

Researching And Applying Metaphor Cambridge Applied Linguistics

This volume presents results from a corpus-based investigation into the metaphorical production of foreign language learners, comparing texts written by Norwegian (L2) learners of English with those written by British (L1) students. Three types of questions are addressed. The first has empirically measured answers: For example, do L2 English writers produce more metaphors than L1 novice writers? How frequent are novel metaphors in an L2, as compared with an L1? The second type has more subjective answers: How creatively do L2 English learners employ metaphor? Are they even expected to be able to produce metaphor at all? The third type combines theoretical and methodological perspectives: How is metaphorical creativity identified? What is the potential role of metaphoric competence? Most importantly, how are metaphors identified? To this end, the newly-developed 'Metaphor Identification Procedure' is tested and critiqued. This book is intended for metaphor researchers, corpus linguists, applied linguists and language educators.

Theory in reader-response and stylistics traditions supports L2 work with literature as it is valued by students and helps develop communicative and critical language skills. The author uses insights from empirical research to evaluate current teaching practices against this background, highlighting readers' responses to metaphor as a test case.

This edited collection of articles illustrates recent work on beliefs about second language acquisition, drawing on the thinking of educational philosophers and discursive psychologists including Dewey, Bakhtin, Vygotsky, and Potter. Coverage extends to beliefs held by second/foreign language learners and as well as teachers. The book includes detailed accounts of starting points, definitions, methods of data collection and analysis, main findings and implications for further research.

Metaphor is a fascinating phenomenon, but it is also complex and multi-faceted, varying in how it is manifested in different modes of expression, languages, cultures, or time-scales. How then can we reliably identify metaphors in different contexts? How does the language or culture of speakers and hearers affect the way metaphors are produced or interpreted? Are the methods employed to explore metaphors in one context applicable in others? The sixteen chapters that make up this volume offer not only detailed studies of the situated use of metaphor in language, gesture, and visuals around the world – providing important insights into the different factors that produce variation – but also careful explication and discussion of the methodological issues that arise when researchers approach metaphor in diverse 'real world' contexts. The book constitutes an important contribution to applied metaphor studies, and will prove an invaluable resource for the novice and experienced metaphor researcher alike.

An Applied Linguistic Approach

From MIP to MIPVU

The Routledge Handbook of Language and Creativity

Metaphor in Use

A Method for Linguistic Metaphor Identification

The communicative act of drawing attention to metaphor is a relatively recent topic in metaphor studies and one that has remained contentious from a cognitive perspective. This book brings philologists of ancient languages together with metaphor experts from several modalities to interrogate whether ancient and modern texts and languages draw attention to figurative tropes in similar ways. In this way, the diachronic, multimodal and pluridisciplinary contributions to this volume critically review the theoretical frameworks underpinning metaphor marking and metaphor analysis from a completely new empirical

basis.

Metaphor and Entertainment presents the very first, large-scale exploration of metaphor in Chinese online entertainment news, one of the most vibrant and controversial news genres in contemporary China.

Metaphor in Specialist Discourse presents multiple perspectives on metaphor use in specialist and popularized discourse contexts. Using genre and register as starting parameters for deeper exploration, and pushing the boundaries further to open up new areas and possibilities, ten independent articles investigate metaphor use across a range of specialist domains of discourse, such as biology research articles, psychological counseling, soccer commentaries, workfloor communication, and penal policy documents. Framed by two theoretical chapters, the book is a contribution to the study of metaphor use in distinct discourse settings that will be of value to linguists and metaphor scholars of different persuasions, graduate students of linguistics and related disciplines, and practitioners of specialized areas with an interest in (verbal or gestural) language use in their areas of expertise. It shows that aspects of discourse variation are the beginning of, not an afterthought to, accurate empirical metaphor studies.

