

The “education” frame as a means to establish unequal power relations and manipulate debates

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Università degli Studi de Bergamo

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Alexis Tsipras's homework has been thrown back in his face

Larry Elliott



Judging by the angry red amendments all over Greece's proposals, its creditors are in no mood whatsoever to compromise



📷 Alexis Tsipras, Greece's prime minister, at the talks in Brussels. Photograph: Julien Wamand/AFP/Getty Images



NACIONAL | POLÍTICA

Puigdemont reta a Pedro Sánchez a que haga los “deberes pendientes en vacaciones”

■ “No se puede querer los votos para convertirse en presidente y luego no actuar en consecuencia”, ha recalcado el ex president desde Bruselas junto a Torra

Publicado el 28 de Julio de 2018 - 12:06

EL INDEPENDIENTE



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» Política

Verónica Pérez afirma que “Susana Díaz le ha hecho los deberes a Rajoy con propuestas concretas”

16 de Diciembre de 2014 18:24h



Home > Video > Quali Paesi Ue hanno fatto i compiti a casa



Quali Paesi Ue hanno fatto i compiti a casa

Commissione Ue: quali Paesi membri hanno seguito le direttive e quali no

Condividi su Facebook



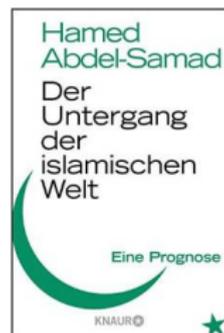
29 aprile 2019 - Non tutti i Paesi dell'Unione Europea si preoccupano di mettere in pratica le raccomandazioni della Commissione. Ecco quali sono gli Stati che hanno fatto i compiti a casa e chi invece, è ben lontano dal raggiungere questo traguardo.





Hamed
Abdel-Samad
Der
islamische
Faschismus
Eine Analyse

DROEMER

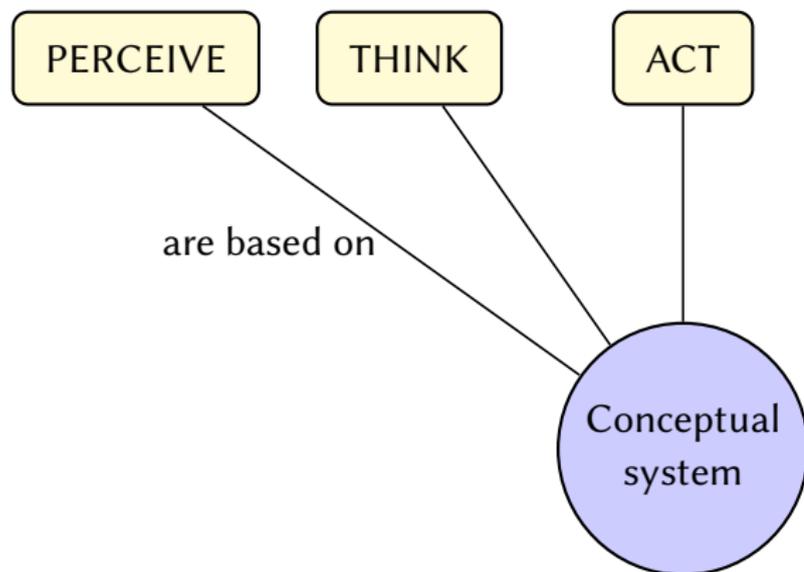


„Die arabische Welt hat jahrhundertlang ihre **Hausaufgaben** nicht gemacht.“
(*Focus Magazin*, Nr 28/2015)

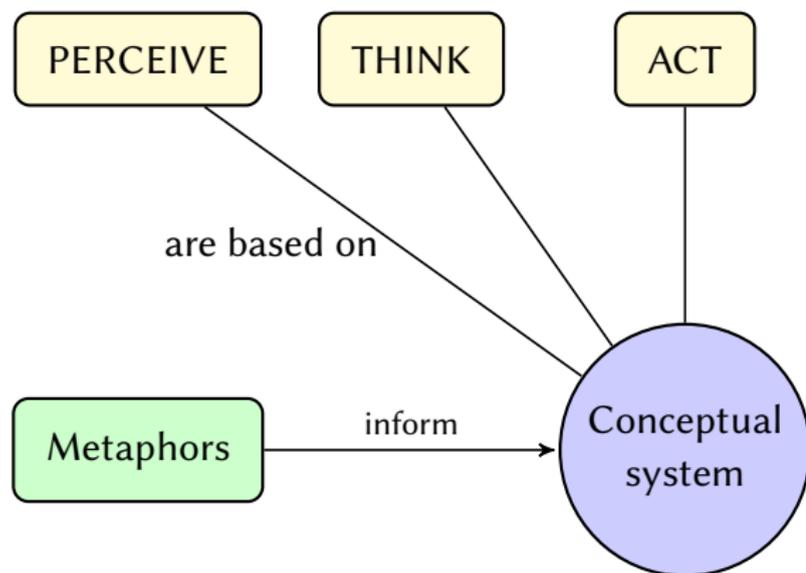
[‘The Arabic world hasn’t done its homework for centuries.’]



