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# A Method For Linguistic Metaphor Identification From Mip To Mipvu Converging Evidence In Language And Communication Research By Steen Gerard J Dorst Aletta G Herrmann J Berenike K 2010 Paperback

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Understanding Metaphor in Literature  
Introducing Metaphor  
Finding Metaphor in Grammar and Usage  
Metaphor and Corpus Linguistics  
Extended Conceptual Metaphor Theory  
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## **TREVINO NEAL**

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### Understanding Metaphor in Literature John

Benjamins Publishing

The book deals with the important shift that has been heralded in cognitive linguistics from mere universal matters to cultural and situational variation. The discussions examine cognitive and cultural linguistics' theories in relation to the following areas of research: (i) metaphorical conceptualization; (ii) the influence of culture on metaphor, metonymy and conceptual blends; (iii)

the impact of culture and cognition on metaphorical lexis; (iv) the interface of pragmatics and cognition when metaphor is studied in situ, that is, in face-to-face as well as in virtual multimodal interaction; (v) the application of insights from metaphorical conceptualizations to language teaching, and (vi) recent methods for revealing (inter)cultural metaphorical conceptualizations (corpus-based approaches, gesture studies, etc.). The book brings together cognitive, functional, and (inter)cultural approaches.

### **Introducing Metaphor**

Taylor & Francis

The papers in this volume deal with the issue of how corpus data relate to the questions that cognitive linguists have typically investigated with respect to conceptual mappings.

The authors in this volume investigate a wide range of issues - the coherence and function of particular metaphorical models, the interaction of form and meaning, the identification of source domains of metaphorical expressions, the relationship between metaphor and discourse, the priming of metaphors, and the historical development of metaphors. The studies deal with a variety of metaphorical and metonymic source and target domains, including the source domains SPACE, ANIMALS, BODY PARTS, ORGANIZATIONS and WAR, and the target domains VERBAL ACTIVITY, ECONOMY, EMOTIONS and POLITICS. In their studies, the authors present a variety of corpus-linguistic methods for the investigation of conceptual mappings, for

example, corpora annotated for semantic categories, concordances of individual source-domain items and patterns, and concordances of target-domain items. In sum, the papers in this volume show how a wide range of corpus-linguistic methods can be used to investigate a variety of issues in cognitive linguistics; the combination of corpus methods with a cognitive-linguistic view of metaphor and metonymy yields new answers to old questions (and to new questions) about the relationship between language as a conceptual phenomenon and language as a textual phenomenon.

*Finding Metaphor in*

*Grammar and Usage*

Walter de Gruyter GmbH  
& Co KG

Contemporary linguistic forms are partially the product of their historical antecedents, and the same is true for cognitive conceptualization. The book presents the results of several diachronic corpus studies of conceptual metaphor in a longitudinal and empirical “mixed methods” design, employing both quantitative and qualitative analysis measures; the study

design was informed by usage-based theory. The goal was to investigate the interaction over time between conceptualization and cultural models in historical English-speaking society. The main study of two linguistic metaphors of anger spans five centuries (A.D. 1500 to 1990). The results show that conceptualization and cultural models—understood as non-autonomous, encyclopedic knowledge—work together to determine both the meaning and use of a linguistic metaphor. In addition, historically a wide variety of emotion concepts formed a complex cognitive array called the Domain Matrix of emotion. The implications for conceptual metaphor theory, research methodology, and future study are discussed in detail.

**Metaphor and Corpus Linguistics** Springer

This book presents a complete method for the identification of metaphor in language at the level of word use. It is based on extensive methodological and empirical corpus-linguistic research in two languages, English and Dutch. The method is

formulated as an explicit manual of instructions covering one chapter, the method being a development and refinement of the popular MIP procedure presented by the Praggeljaz Group in 2007. The extended version is called MIPVU, as it was developed at VU University Amsterdam. Its application is demonstrated in five case studies addressing metaphor in English news texts, conversations, fiction, and academic texts, and Dutch news texts and conversations. Two methodological chapters follow reporting a series of successful reliability tests and a series of post hoc troubleshooting exercises. The final chapter presents a first empirical analysis of the findings, and shows what this type of methodological attention can mean for research and theory.