'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.*

Researching and Applying Metaphor

Interpreting and Changing the World

A Stylistic Exploration of John Fowles' The Magus

Political Language and Metaphor

Figurative Thinking and Foreign Language Learning

New Research Approaches

In this book, Yufang Ho compares the text style difference between the two versions of John Fowles' *The Magus*, exemplifying the methodological principles and analytic practices of the corpus stylistic approach. *The Magus* was first published in 1966

and was revised and republished by Fowles in 1977. Fowles' own comment on the second edition was that it was 'rather more than a stylistic revision.' The book explores how the revised version is linguistically different from the original, especially in terms of point of view (re) representation. The corpus stylistic approach adopted combines qualitative and quantitative comparison to confirm the overall text style difference. The analysis demonstrates that computer assisted methods can identify significant linguistic features which literary critics have not noticed and provide a more detailed descriptive basis for literary interpretation of (either edition) of the novel. This analysis of *The Magus* serves as a case study and exemplar of how corpus techniques may be used generally in the study of linguistics.

The Routledge Handbook of Cognitive Linguistics provides a comprehensive introduction and essential reference work to cognitive linguistics. It encompasses a wide range of perspectives and approaches, covering all the key areas of cognitive linguistics and drawing on interdisciplinary and multidisciplinary research in pragmatics, discourse analysis, biolinguistics, ecolinguistics, evolutionary linguistics, neuroscience, language pedagogy, and translation studies. The forty-three chapters, written by international specialists in the field, cover four major areas: • Basic theories and hypotheses, including cognitive semantics, cognitive grammar, construction grammar, frame semantics, natural semantic metalanguage, and word grammar; • Central topics, including embodiment, image schemas, categorization, metaphor and metonymy, construal, iconicity, motivation, constructionalization, intersubjectivity, grounding, multimodality, cognitive pragmatics, cognitive poetics, humor, and linguistic synaesthesia, among others; • Interfaces between cognitive linguistics and other areas of linguistic study, including cultural linguistics, linguistic typology, figurative language, signed languages, gesture, language acquisition and pedagogy, translation studies, and digital lexicography; • New directions in cognitive linguistics, demonstrating the relevance of the approach to social, diachronic, neuroscientific, biological, ecological, multimodal, and quantitative studies. The Routledge Handbook of Cognitive Linguistics is an indispensable resource for undergraduate and postgraduate students, and for all researchers working in this area.

Professions and Metaphors: Understanding Professions in Society explores the way that two traditions have contributed to our understanding of both theory and society over recent decades. In the first tradition, the growing literature on metaphors has

helped to guide thinking, providing insights into such phenomena as the study of organizations. In the second, there has been an increased interest in professions, from lawyers and university academics to doctors and social workers. This edited collection brings together these two traditions for the first time, providing a unique and systematic overview, at macro and micro level, of the use of metaphors in the sociology of professions. A range of professional fields are explored, from law and medicine to social work and teaching, showing how metaphors can enhance our understanding of the operation of professional groups. By demonstrating how metaphors can add to our understanding of professions in society, as well as in professional practice, this ground-breaking book makes an invaluable contribution to advanced students and researchers in fields such as the sociology of professions and work and organization – as well as informing professionals and policy makers themselves.

Cognitive linguistics is a relatively new discipline which is rapidly becoming mainstream and influential, particularly in the area of second language teaching. This book looks at how cognitive linguistics can inform our teaching, and lead to intriguing suggestions for alternative ways of presenting grammar and vocabulary in the language classroom.

Confronting Metaphor in Use

Metaphor and Gesture

Metaphors in Learner English

Mind, Metaphor and Language Teaching

Surrounded by Bitterness

Case studies across time periods, cultures and modalities

It is timely for researchers to approach metaphor as social and situated, as a matter of language and discourse, and not just as a matter of thought. Over the last twenty five years, scholars have come to appreciate in depth the cognitive, motivated and embodied nature of metaphor, but have tended to background the linguistic form of metaphor and have largely ignored how this connects to its role in the discourses in which our lives are constructed and lived. This book brings language and social dimensions into the picture, offering snapshots of metaphor use in real language and in real lives across the very different cultures of Europe and Brazil and contributing to the theorizing of metaphor in discourse. Until a century ago, a metaphor was just a mere figure of speech, but since the development of discourse analysis a metaphor has become more than merely incidental to the content of the arguments or findings. Students and scholars in political studies know the importance of metaphors in electoral and policy-related politics,

