) to metaphor analysis (Cameron et al., 2009), this research study examines the notion of diversity and inclusion by looking at metaphors that international and Canadian students at a university in Canada employed to talk about multiculturalism and multicultural society. Specifically, these three research questions guide our research study:

1. What metaphors regarding multiculturalism and multicultural society are held by these ethnoculturally diverse students in the Canadian context?

2. What metaphors were comparatively frequent in our total count of the extracted metaphors, and were any demographic characteristics of the students associated with their use of certain metaphors?

3. What reasons did participants provide for their use of certain metaphors for multiculturalism and multicultural society?

Fifty students expressed their views of multiculturalism and Canadian multicultural society in semi-structured interviews. During the interview, participants were also asked to explain their choice of metaphors for these concepts. Their linguistics metaphors were grouped under more generic metaphor themes. Some of the themes appeared particularly prevalent, such as A MULTICULTURAL SOCIETY IS A MULTI-COMPONENT PIECE OF ART (comprising, for example, *mosaic* and *tapestry* metaphors) and MULTICULTURAL SOCIETY IS A CONTAINER TO MIX THINGS (comprising, for example, *melting pot* and *salad bowl* metaphors).

According to related literature, the former theme resonates with the notion of inclusion while preserving diversity, while the latter is more congruous with the idea of assimilation, either willingly or unwillingly. However, our findings showed that our participants were not always aware of the entailments of such metaphors. For example, some used the MELTING POT metaphor while at the same time emphasizing the preservation of distinct cultural identities.

We also found that some demographic characteristics of the participants can predict their use of some metaphors. For instance, students with Canadian citizenship were more likely than international students to use the varied multi-component PIECE OF ART/CRAFT metaphor theme to paint a positive picture of Canadian society. It was also revealed that participants differed markedly in terms of metaphor awareness. However, encouraging them to reflect on their selected metaphors evidently enhanced their metaphor awareness.

References

Cameron, L., R. Maslen, Z. Todd, J. Maule, P. Stratton & N. Stanley. 2009. The discourse dynamics approach to metaphor and metaphor-led discourse analysis. *Metaphor and Symbol, 24*(2): 63-89. https://doi.org/10.1080/10926480902830821

Lakoff, G. & M. Johnson. 1980. *Metaphors we live by*. University of Chicago Press.

POSTER PRESENTATIONS

Laura Baiocco & Vicky T. Lai
University of Arizona

Metaphor comprehension and production in healthy individuals with autistic traits

Past studies reported that individuals with autism spectrum disorder (ASD) show deficits in metaphor comprehension (Morsanyi et al., 2020). However, Kasirer & Mashal (2014; 2016) reported that such deficit might be restricted to conventional metaphors (CM). In fact, individuals with ASD might have enhanced ability for novel metaphors (NM). Considering these findings and given that ASD is a continuum, we hypothesized that healthy individuals with higher autistic traits (High-AT) would also be better at NM than healthy individuals with lower autistic traits (Low-AT), but comprehension would not be impacted. Participants were university students with High-AT (*N*=49) and Low-AT (*N*=64), based on the Autism Spectrum Quotient questionnaire (Allison et al., 2012). The groups were matched for vocabulary and verbal fluency. We tested them on comprehension (Klooster et al., 2021) and production (Levorato & Cacciari, 2002). For comprehension (32 trials), participants read a sentence (e.g., "*His analysis was a targeted dart*") and selected a related meaning out of four choices ("*critical assessment*", "*pointed shaft*", "*vague statement*", "*nylon jacket*"). For production (18 prompts), participants produced a new expression (e.g., "*Being in love is ...*"). Data were coded by two trained annotators (inter-annotator agreement=85%, Krippendorff's alpha=0.729). Disagreement was adjudicated by a researcher. We found that High-AT produced fewer CM than Low-AT (22% vs. 26%, e.g., "*Being angry is seeing red with burning tears*"). However, High-AT produced more NM than Low-AT (22% vs. 18%, e.g., "*Bothering friends is tossing darts at balloons*"). While these differences were not statistically significant, possibly due to small sample sizes, the trend remained clear in a parametric analysis using High-AT, Mid-AT, Low-AT. The groups did not differ in comprehension. Summarizing, healthy individuals with High-AT might use more NM than those with Low-AT. We are currently collecting more data to confirm this and analyzing patterns of novel metaphors between groups.

