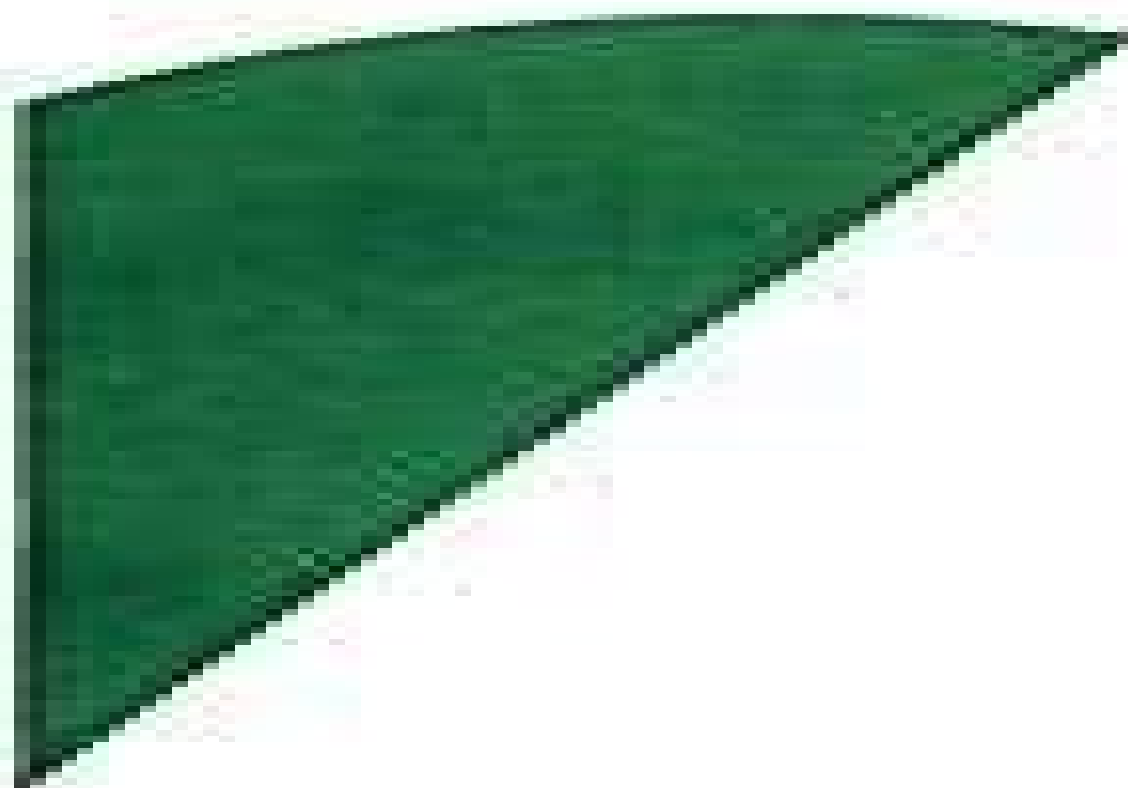


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METAPHOR IN EDUCATIONAL DISCOURSE



STEVE CHANDLER

Metaphor In Educational Discourse Lynne Cameron

Andrea Tyler, Yiyoun Kim, Mari Takada

Metaphor In Educational Discourse Lynne Cameron:

Metaphor in Educational Discourse Lynne Cameron, 2003-03-13 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 in Educational Discourse Lynne Cameron, 2003-03-15 This book reports research into metaphor in use with school students. It is one of the first studies of metaphor to investigate the phenomenon in contextualised discourse to adopt a socio-cultural approach to metaphor and to introduce the relatively new science of complex dynamic systems which offers new and potentially fruitful analogies for the analysis of educational discourse.