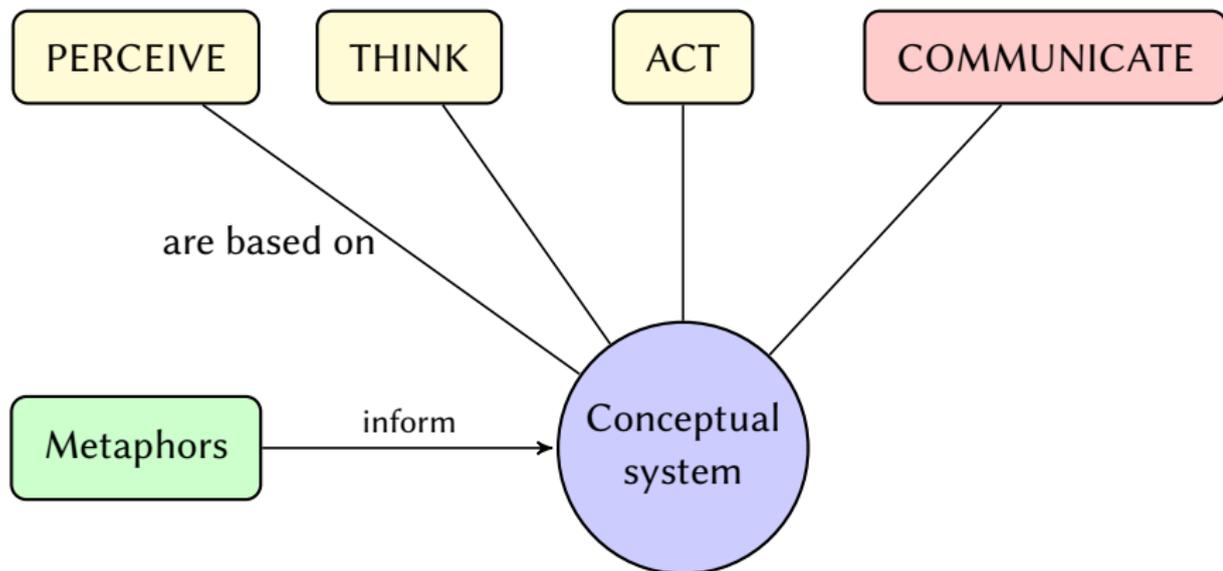
Lakoff & Johnson (1980): *Metaphors we live by*



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Lakoff & Johnson (1980): *Metaphors we live by*

Lakoff & Johnson (1980): Our conceptual system is metaphorical

- “The essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff & Johnson 1980: 5)



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- “The essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff & Johnson 1980: 5)
- metaphors structure how we perceive, how we think, and what we do



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- “The essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff & Johnson 1980: 5)
- metaphors structure how we perceive, how we think, and what we do
- new metaphors: not just naming, but structuring a situation ⇒ conceptualising the world (Dobrovol'skij & Piirainen 2005: 142)



└ “Homework” as a structural metaphor

└ Discourse effects of the “homework” metaphor

Lakoff & Johnson (1980): *Metaphors we live by*

homework → “structural metaphor” (Lakoff & Johnson 1980)

- “use one highly structured and clearly delineated concept to structure another” (Lakoff & Johnson 1980: 61)
- “do your homework” ← prepare for complex economic/political task



└ “Homework” as a structural metaphor

└ Discourse effects of the “homework” metaphor

Bernabeu García (2012): “Hacer los deberes” no es cosa para niños

“El motivo que justifica tal elección es la existencia de una **autoridad**—el *maestro*—que desde su **postura jerárquicamente superior** posee no solo la posibilidad, sino, más bien, la obligación de marcar al *alumnado* las pautas que deben cumplir.”