Isabel Cony & Maity Siqueira
Federal University of Rio Grande do Sul

Metaphor comprehension in atypical development: COMFIGURA instrument applied with ASD individuals

This study delves into the comprehension of figurative language by children, adolescents and adults with neurodiverse conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD), comparing them to typically developing participants. Grounded in the Cognitive Linguistics prism and Conceptual Metaphor Theory, this study is based on findings from the application of a figurative language comprehension test, named COMFIGURA, which is being developed in Brazilian Portuguese. This test comprises 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 consists of six items composed of one figurative sentence, one open-ended question, and another dichotomous question. Summing up all tasks, the instrument results in a total of 30 items. Nineteen neurodiverse individuals (M=16 years old; SD=10,8 years old) and nineteen typically developing counterparts (M=15 years old; SD=10,3 years old) participated in this study, spanning children, adolescents, and adults. Participants' ages ranged from 7 to 48 years. All individuals were native speakers of Brazilian Portuguese, recruited from schools and cultural centers in the same city in Brazil. Results were analyzed according to participants' age groups (children, adolescents, adults) and clinical conditions (ADHD, ASD, typically developing). Corroborating findings from previous research with the COMFIGURA Instrument, results suggest that scores improve with age and decrease with the complexity of the phenomena. Specifically addressing clinical conditions, results indicate that typically developing participants better understand figurative language. When considering both age groups and clinical conditions, a descriptive analysis indicates that typically developing children and adolescents tend to have higher scores, followed by individuals with ADHD, and later by those with ASD. Among adults, the typically developing and ADHD groups have similar scores, with a decline observed in the ASD group. This aligns with earlier research on the comprehension of figurative language among individuals with ADHD and ASD (Lim, 2010; Rundblad & Annaz, 2010; Van Herwegen & Rundblad, 2018), which suggests difficulties in language comprehension for such conditions. Our results also indicate that those individuals may comprehend figurative language, depending on the complexity of the phenomenon employed.

References

Lim, J. 2010. The comprehension of figurative meaning in ADHD children with and without language impairment. *Communication Sciences & Disorders*, 15(3),:307-320.
Rundblad, G. & D. Annaz. 2010. The atypical development of metaphor and metonymy comprehension in children with autism. *Autism*, 14(1): 29-46.
Van Herwegen, J. & G. Rundblad. 2018. A cross-sectional and longitudinal study of novel metaphor and metonymy comprehension in children, adolescents, and adults with autism spectrum disorder. *Frontiers in Psychology*, 9: 945.

Maria Ortiz
University of Alicante

Visual metaphors of dyslexia in awareness campaigns

Dyslexia is a widely recognized label for specific learning difficulties. Although the neurocognitive basis is universal, the manifestations are variable and culture-specific (Paulesu et al., 2001). The main outcome is the difficulty in processing the sounds of words that leads to wrong phonological representations and spelling deficits (Vellutino et al., 2004). However, the types of mistakes can vary across languages depending on the correspondence between graphemes and phonemes (Brunswick et al., 2010). Verbal metaphors used to describe dyslexia have been analysed by Burden and Burdett (2007) and Cameron (2016). The themes identified were the following: to have an obstacle between mind and expression, to be accompanied by a negative mental chatter, and to feel different and lesser. In this research, we explore whether visual metaphors used in advertising campaigns to raise awareness about dyslexia are also related to this negative framing. The preliminary results indicate that it is very common to include an image deliberately out of focus or the words truncated to express that someone is confused, puzzled or disorientated when reading. However, this visual manifestation of the primary metaphor UNDERSTANDING IS SEEING perpetuate the idea that dyslexia is something negative. We propose other visual metaphors to reframe this neurocognitive characteristic as part of the human being diversity.

