

## A PRAGMATIC ACCOUNT ON METAPHOR: THEORY AND EMPIRICAL SUPPORT

Acercamiento pragmático a la metáfora: teoría y apoyo empírico

MODULE/Módulo	SUBJECT/Materia	YEAR/Curso	SEMESTER/ Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	A pragmatic account on metaphor: theory and empirical support	2019-2020	1	5	Optional
<b>PROFESSOR/ Profesor(es)</b>		<b>CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)</b>			
<ul style="list-style-type: none"> <li>• Belén Soria Clivillés</li> <li>• Charles Forceville</li> </ul>		Dpto. FILOLOGÍAS INGLESA Y ALEMANA Facultad de Filosofía y Letras Campus de Cartuja s/n, 18071			
		Despacho F15 Tlf: + 34 958 241000 Ext. 20235 Email: bsoria@ugr.es			
		<b>OFFICE HOURS/ Horario de tutorías</b>			
		<p><i>First semester and non-teaching period in both semesters</i> Thursday 8:15-14:15</p> <p><i>Second semester</i> Mon. &amp; Wed. 10:30-13:30 (February and March) Mon. &amp; Wed. 12:30-15:00 &amp; L: 19:30-20:30 (April and May)</p>			
<b>MASTER WHERE IT IS OFFERED/ Máster en el que se imparte</b>		<b>OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar</b>			
Master in English Literature and Linguistics					



**PREREQUISITES AND/OR RECOMMENDATIONS**  
**Prerrequisitos y/o recomendaciones (si procede)**

**BRIEF DESCRIPTION OF COURSE CONTENTS**  
**Breve descripción de contenidos (según memoria de verificación del máster)**

**THEORETICAL**

The course focuses on the study of how novel metaphorical utterances are interpreted. In general, the interpretation of utterances requires inferential tasks in addition to those of decoding. Pragmatic aspects are needed to give an account of the derivation of speaker meaning. In the literature on pragmatics, a distinction is made between several types of pragmatic processes, which correspond to the different ways in which the meaning communicated by an expression may vary with respect to its encoded meaning. One of the great challenges for a theory of meaning is metaphorical interpretation. The course is an overview of the different types of pragmatic processes to obtain speaker meaning and more particularly, on how metaphorical meaning is derived. In addition, we will examine the experimental evidence available through the evaluation of the methodology and the validity of the arguments used in the different approaches. Next, we will study the characteristics of the interpretation of the metaphor in different types of discourse and especially in advertising. Finally, Professor Charles Forceville will explain and analyze examples of visual and multimodal metaphor.

**PRACTICAL**

Presentation of an assigned part about the compulsory readings with active participation in the debate. Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class. Final clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions where the metaphorical identification and interpretation features are explained using concrete examples.

**GENERAL AND SPECIFIC COMPETENCIES**  
**Competencias generales y específicas del módulo**

**Basic and general**

- CG1. To develop communicative interpersonal skills
- CG2. To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.
- CG3. To search for information (in any sort of format) and turn it into knowledge.
- CG4. Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.



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CG5. To understand long and complex texts of any sort (technical, narrative, or literary)

CG6. To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.

CB6. To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.

CB7. To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.

CB8. To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.

CB9. To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.

CB10. To have the learning skills that allow students to keep studying in a way that will be largely autonomous

### Specific

CE1. To know and critically evaluate current theories, methods and current results of research in the field of pragmatics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of pragmatics.

CE3. To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4. To explain and defend clearly the objectives, methodology and results of a research work.

CE6. To develop interest and intellectual curiosity to analyse and understand texts, critical theories, and different epistemological approaches to specific case studies.

CE8. To know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in pragmatics.

CE10. To develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics, philosophy of language and discourse analysis.

### OBJECTIVES

#### Objetivos (expresados como resultados esperables de la enseñanza)

- To know and assess current theories about metaphor and their relation to general theories of meaning and utterance interpretation.
- To develop and defend arguments, as well as solve problems in relation to the subject: the peculiar characteristics of the identification and interpretation of metaphorical utterances in different types of discourse.
- To present and discuss the contents and arguments of current metaphor theories.
- To become familiar with empirical studies in relation to the interpretation of metaphorical



utterances.

- To develop capacity to evaluate critically the validity of such theories, and the results of their empirical application.