- Use of the “homework” metaphor



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 - helps fortify social and economic views (Holmgren 2003)
 - persuades others about how to see the world (Schiappa 2003)



└ “Homework” as a structural metaphor

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- Use of the “homework” metaphor
 - establishes teacher–pupil relationship
 - actor setting the homework → authority
 - actor having to do the homework → inferiority
- Effects:
 - helps fortify social and economic views (Holmgreen 2003)
 - persuades others about how to see the world (Schiappa 2003)
 - more effective than insults (e.g. “Pleite-Griechen” [‘broke-greeks’] (Markwardt 2015))



└ "Homework" as a structural metaphor

└ Shaping world views directly and indirectly



└ “Homework” as a structural metaphor

└ The “homework” metaphor in negative other-representation

„Die Formel ‚Zeit ist Geld‘ stimmt ganz besonders in Griechenland. [...] **Die Griechen müssen ihre Hausaufgaben machen.** Athen profitiert von Milliardenhilfen über die Rettungspakete. Die Griechen haben keinen Grund zur Klage.“

–Volker Kauder, CDU government spokesman

[‘The formula “time is money” is especially true for Greece. [...] **The Greeks must do their homework.** Athens is benefitting from billions via the aid packages. The Greeks have no reason to complain.’]



Source: cducsu.de/presse/texte-und-interviews/griechen-muessen-ihre-hausaufgaben-machen



└ “Homework” as a structural metaphor

└ The “homework” metaphor in negative other-representation

≡ EL PAÍS 

ECONOMÍA

ECONOMÍA EMPRESAS MERCADOS BOLSA MIS AHORROS VIVIENDA TECNOLOGÍA OPINIÓN/ANÁLISIS BLOGS EMPLEO FORMACIÓN TITULARES »

ANÁLISIS

Deberes tenemos todos

Los políticos europeos deben entender que hacer deberes no sólo es algo que atañe a la periferia

“Es hora de que algunos dirigentes europeos piensen que hacer los **deberes** no sólo es algo que atañe a los países del sur, sino a todos.”

(*El País*, 12 October 2014)



└ “Homework” as a structural metaphor

└ The “homework” metaphor in positive self-representation

The “homework” metaphor is used for:

- negative other-representation ✓
- positive self-representation (see Wodak 2001: 73)



└ “Homework” as a structural metaphor

└ The “homework” metaphor in positive self-representation



Thomas de Maizière
German minister of the Interior

“Das Zuwanderungsrecht hat seine Hausaufgaben gemacht.”

(*Die Zeit*, 24 August 2010)

[‘The immigration law has done its homework.’]



└ “Homework” as a structural metaphor

└ The “homework” metaphor in positive self-representation

Summary so far

Effects of the “*homework*” metaphor

- ↪ simplification: the public believes problems are caused only by lazy and unattentive students (see Süßmuth 1997)
- ↪ influence public perception: particular interpretation is presented as natural, unchallengeable (Deignan 2005: 130)



Study overview

1 Corpora

DE DWDS-ZEIT (1946–2017)

EN Corpus of Historical American English (1930–1989), Corpus of Contemporary American English (1990–2017), HANSARD parliament speeches (1803–2005)



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2 Aims of the study

- to investigate the metaphoric use of the “*homework*” metaphor in English and German (quantitative)
- evaluative function – differentiate positive, negative and neutral contexts (qualitative)
- pedagogic metaphors in discourse on solutions to the crisis



“Homework” in English

First metaphoric occurrence: 6 July 1948

“The hon: Member for East Aberdeen, who had some considerable fun about **having done his homework**, wanted to know whether we are to be ‘trust busters’ under this Agreement: **If he had really done his homework** in reading the Agreement, or, alternatively, listened to the Chancellor of the Exchequer, I do not think he would have asked that question”