References
Brunswick, N., S. McDougall & P. de Mornay Davies (eds.). 2010. *Reading and dyslexia in different orthographies*. Psychology Press.
Burden, R. & J. Burdett. 2007. What's in a name? Students with dyslexia: their use of metaphor in making sense of their disability. *British Journal of Special Education*, *34*(2): 77-82.
Cameron, H.E. 2016. Beyond cognitive deficit: the everyday lived experience of dyslexic students at university. *Disability & Society*, *31*(2): 223-239, https://doi.org/10.1080/09687599.2016.1152951
Paulesu, E., J-F. Démonet, F. Fazio, E. McCrory, V. Chanoine, N. Brunswick, C.D. Frith & U. Frith. 2001. Dyslexia: Cultural diversity and biological unity. *Science*, *291*: 2165-2167.
Vellutino, F.R., J.M. Fletcher, M.J. Snowling & D.M. Scanlon. 2004. Specific reading disability (dyslexia): What have we learned in the past four decades? *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, *45*: 2-40.

Maddalena Bressler
Istituto Universitario di Studi Superiori, Pavia

Hotheaded men and warm tears: a qualitative analysis of WARMING temperature metaphors in Ancient Greek

In conceptual metaphor research, temperature is a key source domain for several targets including emotions (Lakoff & Johnson, 1980; Kövecses, 2000). While most studies focus on modern languages, this preliminary investigation attempts to expand metaphor research to a corpus language such as Ancient Greek, aiming at finding for which target domains warmth/heat concepts are used.

After extracting a set of occurrences of *thermós* 'warm/hot', *thermaínō* 'make warm/hot', *thálpō* 'make warm/hot' in Homer, the Classical theatre, and Lucian, from the online database *Thesaurus Linguae Grecae*, a diachronic literary corpus of 41 occurrences was built. Each occurrence was labeled with a mapping from the relevant literature. Analysis showed that targets are mostly emotions, without diachronic differences in the corpus: affection, comfort, anger, sexual desire, jealousy, passion. Specifically, the label of passion (Kövecses, 2000) was chosen to indicate intense emotions as vigor/vitality in *émpsukhon kaì thermòn kaì andrôdes epiphaínontes* 'revealing vitality, passion, and courage' (Luc.*Anach*.25), or agitation in *pnoàs thermàs pnéō métarsi'* 'I breathe hot breaths, gasping' (Eur.*HF* 1091).

Moreover, formulas were found in the Homeric poems as a typical trait (Bozzone, 2014), and an interplay with metaphor was observed. Indeed, the formula *dákrua thermá khéōn/khéontes* 'shedding warm tears' instantiates AFFECTION IS WARMTH, signaling emotional involvement of heroes crying for loved ones, e.g., Achilles seeing Patroclus' corpse (*Il*.18).

Literature search on other ancient languages showed that ANGER IS HEAT and PASSION IS HEAT are also attested in Latin and Sanskrit.

These findings show ancient attestations of temperature metaphors still widespread in modern languages, possibly due to their deep cognitive grounding.

References

Bozzone, C. 2014. *Constructions: A New Approach to Formularity, Discourse, and Syntax in Homer*. PhD dissertation at UCLA.
Kövecses, Z. 2000. *Metaphor and emotion: Language, culture, and body in human feeling*. Cambridge: Cambridge University Press.
Lakoff, G. & M. Johnson. 1980. *Metaphors We Live By*. Chicago: University of Chicago Press.

