# A Pragmatic Account on Metaphor: Theory and Empirical Support

**Acercamiento pragmático a la metáfora: teoría y apoyo empírico**

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<th>SUBJECT/Materia</th>
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<tr>
<td>Master’s Programme in English Literature and Linguistics</td>
<td>A pragmatic account on metaphor: theory and empirical support</td>
<td>2019-2020</td>
<td>1</td>
<td>5</td>
<td>Optional</td>
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**PROFESSOR/Profesor(es)**

- Belén Soria Clivillés
- Charles Forceville

**CONTACT/Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)**

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**OFFICE HOURS/Horario de tutorías**

*First semester and non-teaching period in both semesters*
Thursday 8:15-14:15

*Second semester*
Mon. & Wed. 10:30-13:30 (February and March)
Mon. & Wed. 12:30-15:00 & L: 19:30-20:30 (April and May)

**MASTER WHERE IT IS OFFERED/Máster en el que se imparte**

Master in English Literature and Linguistics

**OTHER MASTERS WHERE IT COULD BE OFFERED/Otros másteres a los que se podría ofertar**

Master in English Literature and Linguistics
**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**

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.
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**

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

**Bibliografía:**

**ON PRAGMATICS**


**ON METAPHOR**


**Recommended Links**

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

**Educational Methods**

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**

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.
- 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.