## **DETAILED DESCRIPTION OF THE CONTENTS**

### **Temario detallado de la asignatura**

1. An introduction to pragmatics
  - 1.1. Some preliminary notions
  - 1.2. Linguistic meaning vs. speaker's meaning
2. Underdetermination of linguistic meaning
  - 2.1. Pragmatic processes: saturation, unarticulated constituents, modulation.
  - 2.2. Challenges for theories of utterance interpretation: metaphor, metonymy, fiction.
3. Focusing on novel metaphor
  - 3.1. A brief introduction to theories of metaphor (discussion of different proposals)
  - 3.2. Novel metaphor interpretation
    - 3.2.1. Characteristics of novel metaphor (Romero and Soria)
    - 3.2.2. Novel metaphor in different types of discourse and multimodality (Forceville)

## **RECOMMENDED BIBLIOGRAPHY**

### **Bibliografía:**

#### ON PRAGMATICS

- Grice, P (1989) "Logic and Conversation." In *Studies in the Way of Words*, edited by Paul Grice, 22-40. Cambridge: Harvard University Press.
- Recanati, F. (2004) *Literal Meaning*. Cambridge: Cambridge University Press. (Introduction and section 1.3 and chapter 2)
- Recanati, F. (1995) "The Alleged Priority of Literal Interpretation." *Cognitive Science*, 19, 207-232.
- Romero, E. y B. Soria (2010) "Introduction: Explicit Communication and Relevance Theory Pragmatics" in Soria, B. and Romero, E. *Explicit Communication: Essays on Robyn Carston's Pragmatics*. London: Palgrave Studies in Pragmatics, Language and Cognition, 1-25.
- Sperber, D. y Wilson, D. (1986/1995) *Relevance. Communication and Cognition*, Oxford: Basil Blackwell Ltd.
- Sperber, D. y Wilson, D. (2004) "Relevance Theory." In Horn, L. R. and G. Ward (eds.) *The Handbook of Pragmatics*. Oxford: Blackwell, 607-632.

#### ON METAPHOR

- Black, M. (1954) "Metaphor." *Proceedings of the Aristotelian Society* 55, 273-94.



- Black, M. (1977) "More About Metaphor." *Dialectica* 31(3-4), 431-457.
- Lakoff, George and Johnson, Mark (1980) "Conceptual metaphor in everyday language." *The Journal of Philosophy*, 77(8), 453-486.
- Forceville, C. (2002) "The identification of target and source in pictorial metaphors." *Journal of Pragmatics*, 34(1), 1-14.
- Romero, E. and B. Soria (2005) "Cognitive metaphor theory revisited." *Journal of Literary Semantics*, 34:1-20.
- Romero, E. and B. Soria (2014) "Relevance Theory and Metaphor." *Linguagem em (Dis)curso* 14(3), 489-509.
- Romero, E. and B. Soria (2016) "Against Lepore and Stone's Sceptic Account of Metaphorical Meaning." *Croatian Journal of Philosophy* 16(2), 145-172.
- Keating, J. and B. Soria (2019) "Populist Metaphorical Utterances." In Encarnación Hidalgo-Tenorio, Miguel Ángel Benítez-Castro, and Francesca De Cesare (eds.) *Populist Discourse: Critical Approaches to Contemporary Politics*. London and New York: Routledge, 209-226.

**RECOMMENDED LINKS**  
**Enlaces recomendados**

<http://www.semioticon.com/people/forceville.htm>

**EDUCATIONAL METHODS**  
**Metodología docente**

The theoretical foundations on pragmatics and more specifically on metaphor are made accessible to the student through presentations by the teacher in the classroom and through documents prepared for that purpose and made available to the student through SWAD. An introduction to the obligatory readings is also made. There will be interactive sessions on the readings guided by the teacher. In addition, the invited professor presents his well-known model on multimodal metaphor and analyzes several examples.

Once the students are familiar with the theoretical foundations and have seen analysis of examples, they are in a position to prepare their final essay, of which they must present a summary in class. The ideas that may arise in the debate after their presentations can then be included in the final version of the essays.

**EVALUATION**

**Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)**

**40%** Discussion of assigned readings, attendance and active participation in class.

- Presentation of a critical report on a relevant article.
- Analysis of the metaphorical use of language in texts belonging to different types of discourse highlighting the role of metaphor in each type. Presentation of their conclusions in class.
- Attendance and participation in classes by Charles Forceville.



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- Oral presentation in class of a first version of the final essay.
- 60%** Final essay analyzing the metaphorical use of language in a text belonging to a type of discourse of their choice. It should be a clear, rigorous and well structured essay, with introduction, development of the analysis and final conclusions.

**ADDITIONAL INFORMATION**  
**Información adicional**



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