coming across metaphors that are, knowingly or unknowingly, influencing our perception of politics. This book is the first to develop new methodological approaches to understand and analyse the use of metaphor in political science and international relations. It does this by: Combining theory with case studies in order to advance substantive work in politics and international relations that focuses on metaphor Expands the range of empirical case studies that employ this category descriptively and also in explanatory logic Advances research that investigates the role of metaphor in empirical and discourse-based methodologies, thus building on results from other disciplines, notably linguistics and hermeneutic philosophy. This innovative study will be of interest to students and researchers of politics, international relations and communication studies.

Researching and Applying Metaphor Cambridge University Press
Metaphors are essential to scientists themselves and strongly influence science communication. Through careful analyses of metaphors actually used in science texts, recordings, and videos, this book explores the essential functions of conceptual metaphor in the conduct of science, teaching of science, and how scientific ideas are promoted and popularized. With an accessible introduction to theory and method this book prepares scientists, science teachers, and science writers to take advantage of recent shifts in metaphor theories and methods. Metaphor specialists will find theoretical issues explored in studies of bacteriology, cell reproduction, marine biology, physics, brain function and social psychology. We see the degree of conscious or intentional use of metaphor in shaping our conceptual systems and constraining inferences. Metaphor sources include social structure, embodied experience, abstract or mathematical formulations. The results are sometimes innovative hypotheses and robust conclusions; other times pedagogically useful, if inaccurate, stepping stones or, at worst, misleading fictions.

Metaphor and Communication

The Routledge Handbook of Cognitive Linguistics

Metaphor in Psychotherapy

Skills, Perceptions and Intercultural Adaptations

Discourse and Scenarios

Corpus Stylistics in Principles and Practice

This book represents a bold attempt to address contemporary issues in both metaphor and psychotherapy research. On one hand, metaphor research is increasingly concerned not just with describing metaphors in discourse, but how they could be used more adroitly in purposive 'real world' contexts such as psychotherapy. On the other hand, while a growing number of

mental health professionals believe that metaphors contribute in some way to the psychotherapy process, their ability and willingness to use metaphors might be compromised by a relative unfamiliarity with the various nuanced aspects of metaphor theory. The present analysis of metaphors in authentic psychotherapeutic talk brings these theoretical aspects to the forefront, and suggests how they can be applied to enhance the use of communication of metaphors in psychotherapy. It should be of interest to metaphor researchers, mental health professionals, and discourse analysts in general.

This book shows how to use a range of critical approaches to conduct research on terrorism. Featuring the work of researchers who have already utilized these methods to study terrorism, it includes a diverse range of critical methodological approaches – including discourse analysis, feminist, postcolonial, ethnographic, critical theory, and visual analysis of terrorism. The main objectives of the book are to assist researchers in adopting and applying various critical approaches to the study of terrorism. This goal is achieved by bringing together a number of different scholars working on the topic of terrorism from a range of non-variables-based approaches. Their individual chapters discuss explicitly the research methods used and methodological commitments made by the authors, while also illustrating the application of their particular critical perspective to the topic of terrorism. The authors of each chapter will discuss (1) why they chose their specific critical method; (2) how they justified their methodological stance; (3) how they conduct their research; (4) and, finally, an example of the research. This book will be essential reading for students of terrorism studies and critical terrorism studies, and highly recommended for students of political violence, security studies and IR.

This volume is the first to offer an overview on metaphor and gesture — a new multi-disciplinary area of research. Scholars of metaphor have been paying increasing attention to spontaneous gestures with speech; meanwhile, researchers in gesture studies have been focussing on the abstract ideas which receive physical representation through metaphors when speakers gesture. This book presents a snapshot of the state of the art in these converging fields, offering research papers as well as commentaries from multiple perspectives. In addition to conceptual metaphor theory it includes different theoretical approaches to semiotics, and the methods used range from controlled experimentation, to cognitive ethnography, to lexical semantic analysis. The use of metaphor in gesture is shown to reflect idiosyncracies of thought in the moment of speaking as

well as structural, cultural, and interactional patterns. The series of commentaries discusses the potential importance of studying metaphor and gesture from the perspectives of such fields as anthropology, cognitive linguistics, conversation analysis, psychology, and semiotics.