Carla Canestrari
Università di Macerata

When do children understand verbal irony? A literature review

It is well documented within the literature on adults' processing of verbal irony that understanding an ironic remark means detecting a discrepancy between what is said and the referent situation, the intended meaning and expectations, and also deriving its pragmatic value. However, verbal irony is a form of language not always accessible to typically developing children of all ages, as the ability to understand it is acquired during their development. The present research presents the main findings of a literature review on the understanding of verbal irony in children. The aim is to provide some useful reference points for an effective and inclusive use of verbal irony with children, depending on their age and the type of verbal irony used. The main finding is that 5-6 year old children are able to detect an incongruity between what the speaker says and the referred situation (as they can infer the speaker's counterfactual belief) (e.g., Filippova & Astington, 2008). In fact, ironic criticism (i.e. positive evaluations of negative situations) is the earliest form of verbal irony understood: this ability emerges at 5-6 years of age and is refined thereafter (e.g., Dews et al. 1996; Hancock et al., 2000). However, naturalistic studies have observed that as early as 4 years of age children are able to understand ironic criticisms (Recchia et al., 2010). Moreover, sensitivity to the pragmatic aspects of ironic communication is acquired at different ages, depending on pragmatic functions (meanness vs. funniness) and kind of irony (compliment vs. criticism; irony vs. sarcasm) (e.g., Creusere, 2000; Pexman et al., 2005). Finally, little attention has been paid to the emotional aspects involved in ironic communication with children, which therefore deserve further investigation. (e.g., Nicholson et al., 2103). On the basis of the findings, a map will be provided showing at what age the different types and functions of irony are understood.

References
Creusere, M. 2000. A developmental test of theoretical perspectives on the understanding of verbal irony: Children's recognition of allusion and pragmatic insincerity. *Metaphor and Symbol, 15*: 29-45.
Dews, S. Winner, H., Kaplan, J., Rosenblatt, E., Hunt, M., Lim, K., McGovern, A., Qualter, A., Smarsh, B. 1996. Children's understanding of the meaning and functions of verbal irony. *Child Development,67*, 3071-3085.
Filippova, E. & J.W. Astington. 2008. Further development in social reasoning revealed in discourse irony understanding. *Child Development, 79*: 126-138.
Hancock, J.T., P.J. Dunham & K. Purdy. 2000. Children's comprehension of critical and complimentary forms of verbal irony. *Journal of Cognition and Development, 1*(2): 227-248.
Nicholson, A., J.M. Whalen & P.M. Pexman. 2013. Children's processing of emotion in ironic language. *Frontiers in Psychology, 4*: 691.
Pexman, P.M., M. Glenwright, A. Krol & J. Tammy. 2005. An acquired taste: Children's perceptions of humor and teasing in verbal irony. *Discourse Processes, 40*(3): 259-288.
Recchia, H.E., N. Howe, S.H. Ross & S. Alexander. 2010. Children's understanding and production of verbal irony in family conversations. *British Journal of Developmental Psychology ,28*: 255-274.

Christina Christou
University of Birmingham

An exploration of how people use metaphors in their lived experience narratives of trauma, through expressive media; art, expressive writing and story writing

Research studies in writing for wellbeing support that people experience benefits from writing. *Background:* based on the original expressive writing paradigm by Pennebaker & Beall, (1986), that disclosure in writing benefits physiological and psychological health. *PhD Aims*: exploration of how people use metaphors in their lived experience narratives of trauma, through different expressive media. *Rationale*: participants express their trauma through three expressive media activities, within a narrative structure; Beginning (art expressing what is difficult to express); Middle (expressive writing as poetry or documentation); Ending; (reframing the narratives using story completion method). *Methodology:* Exploring the relationship between metaphor and narrative drawing on my experience as a therapist. *Participants*: Three groups:1. PTSD clients (N=4) in a therapeutic setting; 2. Therapists (N=5) from different counselling approaches; 3. Community group (N=4) in a workshop setting. *Main Research Questions*: What metaphors do people use in each expressive media and how do they change throughout the process? How do the different expressive media activities and the order in which they are completed, help people to express, process and 'reframe' their lived experience narratives on trauma? *Analysis*: data analysed by looking at the metaphorical themes that run through the completed activities based on the metaphorical scenarios approach (Musolff, 2016; Ritchie, 2006, 2017). *Preliminary findings*: show that abstract themes of love, loss and identity run throughout the data and that the metaphorical themes used to represent them fluctuate across the tasks. Though some metaphorical themes, such as FAMILIAL LOVE IS A BOND remained constant across all three tasks, others became more frequent in the final task, such as PROGRESS IS MOVING FORWARD, indicative of potential for positive traumatic growth. *Implications* knowledge will be used in psychological interventions.

