

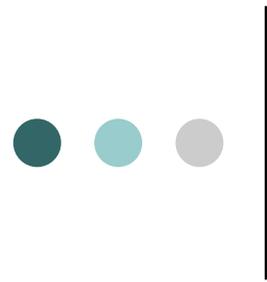


# Metaphor analysis

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# metaphor

a device for seeing something in terms of something else

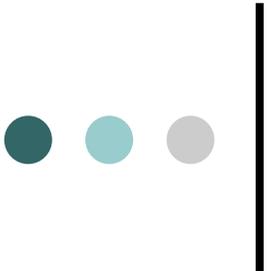
(Burke, 1945, p.503)



strong form of metaphor

*Juliet is the sun*

*topic ~ vehicle*



# Muslim women talking about terrorism

1051 Dina they take them very young.  
1052 xx [[vulnerable]]  
1053 Aneesa [[yeah.  
1054 Aneesa that's when you can start brainwashing them]].  
1055 xxx yeah.  
1056 Dina because they don't have their own opinions,  
1057 Dina and if they do,  
1058 Dina they are .. very weak.  
1059 Dina you know.  
1060 Haifa I think they're putting these young--  
1061 Haifa young boys,  
1062 Haifa in the firing line,  
1063 Haifa and probably,  
1064 Haifa backing off themselves,  
1065 xx [mastermind <X isn't going to be,  
1066 xx anywhere near X>  
1067 Haifa [and they're taking most of it],  
1068 Haifa well,



1069 Haifa they're killing themselves,  
1070 Haifa aren't they,  
1071 Haifa really.  
1072 Dina X  
1073 Dina like,  
1074 Dina they don't see it like that,  
1075 Dina though,  
1076 Dina do they.  
1077 Dina they don't see it like,  
1078 Dina they're killing themselves



# Metaphor in talk

- metaphor vehicles entering the flow of talk, blurred start and end points
- topic is the surrounding flow of talk, not explicitly stated
- rare use of novel or deliberate metaphor; frequent use of conventionalised metaphor
- particularised for the moment
- the vehicle term
  - often phrasal - often verbal
  - often affective
- frequent (10-20%) but uneven distribution
  - clusters (and absences)
  - from repeating, priming, critical moments



# Metaphor types

- poetic metaphors
  - *rage burns in my heart*
- very conventionalised metaphorical expressions
  - *did you see it as the big picture..?*
  - *where I am coming from*
- large systematic metaphors

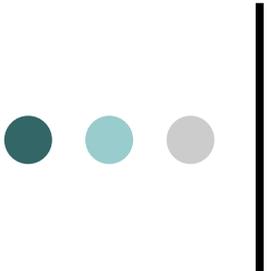
RECONCILIATION IS A JOURNEY

  - *My journey of understanding*
  - *I have reached a place of forgiveness*



# Approaches to metaphor

- literary (Richards, Black)
- conceptual metaphor theory (Lakoff & Johnson, Kövecses)
- discourse (Semino, Musolf)
  - discourse dynamics (Cameron)
-



## Shape as musical structure

- Participant 176: 31/01/2010; On the Town; Bernstein. I was helping my son choose some music for a concert. We discussed this piece because it had different shape to the other piece, which was contemporary and full of spiky phrases. On The Town had a more lyrical flow and longer line than the punchy Dance Macabre by Gregson. Here it was about the contrast between one style and another which was inherent in the phrases of each piece. One had technically difficult shapes to finger and remember while the other demanded long breaths to keep the shape and flow of the lyrical song line.

# Shape as a tool for expressive performance

- Participant 87: ... Our conductor ... told us to "shape toward the quarter note" - indicating that the preceding six eighth notes (in a 9/8 bar) should feel like they're going somewhere, leading to the quarter note.
- Participant 217: I thought about the concept of shape when considering the rise and fall of dynamic phrases and the duration of a melodic phrase. I try my best to consider shape in this way whenever I play.
- Participant 89: ... what kind of expression to use in a particular phrase (colour, articulation, dynamic) and how the context of the phrase affects the choice of expression. Thinking about musical shape affects how I would practice the technique required to get that shape I want.