Developing the ability to speak in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its instructed acquisition.

The Routledge Handbook of Discourse Analysis

A New Theory of Linguistic Processing

Reconsidering Context in Metaphor

Beliefs About SLA

Metaphor in Educational Discourse

Professions and Metaphors

This collection of papers presents different views on metaphor in communication. The overall aim is to show that the communicative dimension of metaphor cannot be reduced to its conceptual and/or linguistic dimension. The volume addresses two main questions: does the communicative dimension of metaphor have specific features that differentiate it from its linguistic and cognitive dimensions? And how could these specific properties of communication change our understanding of the linguistic and cognitive dimensions of metaphor? The authors of the papers collected in this volume offer answers to these questions that raise new interests in metaphor and communication.

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 Pragglejaz 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.

Understanding metaphor raises key questions about the relationship between language and meaning, and between language and mind. This book explores how this understanding can impact upon the theory and practice of language teaching. After summarising the cognitive basis of metaphor and other figures of speech, it looks at how this knowledge can inform classroom practice. Finally, it sets out how we can use these insights to re-appraise language learning theory in a way that treats it as consonant with the cognitive nature of language.

*This book explores the cognitively-oriented approach to metaphor studies, comparing it critically to other contemporary paradigms of metaphor in meaning. It incorporates cutting edge empirical data. In both semantics and cognitive linguistics, metaphor has gained central status over the past decades, chiefly on account of Lakoff and Johnson's 1980 book *Metaphors We Live By*, which has become a standard point of reference. Rather than advocating a 'pick and mix' combination of cognitive attitudes with theory and data from other paradigms, the book argues for the methodologically reflective comparison of theory traditions and acknowledgement of their strengths and weaknesses. This critical reflection on metaphor is an essential read for students of metaphor at an advanced undergraduate or postgraduate level. Each chapter outlines areas for further reading and research, and the book is built around data drawn from a multilingual research corpus of metaphors compiled from existing research, other corpora and internet data.*

Clean Language Interviewing

Principles and Applications for Researchers and Practitioners

Researching Chinese Learners

Literature, Metaphor and the Foreign Language Learner

Speaking and Instructed Foreign Language Acquisition

Handbook of Qualitative Research in Education

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.

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.

Approaches to discourse analysis -- Register and genre -- Developments in spoken discourse -- Educational applications -- Institutional applications -- Identity, culture and discourse.

The Routledge Handbook of Language and Creativity provides an introduction to and survey of a wide range of perspectives on the relationship between language and creativity. Defining this complex and multifaceted field, this book introduces a conceptual framework through which the various definitions of language and creativity can be explored. Divided into four parts, it covers: different aspects of language and creativity, including dialogue, metaphor and humour literary creativity, including narrative and poetry multimodal and multimedia creativity, in areas such as music, graffiti and the internet creativity in language teaching and learning. With over 30 chapters written by a group of leading academics from around the world, The Routledge Handbook of Language and Creativity will serve as an important reference for students and scholars in the fields of English language studies, applied linguistics, education, and communication studies.

Metaphor and Entertainment

A descriptive and prescriptive analysis

Drawing Attention to Metaphor

Context, culture, and communication

A Corpus-Based Approach to Language in Chinese Online News

Metonymy and Language

This collection focuses on Chinese learners with original data sets using innovative research methods. It investigates Chinese learners' learning and language

skills, perceptions and particularly the processes of reciprocal intercultural adaptations in a wide international context of Australia, Canada, China, Hong Kong, New Zealand and the UK.

Many vocabulary items that foreign language learners encounter involve figurative extensions of meaning. To understand figurative speech, learners often need to employ figurative thinking. This book examines figurative thinking, considers its contribution to language ability, and explores the implications for language teaching and learning.

