

## NOTES ON CONTRIBUTORS

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**Alice Deignan** is a Senior Lecturer at the University of Leeds, UK. She is the author of 'Metaphor and Corpus Linguistics' (2005, John Benjamins), and a number of articles on figurative language. Her research uses corpus linguistic techniques for investigating the relationship between linguistic form and meaning.

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**Solange Pereira Diniz Faraco** has an M.Phil. in English and Applied Linguistics from the University of Cambridge and an M.A. in Applied Linguistics from Universidade Federal do Rio de Janeiro. She is currently doing a Ph.D. in Linguistic Studies, with particular emphasis on Metaphor, at the Universidade Federal Fluminense. She has published articles in the area of Applied Linguistics.

**Andrew Goatly** is Professor of English in Lingnan University, Hong Kong, China, having previously taught in colleges and universities in Rwanda, UK, Thailand and Singapore. A graduate of Oxford and London universities, his main interests are Metaphor, Stylistics, Critical Discourse Analysis and Ecolinguistics. He has published three books: *The Language of Metaphors* (Routledge 1997), *Critical Reading and Writing* (Routledge 2000), *Washing the Brain: Metaphor and Hidden ideology* (Benjamins 2007), and is working on a new book, *Explorations in Stylistics* (Equinox 2008).

**Zoltán Kövecses** is Professor of Linguistics in the Department of American Studies, Eötvös Loránd University. He is also the author of *Metaphor and Emotion* (2002) and *Metaphor: A Practical Introduction* (2000).

**Fiona MacArthur** is Senior Lecturer in English Language at the University of Extremadura, Spain. Apart from her undergraduate and post-graduate teaching, she is involved in in-service training of EFL teachers in the region and is co-author, with María Teresa Rodríguez Sánchez, of *Lenguas Extranjeras en la Etapa de Educación Infantil*. She is particularly interested in the problems posed by conventional figurative language to children and adult EFL learners, and has published studies on the fictional representation of children's misunderstanding of adult metaphors by writers like L.P. Hartley or Lewis Carroll, as well as descriptive studies of linguistic metaphors in English and the way that Spanish-speaking learners of English interpret them.

**Helena Martins:** Helena Martins is Assistant Professor at Pontifícia Universidade Católica do Rio de Janeiro (Department of Language Studies). Her doctoral dissertation dealt with the relationship between metaphor and polysemy under a Wittgensteinian point of view. Her more recent research interests and publications focus on the connections between non-representationalist approaches to language and meaning and the threat of linguistic skepticism.

**Ana M. Piquer Píriz** is a junior lecturer in English in the Faculty of Education (University of Extremadura - Spain). She received a European Doctorate in November 2004. Her research interests lie in the area of EFL learning and teaching, in particular, figurative language and young learners.

**Solange Coelho Vereza** is a senior lecturer at Universidade Federal Fluminense where she teaches and advises theses and dissertations on applied linguistics, EFL and metaphor. Her main research interests are on the field of metaphor, argumentation and appraisal theory.

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