# Narrative and related uses of shape

- Participant 36: ... Singers should work towards and away from each climactic point, to assist projection of both music and text
- Participant 314: ... Whether the music is rising in spirit/intensity/energy/singiness or whether it is falling. Associated with that is where the peak or trough of the phrase comes, because that is where I'm rising to or falling away from. Musical shape for me is akin to patterns in nature - particularly the natural process of breathing in and out and also the rise and fall of wind on a windy day.
- Participant 324: ... Thinking of the shape of phrases, in terms of direction (?+dynamic/intensity of sound etc) - sense of 'mapping out' what is the natural direction for a phrase. thinking of 'highs' and 'lows' and how to get between them...where to aim towards and away from- (tension and release) - almost thinking graphically of this- (the shape of a curve of a graph) but feeling that shape physically/gesturally ...



## Terrorist violence as *NATURAL GROWTH*

- *the community has bred this*
- *how it's propagated*
- *a virulent strain of Islamic fundamentalism*
- *home grown terrorists*

- violence grows like a natural organism
- in a medium that supports its growth
- combined with CONTAINER metaphors
- highlights danger, lack of control



# Reconciliation conversation data

Pat coming face-to-face,  
with somebody who suffered because,  
of a conseque- --  
as a consequence,  
is another thing.  
and,  
I suppose,  
you only come face-to-face with it in a situation like that.  
there is --  
it's so easy to lose,  
sight,  
of,  
you know,  
the enemy's humanity.



Pat but I can't walk away from the fact that it was --

I was directly,

Jo [hmh]

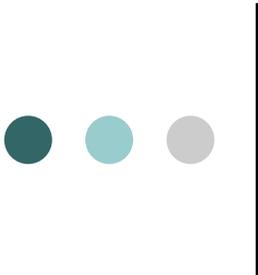
Pat [responsible] too for that.

Jo [hmh]

Pat [I can't] hide behind the --  
you know the --

... sort of,

the bigger picture.



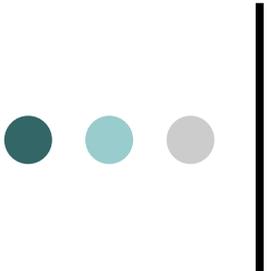
# *UNDERSTANDING THE OTHER IS CHANGING A DISTORTED IMAGE*

Pat     it's never the whole picture.  
          it's never the whole picture.  
          that's why,  
          you know,  
          on reflection you --  
          sometimes you get a --  
          like a glimpse.  
          even in the midst of --  
          er,  
          a lot of struggle.  
          .. of the other person's humanity.



# Metaphor as research tool

- Metaphor connects language and thinking.
- Metaphor as cognitive – understanding abstract ideas through analogies and images
- Metaphor as affective - often carrying evaluations, attitudes, values, beliefs, perspectives.
- Metaphors in discourse can be evidence about thinking and emotions.



# Method: Metaphor-led discourse analysis

- find the metaphors
- identify patterns of metaphors
  - patterns of meaning:
    - systematic metaphors
    - metaphor stories, narratives
    - metaphor scenarios
  - discourse patterns
    - agree, negotiate, disagree
    - extend, exemplify
  - distributional patterns: clusters and absences
- connect to people's discourse purposes and thinking:  
interpretive synthesis



## Identifying metaphors

- Explicit evidence of active metaphor processing is rare:

*there's an inverse,*

*to that er,*

*...(1.0) you know,*

*er,*

*...(2.0) figure of speech (bridges can  
be built)*



# Metaphor identification

- Underline metaphor Vehicle terms in text or transcript – the ‘aliens’

*Juliet is the sun*

*the atmosphere is a blanket of gases*

- May be words or phrases

*the means are in place to do that*



Warning!

## The fuzziness of ‘metaphor’

Novel or strong metaphors are easy to identify

but they are quite rare.

Vehicle terms can have fuzzy edges

*the BNP are trying to capitalise on that*

The category ‘metaphor’ has fuzzy boundaries...

Metaphor creeps across talk and text.



