

Current Perspectives on Historical Metaphor

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Historical texts offer ample opportunities for exploring the evolution of metaphor over time. Analyzing figurative language in historical discourses from a diachronic perspective necessitates a critical examination of one's theoretical assumptions as the models applied must account for challenges like the scarcity of linguistic data, the ever-changing function of metaphor, and the cultural knowledge integral to language comprehension. The focus stream aims to highlight trends in historical metaphor research and invites submissions across a broad spectrum of topics, encompassing various methodologies. We welcome contributions that:

1. provide insights into the use of figurative language in diverse discourses, genres, and texts across different periods;
2. investigate the evolution of figurative expressions and metaphorical mappings;
3. examine the implicit and explicit impact of historical metaphors on contemporary language and conceptualizations;
4. address the challenges of applying theoretical frameworks, including Cognitive Metaphor Theory, Blending Theory, Discourse Analysis etc., to analyze historical data.

We encourage both in-depth case studies and comprehensive investigations using linguistic corpora, electronic dictionaries, and lexical/conceptual databases (WordNet, FrameNet etc.) to analyze evolution of patterns in conceptual mapping.

Cognitive Translation & Interpreting Studies (CTIS) takes a deep dive into the complex cognitive processes involved in multilectal mediated communication. With a commitment to nurturing collaboration, convergence, and synergies in the field, this focus stream will offer an expansive exploration of our rich diversity and highlight the field's dynamism by balancing both fresh and established research avenues. Contributions are welcome that may touch upon, but are not limited to: (A) *aspects* such as affective cognition and emotions; conceptual innovations; cognitive effort and demands; cognitive ergonomics and human-computer-interaction; dynamic aspects of task performance; efficiency, efficacy, and expertise; multimodality; skill acquisition and training; and research method updates and improvements; (B) *tasks*, professional and non-professional, such as translating (both unaided and NLP/AI-supported), revising, post-editing, voice writing, subtitling (both asynchronous and live), sight interpreting and translation, simultaneous, consecutive, and dialogue interpreting (both *in situ* and remote), audio description, and other forms of audiovisual translation and accessibility; and (C) approaches reflecting the intrinsic interdisciplinarity of CTIS, drawing from cognitive linguistics, cognitive psychology, communication studies, neurolinguistics, psycholinguistics, and reading and writing process studies, among others.