**Extended Conceptual Metaphor Theory**

Springer Nature

This collection of papers presents some recent trends in metaphor studies that propose new directions of research on the embodied cognition perspective. The overall volume, in particular, shows how the embodied cognition still remains a

relevant approach in a multidisciplinary research on the communicative side of metaphors, by focusing on both comprehension processes in science as well as learning processes in education.

Metaphor across Time and Conceptual Space

Cambridge University Press

This study presents an approach to metaphor that takes contextual factors into account. It analyses how metaphors depend on and change the context in which they are uttered, and how metaphorical interpretation involves the articulation of asserted, implied and presupposed materials.

The Routledge Handbook of Metaphor and Language John Benjamins Publishing

Cognitive linguists have proposed that metaphor is not just a matter of language but of thought, and that metaphorical thought displays a high degree of conventionalization. In order to produce converging evidence for this theory of metaphor, a wide range of data is currently being studied with a large array of methods and techniques. Finding Metaphor in

Grammar and Usage aims to map the field of this development in theory and research from a methodological perspective. It raises the question when exactly evidence for metaphor in language and thought can be said to count as converging. It also goes into the various stages of producing such evidence (conceptualization, operationalization, data collection and analysis, and interpretation). The book offers systematic discussion of eight distinct areas of metaphor research that emerge as a result of approaching metaphor as part of grammar or usage, language or thought, and symbolic structure or cognitive process.

A Method for Linguistic Metaphor Identification

Walter de Gruyter

The literary imagination may take flight on the wings of metaphor, but hard-headed scientists are just as likely as doe-eyed poets to reach for a metaphor when the descriptive need arises. Metaphor is a pervasive aspect of every genre of text and every register of speech, and is as useful for describing the inner workings of a "black hole" (itself a metaphor) as it is the affairs of the human

heart. The ubiquity of metaphor in natural language thus poses a significant challenge for Natural Language Processing (NLP) systems and their builders, who cannot afford to wait until the problems of literal language have been solved before turning their attention to figurative phenomena. This book offers a comprehensive approach to the computational treatment of metaphor and its figurative brethren—including simile, analogy, and conceptual blending—that does not shy away from their important cognitive and philosophical dimensions. Veale, Shutova, and Beigman Klebanov approach metaphor from multiple computational perspectives, providing coverage of both symbolic and statistical approaches to interpretation and paraphrase generation, while also considering key contributions from philosophy on what constitutes the "meaning" of a metaphor. This book also surveys available metaphor corpora and discusses protocols for metaphor annotation. Any reader with an interest in metaphor, from beginning researchers to seasoned

scholars, will find this book to be an invaluable guide to what is a fascinating linguistic phenomenon.

**From Molecule to**

**Metaphor** Walter de Gruyter

Metaphor is a topical issue across a number of disciplines, wherever researchers are concerned with how speakers and writers package and process messages. This book is addressed at readers from diverse academic backgrounds who are interested in ways of researching metaphor from different perspectives, and especially through corpus linguistics. A number of approaches to and exploitations of metaphor, including conceptual metaphor theory and cognitive approaches more generally, text and spoken discourse analysis, and CDA, are discussed, explored and critiqued using corpus data. The book also includes corpus linguistic studies of different aspects of metaphor, which investigate its linguistic and semantic properties and relate them to current theoretical views. The book demonstrates the need for naturally-

occurring language data to be used in the development of metaphor theory, and shows the value of corpus data and techniques in this work.