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

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.

Where Metaphors Come From

The Routledge Handbook of Metaphor and Language

Understanding professions in society

Metaphor and Corpus Linguistics

Political Metaphor Analysis

Applying Cognitive Linguistics to Second Language Learning and Teaching

This updated second edition unpacks the discussions surrounding the finest qualitative methods used in contemporary educational research. Bringing together scholars from around the world, this Handbook offers sophisticated insights into the theories and disciplinary approaches to qualitative study and the

processes of data collection, analysis and representation, offering fresh ideas to inspire and re-invigorate researchers in educational research.

Metonymy and Language presents a new theory of language and communication in which the central focus is on the concept of metonymy, the recognition of partial matches and overlaps. Through the use of original data sets and rigorous primary research, Denroche characterizes metonymy as key to understanding why language is so 'fit for purpose' and how it achieves such great subtlety and flexibility. This study develops the notion of 'metonymic competence' and demonstrates that metonymic behavior is often pursued for its own sake in recreational activities, such as quizzes, puzzles and play, and shows the possible impact of the application of metonymic processing theory to professional fields, such as language teaching and translator training. Furthermore, it proposes a research approach with metonymy at its center, 'metonymics,' which Denroche suggests could provide a powerful framework for addressing issues in numerous fields of practice in the arts and sciences.

In *Where Metaphors Come From*, Zoltán Kövecses proposes a metaphorical grounding that augments and refines conceptual metaphor theory according to which conceptual metaphors are based on our bodily experience. While this is certainly true in many cases of metaphor, the role of the body in metaphor creation can and should be reinterpreted, and, consequently, the body can be seen as just one of the several contexts from which metaphors can emerge (including the situational, discourse, and conceptual-cognitive contexts) - although perhaps the dominant or crucial one. Kövecses is a leader in CMT, and his argument in this book is more in line with what has been discovered about the nature of human cognition in recent years; namely, that human cognition is grounded in experience in multiple ways - embodiment, in a strict sense, being just one of them (see Barsalou, 2008; Gibbs, 2006; Pecher and Zwaan, 2005). In light of the present work, this is because cognition, including metaphorical cognition, is grounded in not only the body, but also in the situations in which people act and lead their lives, the discourses in which they are engaged at any time in communicating and interacting with each other, and the conceptual knowledge they have accumulated about the world in the course of their experience of it.

Combining academic rigour with real application examples, a global range of contributors analyse the use of Clean Language Interviewing in multiple settings including business, education, and healthcare.

Metaphor in Specialist Discourse

Image Schemas and Metaphors for Conceptualizing Distress in Classical Hebrew

Critical Methods in Terrorism Studies

The Routledge Handbook of Chinese Applied Linguistics

A Dynamic View

How Metaphors Guide, Teach and Popularize Science

How did the ancient Hebrew writers understand their

emotional experiences of being in distress? Were their feelings similar to those of an English speaker who feels down, or were there other embodied experiences they used to make sense of physical, social, and emotional distress? This research establishes a cognitive linguistic methodology for addressing these questions, and investigates the use of embodied experiences of VERTICALITY, CONSTRAINT, FORCE, DARKNESS, and BAD TASTE in the conventional language of classical Hebrew lament to understand and reason about situations of distress.

The Routledge Handbook of Chinese Applied Linguistics is written for those wanting to acquire comprehensive knowledge of China, the diaspora and the Sino-sphere communities through Chinese language. It examines how Chinese language is used in different contexts, and how the use of Chinese language affects culture, society, expression of self and persuasion of others; as well as how neurophysiological aspects of language disorder affect how we function and how the advance of technology changes the way the Chinese language is used and perceived. The Handbook concentrates on the cultural, societal and communicative characteristics of the Chinese language environment. Focusing on language use in action, in context and in vivo, this book intends to lay empirical grounds for collaboration and synergy among different fields.

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

Metaphors Dead and Alive, Sleeping and Waking