# For reliability

- Make explicit decisions.
- Ensure consistency
  - across text
  - across researchers
- By
  - training
  - inter-rater discussion
  - double checking a sample
  - using an agreed source to check meanings  
e.g. a corpus-based dictionary



# Formal identification procedure

for a word or phrase to be identified as metaphorical,  
the analyst identifies:

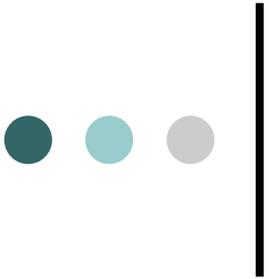
## CONTRAST

- another, more basic meaning, for the word or phrase
  - where 'basic' usually means more concrete or physical
- that is different from the contextual meaning,

## and TRANSFER OF MEANING

- The contextual meaning can be understood through comparison with the basic meaning

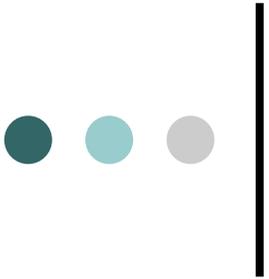
(pragglejaz, 2007)



## Classroom data

*now what I'm going to do this afternoon  
because I can't think of any other way to do it  
is to give you a little bit of information  
on which we can build our understanding of  
rocks  
and the minerals that come out of rocks  
so there are really two things  
we're going to look at this half term*

(Cameron, 2003)



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multiple metaphors across the data connect  
into a systematic metaphor of *EDUCATION  
AS A JOURNEY*  
Teacher as GUIDE

**Starter**

*off you go*

(= start reading aloud)

**Accompanying**

*I'm with you now*

(= I understand you)

*we're going to go over them now*

(= check)

**Coaching**

*I'm really pushing you*

*take it step by step*

**Rewarding**

*I think you all deserve a medal*



# Finding metaphor patterns

- Sort list of linguistic metaphors into Vehicle groupings.
- Label the Vehicle groupings.
- Sort Topics within Vehicle groupings.
- Label Topic groupings.
- Topic grouping + Vehicle grouping = 'systematic metaphor'

| 1  | Text   | Line | Metaphor                | Vehicle group |
|----|--|------|-------------------------|---------------|
| 2  | I'm <u>back</u>                              | 30   | back                    | DIRECTION     |
| 3  | it <u>feels</u> good                         | 31   | feels                   | FEEL          |
| 4  | <u>back in</u> the north east                | 32   | in                      | CONTAINER     |
| 5  | who <u>gave</u> me the chance                | 34   | gave                    | GIVE/TAKE     |
| 6  | have <u>given</u> me strength and support    | 36   | given                   | GIVE/TAKE     |
| 7  | have given me <u>strength</u> and support    | 36   | strength                | STRENGTH      |
| 8  | have given me strength and <u>support</u>    | 36   | support                 | STRENGTH      |
| 9  | that has <u>given</u> me                     | 39   | given                   | GIVE/TAKE     |
| 10 | the honour of <u>leadership</u>              | 40   | leadership              | DIRECTION     |
| 11 | Back with a relentless <u>focus</u>          | 44   | focus                   | SEEING        |
| 12 | on the <u>job</u> of delivering better lives | 45   | job                     | JOB           |
| 13 | on the job of <u>delivering</u> better lives | 45   | delivering              | GIVE/TAKE     |
| 14 | for Britain's <u>hard</u> working families,  | 46   | hard                    | HARD          |
| 15 | <u>In</u> this second term                   | 49   | In                      | CONTAINER     |
| 16 | <u>taken</u> me far from home                | 52   | taken                   | GIVE/TAKE     |
| 17 | the <u>top line</u> of my job spec           | 55   | top line of my job spec | JOB           |
| 18 | they are the <u>boss</u>                     | 58   | boss                    | JOB           |
| 19 | it is good to be <u>back</u>                 | 65   | back                    | DIRECTION     |
| 20 | <u>in</u> a fight with the Tories            | 66   | in                      | CONTAINER     |
| 21 | in a <u>fight</u> with the Tories            | 66   | a fight                 | FIGHT         |
| 22 | this is a <u>fight</u>                       | 68   | fight                   | FIGHT         |
| 23 | a <u>fight</u> for the future of the country | 69   | fight                   | FIGHT         |
| 24 | a <u>fight</u> that for Britain              | 70   | fight                   | FIGHT         |
| 25 | we have to win                               | 72   | win                     | FIGHT         |
| 26 | The polls can <u>tell one story</u>          | 73   | tell one story          | STORY         |
| 27 | <u>the story</u> that counts                 | 74   | the story               | STORY         |
| 28 | the story that <u>counts</u>                 | 74   | counts                  | NUMBER        |
| 29 | is the one <u>unfolding</u>                  | 75   | unfolding               | STORY         |
| 30 | <u>in</u> the minds of millions of people    | 76   | in                      | CONTAINER     |
| 31 | as they <u>face up to</u>                    | 78   | face up to              | BODY          |
| 32 | <u>facing</u> the country                    | 80   | facing                  | BODY          |