Researching and Applying Metaphor in the Real

World John Benjamins Publishing

Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: very good, Carl von Ossietzky University of Oldenburg (Seminar for Anglistics), course: Hauptseminar "Metaphor and Metonymy", 13 entries in the bibliography, language: English, abstract: "Most of our fundamental concepts are organized in terms of one or more spatialization metaphors" this very elementary conclusion is drawn by George Lakoff and Mark Johnson (1980: 17) after having analysed what they call orientational metaphors. In opposition to the classical point of view, Lakoff, Johnson, and other cognitive linguists believe this group of metaphors, among others, to be deeply embedded in the human conceptualisation system and to provide a means of reasoning about and structuring of entire, mostly abstract, domains

in terms of other, more concrete, domains. Based on a limited amount of underlying image schemata, which are projected onto these domains, metaphors are employed in order to be able to understand large parts of the world surrounding us. Cognitive linguistics asks for the motivation and functional explanation of linguistic expressions. Beyond merely linguistic aspects, the cognitive approach is aiming high, since its targets are, among others, a new theory of categorisation (Lakoff 1987), Imagination (Johnson 1987: 139ff.), and, what would be a fundamental change in Western philosophy, meaning by the approach entitled as cognitive semantics In most of these and other disciplines of cognitive sciences, metaphor is one of the chief means by which these targets are tried to be accomplished. In linguistics, metaphor is an explanation for many expressions which were, on the traditional Objectivist account, viewed as being arbitrary. The general principle by which cognitive linguists explain these expressions is as follows: Fundamental spatial and physical

experiences yield certain image schemata. These schemata are mapped by means of metaphorical pr

*Metaphorical Conceptualizations* John Benjamins Publishing Company

The contributors present a coherent collection of work on the functioning of metaphor in public discourse and related discourse areas from a broadly cognitive-linguistic background, providing a state-of-the-art overview of research on the discursive grounding of metaphor from a cognitive-linguistic perspective.

*Metaphor and Space: The Cognitive Approach to Spatially Structured Concepts* OUP USA

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

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

*Windows to the Mind* John Benjamins Publishing Company

This book describes methods, risks, and challenges involved in the

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

**Metaphor in Use** Oxford University Press

This volume explores linguistic metaphor identification in a wide variety of languages and language families. The

book is an essential read for anyone interested in researching language and metaphor, from students to experienced scholars. Its primary goals are to discuss the challenges involved in applying the Metaphor Identification Procedure Vrije Universiteit (MIPVU) to a range of languages across the globe, and to offer theoretically grounded advice and guidelines enabling researchers to identify metaphors in multiple languages in a valid and replicable way. The volume is intended as a practical guidebook that identifies and discusses procedural challenges of metaphor identification across languages, thus better enabling researchers to reliably identify metaphor in a multitude of languages. Although able to be read independently, this volume – written by metaphor researchers from around the world – is the ideal companion volume for the 2010 Benjamins book *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*.

*Metaphor Identification in Multiple Languages* John Benjamins Publishing  
'Metaphor in Educational Discourse is a superb piece of applied linguistics

research that integrates Vygotsky's theory of concepts with current work on metaphor into a coherent framework for investigating how teachers and learners negotiate figurative language in order to promote development in the classroom setting. In what is likely to become the standard for future studies in this area, Lynne Cameron meticulously demonstrates the central role of linguistic metaphors in classroom learning - designed to lead learners to a deeper understanding of complex mathematical and scientific concepts.' James P. Lantolf, Professor of Applied Linguistics, The Pennsylvania State University. This book reports research into metaphor in use with school students. The setting for the research is a UK school and the participants are around ten years old, with their first language well established but still developing concepts and understandings. Close examination of a corpus of classroom spoken discourse reveals how metaphor is employed by their teachers, not just in explaining ideas, but, in managing and mediating the activity of the

classroom and the learning of the students. Particular issues discussed include: the problems of identifying metaphors in spoken discourse, the conventionalism of metaphors in the discourse of socio-cultural groups, and how a socio-cultural approach can account for systematicity in metaphor use.