Corpus-Based Approaches to Metaphor and Metonymy Anatol Stefanowitsch, Stefan Th. Gries, 2008-08-22 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 Cognitive Pragmatics Hans-Jörg Schmid, 2012-08-31 Speakers tend to compose their utterances in such a way that the message they want to get across is hardly ever fully encoded by the meanings of the words and the grammar they use. Instead, speakers rely on hearers adding conceptual and emotive content while interpreting the contextually appropriate meanings and intentions behind utterances. This insight, which is of course particularly relevant in all kinds of indirect, figurative or humorous talk, lies at the heart of the linguistic discipline of pragmatics. If pragmatics is the study of meaning in context, then cognitive pragmatics can be broadly defined as encompassing the study of the cognitive principles and processes involved in the construal of meaning in context. While it would seem only natural that pragmatics as such should have addressed such cognitive issues anyway, it has mainly been due to the historical rooting of this discipline in the philosophy of language that psychological aspects have not been in the pragmatic limelight to date. Being part of the 9 volume series *Handbooks of Pragmatics*, this volume is the first to systematically survey this terrain from a wide range of perspectives. It collects state-of-the-art contributions by leading experts from the fields of pragmatics, psycholinguistics, cognitive linguistics, clinical linguistics and historical linguistics. The volume is divided into four parts which tackle the following questions: Part I: The cognitive principles of pragmatic competence. What are the general cognitive principles underlying pragmatic competence, i.e. the skill to arrive at context-dependent meanings of utterances? What are the cognitive underpinnings of language users' ability to compute or infer intended meanings in the role of hearers and to give hints as to how to decode intended meanings in the role of speakers? Part II: The psychology of pragmatics. What are the actual cognitive processes taking place during online construal of meaning in context on the basis of encoded messages? How is pragmatic competence acquired in childhood? What are the types, sources and effects of pragmatic disorders, i.e. impairments of pragmatic competence? Part III: The construal of non-explicit and non-literal meaning in context. What are the cognitive principles and processes involved in the construal of meanings of non-explicit and indirect utterances? How do we process figurative meanings, humour and gestures? Part IV: The emergence of linguistic structures from meaning in context. What are the repercussions of the repeated construal of context-dependent meanings on linguistic structures and the linguistic system? How does the system change under the influence of the construal of meanings in social situations? *Reduced series price print available* de Gruyter de Gruyter.com

Metaphors Dead and Alive, Sleeping and Waking Cornelia Müller, 2009-10-15 Traditional thinking on metaphors has divided them into two camps: dead and alive. Conventional expressions from everyday language are classified as dead, while much rarer, novel or poetic metaphors are alive. In the 1980s, new theories on the cognitive processes involved with the use of metaphor challenged these assumptions, but with little empirical support. Drawing on the latest research in linguistics, semiotics, philosophy and psychology, Cornelia Müller here unveils a new approach that refutes the rigid dead-alive dichotomy, offering in its place a more dynamic model: sleeping and waking. To build this model, Müller presents an overview of notions of metaphor from the classical period to the present, studies in detail how

metaphors function in speech text gesture and images and examines the way mixed metaphors sometimes make sense and sometimes do not This analysis leads her to conclude that metaphors may oscillate between various degrees of sleeping and waking as their status changes depending on context and intention Bridging the gap between conceptual metaphor theory and more traditional linguistic theories this book is a major advance for the field and will be vital to novices and initiates alike

Re-Viewing Space Rosario Caballero, 2011-11-02 This book describes and explores the linguistic metaphors used by architects to assess design solutions in building reviews and the conceptual mappings that motivate them The genre perspective adopted throughout the work offers a view of figurative language that considers its use in the discussion of architectural topics in a real communicative situation involving specific participants clear rhetorical goals and recognisable textual artefacts The book thus combines a genre approach to texts with a cognitive view of metaphor It further aims to restore as the centre of attention the linguistic and textual aspects of metaphor as an instrument of both cognition and communication The theoretical implications of the applied cognitive approach to metaphor adopted in the book are twofold First a situated description of how metaphor is used in a particular genre provides rich detail about its rhetorical potential The second important contribution made by this study is to provide a fuller account of image metaphor a type of mapping which is very salient in this particular genre The weight given to visual metaphors in architectural discourse allows a fuller consideration of the cognitive and communicative import of a class of metaphor often regarded as marginal or ad hoc in cognitive linguistics and the book thus contributes to a better understanding of this phenomenon in the context of a genre characterised by its concern with the visual aspects of architectural design In this sense the empirical data offered by a particular research methodology contributes to theory formation and will prove of interest to cognitive linguists as well as to discourse analysts or genre researchers

Cinematic Metaphor in Perspective Sarah Greifenstein, Dorothea Horst, Thomas Scherer, Christina Schmitt, Hermann Kappelhoff, Cornelia Müller, 2018-10-08 Over centuries scholars have explored how metaphor contributes to thought language culture This collection of essays reflects on Müller Kappelhoff and colleagues transdisciplinary film studies and linguistics approach formulated in Cinematic Metaphor Experience Affectivity Temporality The key concept of cinematic metaphor opens up reflections on metaphor as a form of embodied meaning making in human life across disciplines The book documents collaborative work reflecting intense sometimes controversial discussions across disciplinary boundaries In this edited volume renowned authors explore how exposure to the framework of Cinematic Metaphor inspires their views of metaphor in film and of metaphor theory and analysis more generally Contributions include explorations from the point of view of applied linguistics Lynne Cameron cognitive linguistics Alan Cienki media studies Kathrin Fahlenbrach media history Michael Wedel philosophy Anne Eusterschulte and psychology Raymond W Gibbs Jr