References
Musolff, A., 2016. *Political metaphor analysis: Discourse and scenarios*. London: Bloomsbury Publishing.
Pennebaker, J.W. and Beall, S.K., 1986. Confronting a traumatic event: toward an understanding of inhibition and disease. *Journal of abnormal psychology*, *95*(3), p.274.
Ritchie, L.D., 2006. *Context and connection in metaphor*. Basingstoke: Palgrave Macmillan.
Ritchie, L.D., 2017. Contextual Activation of Story Simulation in Metaphor Comprehension. In: Hampe B. (ed) *Metaphor: Embodied Cognition and Discourse*, 220-238. Cambridge: Cambridge University Press.

Meryem Clarke
University of Birmingham

Identifying and analysing relevant metaphorical scenes

Metaphor identification is still an ongoing discussion, with each new procedure stirring up debate as it tries to balance the ever-present tension between reliability and validity.

During the course of my PhD research, I have examined prominent metaphor identification procedures to find methods which take a more fine-grained, strict, replicable approach to attain higher reliability (e.g. Pragglejaz Group, 2007; Steen et al., 2010), and more natural methods which flexibly capture metaphor to attain higher validity (e.g. Cameron & Maslen, 2010; Falck & Okonski, 2022, 2023).

I have merged the greatest strengths of these with recent critique in the field (e.g. De Backer et al., 2023) and my own suggestions to form a procedure which seeks that elusive middle ground on the reliability-validity scale. In doing so, the procedure explicitly identifies relevant metaphorical scenes, which I shall break down section by section in this poster to explain and justify the changes they make from existing approaches.

Further still, this methodology incorporates an optional section for verifying source domains that is once again inspired by combinations of the most helpful approaches currently in use (e.g. Ahrens & Jiang, 2020; Reijnierse et al., 2023) to continue to work being done to operationalise this challenging yet necessary part of many metaphor studies.

The overall process is designed primarily to benefit studies with established topical foci, such as my own work studying metaphors for depression.

References

Ahrens, K. & M. Jiang. 2020. 'Source Domain Verification Using Corpus-based Tools', *Metaphor and Symbol*, 35(1): 43-55

Cameron, L. & R. Maslen. 2010. 'Identifying metaphors in discourse data', in Cameron, L., and Maslen, R. (eds) *Metaphor Analysis*, pp. 97-115. London: Equinox.

De Backer, L., R. Enghels & P. Goethals. 2023. 'Metaphor analysis meets lexical strings: finetuning the metaphor identification procedure for quantitative semantic analyses', *Frontiers in Psychology,* 14: 1-15.

Johansson Falck, M & L. Okonski. 2022. 'Procedure for Identifying Metaphorical Scenes (PIMS): A Cognitive Linguistics Approach to Bridge Theory and Practice', *Cognitive Semantics*, 8(2): 294-322.

Johansson Falck, M. & L. Okonski. 2023. 'Procedure for Identifying Metaphorical Scenes (PIMS): The Case of Spatial and Abstract Relations', *Metaphor and Symbol*, 38(1): 1-22.

Pragglejaz Group. 2007. 'MIP: A Method for Identifying Metaphorically Used Words in Discourse', *Metaphor and Symbol,* 22(1): 1-39.

Reijnierse, G. & C. Burgers. 2023. 'MSDIP: A Method for Coding Source Domains in Metaphor Analysis', *Metaphor and Symbol*, 38(4): 295-310.

Steen, G., A. Dorst, J. Herrmann, A. Kaal, T. Krennmayr & T. Pasma. 2010. *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*. Amsterdam: John Benjamins.

Maria Cristina Gatti & Laura Narisano
Free University of Bozen-Bolzano

Paths to sustainability: figurative language in newspaper articles

Sustainability, intended as the ability of meeting the needs of the present without compromising the ability of future generations to meet their own needs, has become increasingly relevant in public discourse in recent years, from policy-making and corporate communication to news reporting and academic research. Considering the multiple facets and elements relating to this issue, establishing a more precise definition and a clearer framework has proven to be a complex task. It has been suggested that, when dealing with a complicated system of relatively unfamiliar concepts, metaphors can provide a useful tool in their framing (Malt & Majid, 2023). Since no single metaphor could provide a comprehensive representation of sustainability, different metaphorical framings can be used to offer different perspectives on the topic (Carew and Mitchell 2006).

