

INTRODUCTION

This special issue of *Ilha do Desterro: A Journal of English Language, Literatures in English and Cultural Studies* (a publication of the Graduate Program in English at UFSC- Universidade Federal de Santa Catarina, Brazil), entitled "Metaphor in language and thought: contemporary issues" addresses the convergences and/or divergences between Metaphor Studies and the broader fields of Cognitive Linguistics and Applied Linguistics Studies.

The papers selected for this issue were originally presented at the II Conference of Metaphor in Language and Thought, held at Universidade Federal Fluminense in 2005, under the coordination of Solange Vereza. The event gathered and strengthened the interchange among a significant number of researchers from 58 different Universities around Brazil and from various countries. A few years before, in 2002, the I Conference had shown an important beginning of this interchange with the publication of the book *Confronting metaphor in use: An applied linguistic approach* (2007), organized by Mara Sophia Zanotto, Lynne Cameron and Marilda Cavalcanti), and the publication of a special issue of D.E.L.T.A journal (PUC-SP), *Essays on metaphor in language and thought* (2006). The present publication presents all plenary speakers' papers which have been revised into

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an article format with the exception of Andrew Goatly's text which is presented in the original plenary speech format.

Zoltan Kövecses (Eötvös University) in the paper "Variation in Metaphor" discusses how, despite cognitive linguists' efforts to pay "a great deal of attention to the remarkable universality of many conceptual metaphors, theories fail to account for the equally impressive diversity of metaphorical conceptualization both across and within cultures". It is Kövecses's belief that the ideas put forward in his article lay down the "foundations of a theory of metaphor that is capable of simultaneously accounting for both universality and variation in metaphor". Andrew Goatly (Lingnan University, Hong Kong) in "Metaphor and Ideology" explores "some of the ways in which metaphor is used for ideological purposes through the discussion of the salient and topical metaphor themes POWER/IMPORTANCE IS HEIGHT, RACE IS COLOUR, DISEASE IS INVASION and SEX IS VIOLENCE. Lynne Cameron (The Open University, U.K.) examines in her paper the affective discourse dynamics of metaphor clustering in the very different discourse contexts of the classroom and of reconciliation talk in order to highlight this often neglected aspect of interaction. Cameron shows how "clusters in classroom talk co-occur with sequences of agenda management where teachers prepare students for upcoming lessons and with giving feedback to students, both of which require careful management of interpersonal and affective issues. Clusters in reconciliation talk co-occur with discourse management and with two situations with significant affective dynamics: appropriation of metaphor and exploration of alternative scenarios." Alice Deignan (University of Leeds, UK) uses corpus analysis to shed light on the "linguistic and figurative patterns in natural language data" (the title of her paper) stressing the fact that "at the detailed level of collocation and lexical grammar, corpus data show features that are apparently specific to literal uses of words and to different types of non-literal uses, such as metaphor and metonymy." In the article "Staging the introduction of figurative extensions of

familiar vocabulary items in EFL: Some preliminary considerations”, Fiona MacArthur and Ana M. Piquer Píriz (Universidad de Extremadura, Spain) investigate the way EFL learners may grasp the various senses of polysemous words without the natural exposure to target language forms characteristic of mother tongue acquisition. The authors claim that this aspect of language use will largely depend on the range of senses which they meet in the graded input of the classroom. The paper discusses these issues in relation to body part terms, many of which display considerable referential flexibility, extending their meanings through different figurative mappings”. In the article “Metaphor, skepticism, understanding”, Helena Martins (PUC-Rio) explores the idea that metaphor is a basic cognitive tool from a Wittgensteinian point of view. The author believes that this perspective is particularly adequate for a reflection on the virtues of metaphor as a means of understanding, “especially because it allows for the avoidance of both essentialist and skeptical accounts.”

As we see it, Metaphor Studies – a broad field of research on the structures and dynamics of metaphor in both language (*system* and *use*) and thought – is in a theoretical and methodological turning point. The use of large corpora and of talk-in-interaction as well as the combination of cross-cultural data have brought into metaphor studies some divergent views that have contributed to relate Cognitive Metaphor Studies to Discourse Analysis and Applied Linguistics, which “works with language in use in real world situations”. Recent research has stressed the need for a combined approach to metaphor. As Deignan (forthcoming) claims, “the nature of human interaction in real time, in real social settings, tends to be underplayed in the cognitive approach to language, leading to an over-static view of the role of metaphor in language and thought.” In this perspective and taking issue with the discourse approach to metaphor through the use of real language within real cultural and social settings, we want to contribute, with this volume of *Ilha do Desterro*, to a debate that we consider of major relevance to metaphor studies.

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