Cinematic Metaphor Cornelia Müller, Hermann Kappelhoff, 2018-10-08 Metaphors in audiovisual media receive increasing attention from film and communication studies as well as from linguistics and multimodal metaphor

research The specific media character of film and thus of cinematic metaphor remains however largely ignored Audiovisual images are all too frequently understood as iconic representations and material carriers of information Cinematic Metaphor proposes an alternative starting from film images as affective experience of movement images it replaces the cognitive idea of viewers as information processing machines and heals the break with rhetoric established by conceptual metaphor theory Subscribing to a phenomenological concept of embodiment a shared vantage point for metaphorical meaning making in film viewing and face to face interaction is developed The book offers a critique of cognitive film and metaphor theories and a theory of cinematic metaphor as performative action of meaning making grounded in the dynamics of viewers embodied experiences with a film Fine grained case studies ranging from Hollywood to German feature film and TV news from tango lesson to electoral campaign commercial illustrate the framework s application to media and multimodality analysis

Metaphor and Reconciliation Lynne Cameron, 2012-01-04 Sixteen years after her father was killed by an IRA bomb Jo Berry had her first conversation with the man responsible She had made a long journey walking the footsteps of the bombers as she put it determined not to give in to anger and revenge but to try to understand his motivations and perspective Her preparedness to meet Pat Magee opened up a path to empathy that developed through their conversations over the following years This book studies their growing understandings of each other by focusing on the rich networks of metaphors that appear in their conversations and how these evolve in the process of reconciliation The innovative research method reported in a rigorous but accessible style together with the rich and often poignant data make this book a valuable addition to the study of metaphor and discourse In uncovering the development of empathy between these two extraordinary people Cameron illuminates the moral necessity and the potential rewards in trying to imagine the world and mind of the Other Implications are drawn for how mediators in reconciliation contexts might make positive use of metaphor in supporting the dynamics of empathy

Where Metaphors Come From Zoltán Kövecses, 2015-02-12 Kövecses recasts CMT as a contextual theory of metaphor expanding and refining it to account for the ways in which many verbal metaphors are tied to context

Language Acquisition and Language Socialization Claire Kramsch, 2002 This is an outstanding collection of papers by top scholars in a range of disciplines who shed stimulating complementary insights into the social cognitive and semiotic frameworks that shape both the acquisition of language and the constitution of social actors through that process The intentionally loose ecological framing of the volume provides an arena within which a range of perspectives all united by their opposition to a mechanistic view of language acquisition can enter into dialogue with each other This is a most stimulating collection with a range of insightful investigations of settings as diverse as an autistic child learning to interact with others on the playing field professional gate keeping encounters and foreign language classrooms Professor Charles Goodwin University of California at Los Angeles The book brings together well known scholars in two relatively distinct fields language acquisition and language socialization and from a variety of orientations within applied linguistics to describe

language development from a relational perspective The papers in this volume are a response to three main questions 1 What conceptual models best capture the ecological nature of language learning 2 What research approaches are best likely to illuminate the relationship between language and social structure 3 How is educational success defined for language acquisition and language socialization Language in the Context of Use Andrea Tyler,Yiyoung Kim,Mari Takada,2008 This volume explores key convergences between cognitive and discourse approaches to language and language learning both first and second The emphasis is on the role of language as it is used in everyday interaction and as it reflects everyday cognition The papers represent a set of dynamic thought provoking analyses that add considerably to our understanding of language and language learning **Theoria Et Historia Scientiarum** ,2002 **Lund Studies in English** ,1933 Forthcoming Books Rose Arny,2002 **Linguistics and Language Behavior Abstracts** ,2006-04 **Rethinking Language Education** Arturo Tosi,Constant Leung,1999 Britain has witnessed a number of changes in language education research and policy These changes have been influenced by the challenges to the predominance of British Anglo centric attitudes and values increasing research in bilingualism and bilingual education for ethnic minorities largely North American based becoming known in Europe via scholars working in Britain and multilingual Europe investing in research and teaching provision in foreign language education Bibliographic Index ,2006 *British Education Index* ,1999 **Children Talking** Linda Thompson,1997 Comprises papers at the Child Language Seminar held at the University of Durham in March 1996 The seminar focused on social dimension of children s developing language and was attended by delegates from a variety of backgrounds and interests including teachers linguists psychologists speech therapists and a number of postgraduates All of the papers are based on empirical research Each focuses on a particular aspect of the children s developing sociolinguistic strategies and pragmatic competence The book should be of interest to those interested in children and their language development

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