Sustainability is not merely a scientific or environmental issue, but also a social and political issue to be discussed in the public sphere (Atanasova, 2019). Because of this reason, the manner in which it is presented in newspapers holds great importance. Therefore, what this study set out to do was analyse how figurative language is used to discuss and present sustainability in Italian and British newspapers, selected as mainstream daily publications with a broad range of opinions. A comparable corpus containing articles mentioning, respectively, *sustainability* or *sustainable development* and *sostenibilità* or *sviluppo sostenibile* has been created, starting from May 2022, when the 8th Environment Action Programme entered into force (European Commission, 2022). Metaphor identification was conducted through a close reading of concordance lines for *sustainab-/sostenib-*, and figurative meanings were determined applying the Metaphor Identification Procedure (Pragglejaz Group, 2007).

The results highlight the role of figurative language in the discussion of sustainability in the media, contributing to a better understanding of its conceptualisation and the consequences for its implementation.

References

Atanasova, D. 2019. Moving society to a sustainable future: The framing of sustainability in a constructive media outlet. *Environmental Communication* 13(5): 700-711.

Carew, A.L., & C. Mitchell. 2006. Metaphors used by some engineering academics in Australia for understanding and explaining sustainability. *Environmental Education Research* 12(2): 217-231.

European Commission. 2022). *Environment action programme to 2030*. European Commission. https://environment.ec.europa.eu/strategy/environment-action-programme-2030_en

Malt, B.C. & A. Majid. 2023 Conceptual Foundations of Sustainability. *Topics in Cognitive Science* 15: 334-356.

Pragglejaz Group. 2007. MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol* 22(1): 1-39.

Daban Hamad Ameen
Universität Erfurt

Metaphorical Representation of Trauma Stress in Holocaust Testimonies

This poster is about a doctoral study that will be conducted at Erfurt University. The study is primarily about the language of trauma. The project specifically focuses on the metaphorical representation of trauma in Holocaust testimonies. To study the metaphors in the Holocaust testimonies, a specialized corpus will be compiled, consisting of 100 testimonies available at the United States Holocaust Memorial Museum and USC Shoah Foundation. The research aims to answer the following questions: (a) What are the metaphorical discursive patterns in the Holocaust testimonies, and (b) what are the main and most contributing source domains aiding trauma victims in understanding their traumatic stress, as used by testimony-givers to express their emotions? The study employs mixed methods, both qualitative and quantitative. Qualitatively, the study examines metaphorical discursive patterns such as (i) recontextualization, (ii) metaphor variation and variability, (iii) ideational resources of metaphor, and (iv) the rhetorical development of metaphor (Semino et al., 2013; Tay, 2013; Semino, 2008). To study metaphorical discursive patterns in Holocaust testimonies, 20 random testimonies will be selected and checked manually. Additionally, qualitatively, the study approaches metaphors from a cognitive perspective (Lakoff, 2008; Lakoff & Johnson, 2008). Five source domains will be investigated: MOTION, SPACE, CONTAINER, JOURNEY, AND BALANCE. To do that, a corpus approach will be utilized (Stefanowitsch, 2005; Julich-Warpakowski, 2020). Concordances resembling the mentioned source domains will be looked up and reported descriptively and statistically.

Chengyan Li
University of Leeds

A contrastive study of metaphors in Theresa May's and Boris Johnson's Brexit discourse

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. This paper focuses on the metaphors that are used in these two PMs' political discourse about Brexit and what the entailments of those metaphors are.