# Example systematic metaphor

## Metaphor pattern:

*COMING TO TERMS WITH RESPONSIBILITY FOR  
KILLING IS PHYSICAL INJURY*

*it's such a painful thing to carry.*

*it pains me to say that to you.*

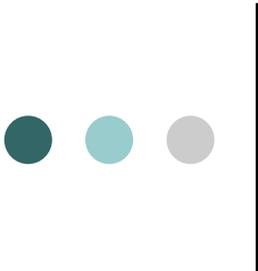


# systematic metaphor

## *TERRORISM AS DISTURBING SOCIAL AND MENTAL BALANCE*

In the BALANCE metaphor, peaceful normality for individuals, communities and society is seen as equilibrium. Acts of terrorism violently upset this balance:

- *the world's out of balance*
- *stir everything up*
- *in this time of unrest*
- *upsets the fragile .. peace*
- *they try to disrupt the government*



*THE RISK OF TERRORISM AS A GAME OF CHANCE*

*PEOPLE HAVE NO CONTROL OVER OUTCOMES*

*we get caught up in a poker game*

*they will play the bluff*

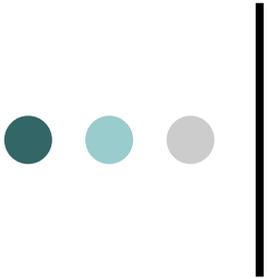
*the odds are very high*

*if your number's up*

*pawns in a game*

*it's like a lottery really*

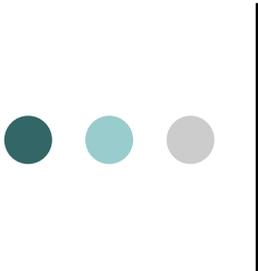
*lottery odds*



*AUTHORITIES ARE PLAYING A GAME IN  
RESPONDING TO TERRORISM*

*or is it..just CIA playing around with people's minds?*

*they're actually dicing with your life*



## *TERRORISM AS COWARDLY NEGATIVE ACTION AS VIOLENT ACTION*

*... it's a form of blackmail,  
bribery  
it's a form of bullying,  
it's hit and run.*

*the London bombings would have had a big impact  
they could strike anywhere  
was just so devastating*



# Metaphor clusters

- lots of metaphors in a short period of talk
- seem to occur when people do intensive interactional work – often difficult interpersonally:
  - explaining one's point of view to the other
    - expressing emotional pain;
    - explaining something the other would find painful e.g. why Jo's father was a target
- Metaphor clusters offer a way to slice large amounts of data.
  - Find clusters and look inside them.



Int are you concerned about human rights,  
in the context of the war on terror?

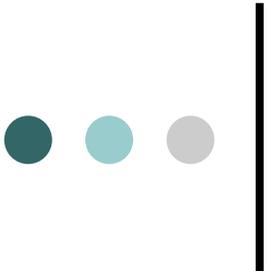
F yes,  
very much so.  
the human rights have been squashed,  
..in the fight for terrorism.

S ..human rights have been terrorised.

F completely.  
<X trammelled X>.  
..habeas corpus has disappeared.

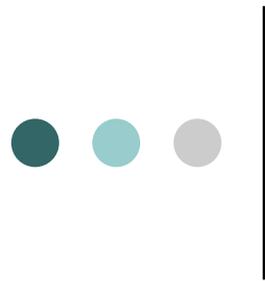
Int mm hm.

F ...(3.0) and this thing has been there,  
for thousands of years.  
.. wars have been fought for freedom,  
and then <X they have X>,  
just because..a couple of bombs went up,  
..we are prepared ..to take it out,  
you know.



# Using metaphor as a research tool

- What metaphor offers as a research tool:
  - access to affect: emotions, attitudes and values
  - access to alternatives constructed in discourse activity
  - from systematic metaphors: how ideas are framed, perspectives taken
  - from conventionalised metaphors: social affiliation
- Metaphor analysis needs to be complemented with other discourse analytic tools:
  - positioning
  - categorising
  - narrative analysis

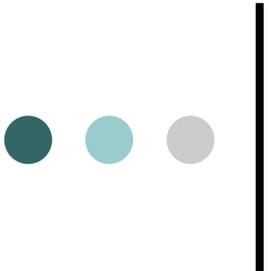


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