Metaphor MIT Press  
This work is a cognitive-linguistic investigation of metaphor in languages for special purposes (LSP). Metaphorization is (re-)defined as a transfer of mental schemata which are mapped from a familiar source domain to analogically structure a hard-to-grasp target domain. Metaphors are empirically evaluated in an investigation of academic writing as well as of popular-scientific texts in the domains of economics, medicine and computing. The empirical analysis provides evidence that even scientific reasoning recurs to metaphorical thinking as an information-processing strategy. Since metaphors appear to define the scientific paradigms which determine (but also constrain) the scope of scientific reasoning, the

findings give rise to a discussion about the objectivity of science. *Corpus-Based Approaches to Metaphor and Metonymy* Longman Publishing Group

This book examines how people understand utterances that are intended figuratively. Traditionally, figurative language such as metaphors and idioms has been considered derivative from more complex than ostensibly straightforward literal language. Glucksberg argues that figurative language involves the same kinds of linguistic and pragmatic operations that are used for ordinary, literal language. Glucksberg's research in this book is concerned with ordinary language: expressions that are used in daily life, including conversations about everyday matters, newspaper and magazine articles, and the media. Metaphor is the major focus of the book. Idioms, however, are also treated comprehensively, as is the theory of conceptual metaphor in the context of how people understand both conventional and novel figurative expressions. A new theory of metaphor comprehension is put

forward, and evaluated with respect to competing theories in linguistics and in psychology. The central tenet of the theory is that ordinary conversational metaphors are used to create new concepts and categories. This process is spontaneous and automatic. Metaphor is special only in the sense that these categories get their names from the best examples of the things they represent, and that these categories get their names from the best examples of those categories. Thus, the literal "shark" can be a metaphor for any vicious and predatory being, from unscrupulous salespeople to a murderous character in *The Threepenny Opera*. Because the same term, e.g., "shark," is used both for its literal referent and for the metaphorical category, as in "My lawyer is a shark," we call it the dual-reference theory. The theory is then extended to two other domains: idioms and conceptual metaphors. The book presents the first comprehensive account of how people use and understand metaphors in everyday life.

[Current Approaches to Metaphor Analysis in Discourse](#) Converging

Evidence in Language and Communication Research

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

*From a Metaphorical Point*



*of View* Walter de Gruyter GmbH & Co KG  
It has become increasingly clear that metaphor needs to be explored in terms of the social and discourse context in which it is used, especially where the aim is to address real-world problems. The notion of 'real world' metaphor research has been developed to describe this important area of investigation. This book starts by describing the nature and scope of real world metaphor research and then illustrates, through 17 detailed, mainly empirically-based studies, the different areas it can apply to, and different methodologies that can be employed. Research problems are explored in areas such as artificial intelligence, language teaching and learning,

reconciliation dialogue, university lecture discourse, poetry and wine description. Methods include corpus analysis, experimentation, discourse analysis, cross-cultural analysis and genre analysis. In each case the empirical studies refer back to Gibbs's opening overview of real-world research. The result is an invaluable and cross-referenced collection of papers addressing real-world problems.  
*Metaphor in Educational Discourse* Walter de Gruyter  
This book presents a complete method for the identification of metaphor in language at the level of word use. It is based on extensive methodological and empirical corpus-linguistic research in two languages, English and Dutch. The method is formulated as an explicit manual of instructions

covering one chapter, the method being a development and refinement of the popular MIP procedure presented by the Praggeljaz Group in 2007. The extended version is called MIPVU, as it was developed at VU University Amsterdam. Its application is demonstrated in five case studies addressing metaphor in English news texts, conversations, fiction, and academic texts, and Dutch news texts and conversations. Two methodological chapters follow reporting a series of successful reliability tests and a series of post hoc troubleshooting exercises. The final chapter presents a first empirical analysis of the findings, and shows what this type of methodological attention can mean for research and theory.

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