Two target corpora were built, respectively including two PMs' Brexit-related social media posts, political speeches, parliamentary debates. 270 and 278 central terms separately for TM data and BJ data were determined based on the wordlists and keywords lists. Metaphors which occurred in the immediate context of the central terms were identified using MIP (Pragglejaz Group, 2007). Through the pilot study, 45 vehicle grouping candidates (Cameron, Maslen & Low, 2010) were determined and co-rating 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, such as MOVEMENT, JOURNEY, MACHINE, ATTACHMENT, VIOLENT ACTION and BUILDING. However, at the level of scenarios, the narrative framework built for conceptualizing Brexit differs. For example, Theresa May symbolically constructed backstop as a BUILDING, with the UK aiming to avoid entry and ensure exit, as reflected in her repeated use of words like *enter, exit, leave* and *lock*. In contrast, Boris Johnson portrayed backstop as a stubborn disease that has been successfully removed. Metaphors from the same source domain carry varying semantic emphases in different contexts. In Brexit negotiations, when associated with the UK, VIOLENT ACTION implies a swift and decisive nature, whereas with the EU, the emphasis leans towards implications of harm and violence.

References

Cameron, L., R. Maslen, Z. Todd, J. Maule, P. Stratton & N. Stanley. 2009. The Discourse Dynamics Approach to Metaphor and Metaphor-Led Discourse Analysis. *Metaphor and Symbol*, 24(2): 63-89.

Cameron, L., R. Maslen. & G. Low. 2010. Finding systematicity in metaphor use. In L. Cameron & R. Maslen (eds.), *Metaphor Analysis: Research practice in Applied Linguistics, Social Sciences and the Humanities*, pp. 116-146. London: Equinox.

Musolff, A. 2006. Metaphor scenarios in public discourse. *Metaphor and Symbol,* 21(1): 23-38.

Pragglejaz Group. 2007. MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol* 22(1): 1-39.

Veronica Mangiaterra, Chiara Barattieri di San Pietro & Valentina Bambini
IUSS Pavia

Tracking the evolution of figurative language with diachronic word embeddings: a study on Italian literary metaphors

Metaphors like 'corona di nebbia' (crown of fog, Pascoli 1904) are among the most distinctive expressions used in literature, but empirical studies on their processing are scarce compared to everyday metaphors. A few studies have approached literary metaphor reception via rating [1-2] and computational tools [3], yet the diachronic component of their reception has been neglected. Indeed, typical literary metaphors were produced decades or centuries ago, but their reception is studied on participants or corpora from the 21st century. In this study, we employed techniques from diachronic distributional semantics to explore whether literary metaphors are perceived differently across time and textual genres. We trained temporal word embeddings on literary and nonliterary corpora from the 19th and the 21st centuries (120M tokens) and modeled how semantic features of 515 Italian literary metaphors vary. Results show that literary metaphors are perceived as more difficult in contemporary literature compared to 19th-century literature, but as easier in contemporary nonliterary language (e.g., Web language) compared to 19th-century nonliterary texts. This effect is modulated by single-word semantic features: vector coherence (how stable word meaning is across epochs) and semantic neighborhood density (average proximity of a word with its semantic neighbors). We conclude that metaphor appreciation is thus not a fixed dimension, but rather changes depending on individual differences [4] and language varieties. Furthermore, results provide insights into the evolution of language more broadly: the higher difficulty of metaphors in contemporary Italian literature might be due to the simplification of the literary language and its shift toward informality, contrasting with the high creative and loose lexical uses in the language of the Web.

References
[1] Bambini et al. (2014). PLoS ONE. 9(9).
[2] Katz et al. (1988). Metaphor Symb. 3(4).
[3] Reid et al. (2023). Metaphor Symb. 38(2).
[4] Canal et al. (2022). Brain Cogn. 161, 105879.

Tasneem Solie
Lancaster University

Metaphors By Refugees: Understanding refugee experiences through their narrated stories

Background: This poster is based on my doctoral study that aims for the inclusion of refugee voices by analysing metaphors they use to talk about their lived experiences of becoming and living as refugees. The study focuses on Syrian refugees who left their home country due to the Syrian Civil War and ended up in the UK. The research question presented are

- What metaphors do refugees use to talk about different aspects of the asylum-seeking experience?
- What metaphors are used to describe and develop the self in relations to various topics?
- How do refugees use metaphors to talk about living in the UK as refugees and their perceived future after their relocation?

