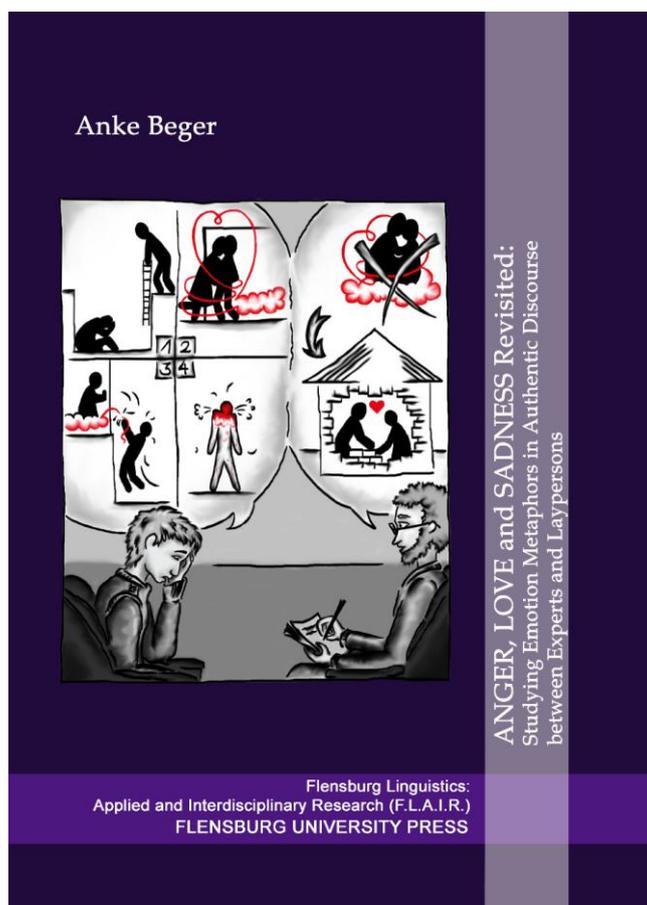


Anke Beger

**ANGER, LOVE and SADNESS Revisited:  
Studying Emotion Metaphors in Authentic Discourse  
between Experts and Laypersons**

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**ANGER, LOVE and SADNESS Revisited: Studying Emotion Metaphors in Authentic Discourse between Experts and Laypersons** is an application of the Cognitive Metaphor Theory (Lakoff & Johnson 1980; Lakoff 1993) to authentic discourse data in the field of emotion metaphors. Its aim is to point out what conceptualizations of ANGER, LOVE and SADNESS experts and laypersons demonstrate in their use of metaphorical expressions and how their emotion concepts differ.

For this purpose, two complementary studies are brought together. The first analyzes data from online psychology guides in which laypersons write about their emotional problems, asking experts for advice. The results show remarkable differences in the application of emotion metaphors between experts and laypersons. In order to determine if these findings are due to a genre-specific language use, a second study in a different genre was conducted. The corpus of this complementary study consists of spoken data collected in interviews with American English native speakers. The interviewees constitute a second group of laypersons who, unlike the laypersons of the first study, did not suffer from emotional difficulties at the time the interviews were carried out. We analyzed the interviewees' emotion metaphors and compared them to the metaphors of the experts and laypersons in the first study. This comparison sheds light on the question if, and in what way, the different groups vary in their use of emotion metaphors. The analyses presented here give a detailed account of the metaphorical expressions for ANGER, LOVE and SADNESS that are used in authentic discourse. Furthermore, we discuss what can be inferred about the discourse participants' concepts of these emotions.

Anke Beger is currently working on her PhD Thesis at Flensburg University with Prof. Dr. Olaf Jäkel as advisor. In an exploratory study, Anke Beger is investigating the role of metaphor in the transfer/negotiation of knowledge in academic discourse by analyzing language data that she collected in four subjects at an American college.

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