“Hausaufgaben” in German

First metaphoric occurrence

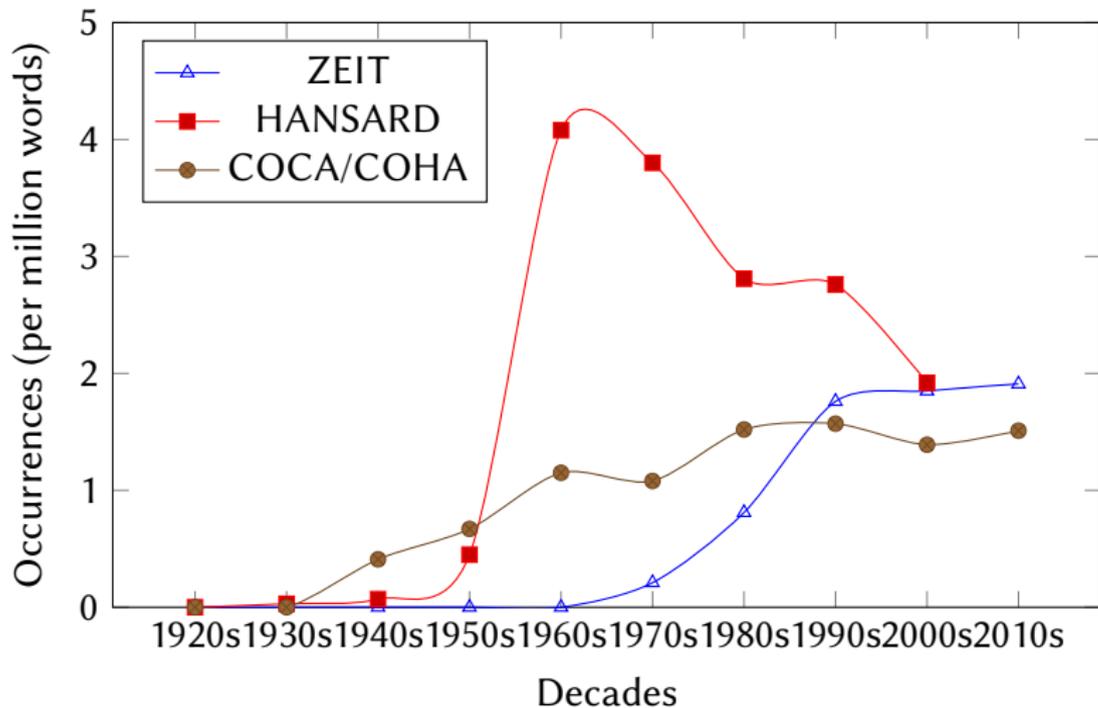
“Außerdem schwelt immer noch die Kontroverse um den dampfgekühlten Brüter, über den im Dezember des vergangenen Jahres eine abschließende Studie vorgelegt werden sollte, die dann noch einmal hätte diskutiert werden können. **Diese Hausaufgabe** freilich konnte das Karlsruher Management nicht erledigen.”

(*Die Zeit*, 26.02.1971)

[‘Furthermore there is still the controversy about [...] **This homework**, of course, could not be done by the management in Karlsruhe.’]



The metaphor in the three corpora



Cross-linguistic studies of metaphor in discourse

“Nature”, “health” and “organism” established as source domains for metaphors → “education” has so far not received any attention.

- Jonathan Charteris-Black & Timothy Ennis. 2001. A comparative study of metaphor in Spanish and English financial reporting. *English for Specific Purposes* 20(3). 249–266
- Elena Semino. 2002. A sturdy baby or a derailing train? Metaphorical representations of the euro in British and Italian newspapers. *Text & Talk* 22(1). 107–139
- Jonathan Charteris-Black & Andreas Musolff. 2003. “Battered hero” or “innocent victim”? A comparative study of metaphors for euro trading in British and German financial reporting. *English for Specific Purposes* 22(2). 153–176
- Ángel Arrese. 2015. Euro crisis metaphors in the Spanish press. *Communication & Society* 28(2). 19–39



Discourse on solutions: pedagogic metaphors?

“Bereits seit Mai 2014, früher als geplant, kann sich Lissabon wieder aus eigener Kraft finanzieren. In Brüssel und Berlin gelten die Portugiesen deshalb als **Musterschüler**, zusammen mit Irland.”

(*Die Zeit*, Nr 41/2015)

[‘Since May 2014 already, earlier than planned, Lissabon can finance itself autonomously. That’s why in Brussels and Berlin the Portuguese, along with Ireland, are seen as **model pupils**.’]



Discourse on solutions: pedagogic metaphors?

“Antes de la crisis, España era **el alumno modelo** de la **clase** de Maastricht, con un superávit público del 2,2% y un endeudamiento por debajo del 40% del PIB.”

(*Nuevatribuna.es*, 7 January 2012)

[‘Before the crisis, Spain was the **model pupil** of the Maastricht **class**, with a public surplus of 2.2% and a debt of less than 40% of GDP.’]



Conclusions

- metaphor seems to have spread from English to German



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- non-evaluative profile (neutral) increasing: adoption of metaphor into general usage



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- ↪ negative effect on public debate, given the implications discussed



Conclusions

- metaphor seems to have spread from English to German
- non-evaluative profile (neutral) increasing: adoption of metaphor into general usage
- ↔ negative effect on public debate, given the implications discussed
- ↔ causes of crises unavoidable (“nature”), but solutions (or lack thereof) human error?



Thank you for your attention!

Article:

Bisiada, Mario. 2018.

A cross-linguistic analysis of the
“homework” metaphor in German
and English political discourse.

Discourse & Society 29(6). 609–628.

doi:10.1177/0957926518802916

Download paper



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<http://ponss.blogs.uv.es/2012/05/15/hacer-los-deberes-no-es-cosa-de-ninos/>.



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