Methods: Individual semi-qualitative interviews were conducted with 15 Arabic-speaking Syrian refugees living in the UK. The transcripts were coded for metaphors and analysed using metaphor-led discourse analysis (Cameron et al., 2009).

Results: Metaphors were organised based on three main topics: life at home, seeking asylum, and life in the UK, with the 'self' as a subtopic for all main topics. The analysis identified several 'systematic metaphors' across one or multiple interviews. Examples included metaphors related to pressure, burden, and natural phenomena. The analysis also identified 'extended metaphors' that were specific to certain topics. The poster presents these findings and comments on how different factors such as personal qualities (age, level of education) and affective stances as well as linguistic and cognitive factors contribute to metaphor emergence. The poster highlights how inclusion of refugee voices contributes to a more comprehensive understanding refugees' collective and individualized experiences.

References
Cameron, L., R. Maslen, Z. Todd, J. Maule, P. Stratton & N. Stanley. 2009. The Discourse Dynamics Approach to Metaphor and Metaphor-Led Discourse Analysis. *Metaphor and symbol*, *24*(2): 63-89. https://doi.org/10.1080/10926480902830821

Airen Zhang
University of Leeds

A Comparative Study of Metaphors of Cancer and Covid-19 Prevention in UK Newspapers

Violent metaphors are frequently used in public health communication to simplify complex health issues. In cancer prevention discourses, Hauser & Schwarz (2020) argue that such metaphors, focusing on 'fighting' the disease, may discourage preventative actions and may alienate or serve to exclude the seriously ill. Similarly, Covid-19 discourses frequently use violent metaphors. Critics like Semino (2021) indicate they have limitations in adapting to the epidemic that require long-term prevention, as well as spreading the necessity of self-restrictive behaviours, crucial for preventing infectious diseases. Some studies explore alternative and more inclusive metaphorical expressions for Covid preventative measures. An example is the 'bubble metaphor' used in New Zealand's self-restriction response (Trnka & Davies, 2020).

My study collects 1000 news reports and creates two corpora, examining how dominant metaphors are used in UK news media about cancer and Covid-19 prevention, using Sketchengine (Kilgarriff et al., 2014). Preliminary findings show that apart from common VIOLENT and JOURNEY scenarios, the Covid-19 data shows a unique presence of political metaphors and different semantic tendencies for different Covid prevention measures.

References
Hauser, D.J. & N. Schwarz. 2020. The War on Prevention II: Battle Metaphors Undermine Cancer Treatment and Prevention and Do Not Increase Vigilance. *Health Communication*, 35(13): 1698-1704.

Kilgarriff, A., V. Baisa, J. Bušta, M. Jakubíček, V. Kovář, J. Michelfeit, P. Rychlý & V. Suchomel. 2014. The Sketch Engine: ten years on. *Lexicography*, 1: 7-36.

Semino, E. 2021. "Not Soldiers but Fire-fighters"– Metaphors and Covid-19. *Health Communication*, 36(1): 50-58.

Trnka, S., & S.G. Davies. 2020. Blowing Bubbles: COVID-19, New Zealand's Bubble Metaphor, and the Limits of Households as Sites of Responsibility and Care. In: J. Michael Ryan (ed.) *COVID-19: Global Pandemic, Societal Responses, Ideological Solutions*, pp. 167-183. London: Routledge.

RaAM Building Bridges research fund report

Joanne Boisson, Arif Mehmood, Jose Camacho Collados
University of Cardiff

Metaphorshare: an open repository for metaphor datasets

The community working on metaphors has developed numerous valuable labelled corpora in various languages over the years, many of which are often not easily shared among the researchers. Thanks to the RaAM building bridges fund 2023, we are developing Metaphorshare, a website of publicly available resources for metaphor studies. Users are able to access a repository of datasets and upload new resources.

We will present the formatting guidelines with examples of how we unified available datasets to integrate them into a single repository. We will then introduce the current and future functionalities of the website, including search functions and performances of Natural Language Processing models on automatic metaphor identification for various datasets.

i