“Do your homework on Brexit!”

Transnational education metaphors in newspaper discourse

Mario Bisiada

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Germany LECTURES UK after May PULLS Brexit vote - 'DO YOUR HOMEWORK!'

GERMANY insists it is now time for Brexit decisions to be made in London and not Brussels after Britain's European Union divorce broke down because Theresa May couldn't gather enough support for her controversial deal.

By JOE BARNES, BRUSSELS CORRESPONDENT
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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.
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 presidente desde Bruselas junto a Torra

[‘Puigdemont requests Pedro Sánchez to do “the outstanding homework during the holidays”’]
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[‘Puigdemont requests Pedro Sánchez to do “the outstanding homework during the holidays”’]

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

[‘Verónica Pérez affirms that “Susana Díaz has done Rajoy’s homework for him by making concrete proposals”’]
“... A Europa li costa fer els deures. Dels 160.000 refugiats que es va comprometre a recol·locar, amb prou feines n’ha cobert 500.”

[‘Europe has a hard time doing its homework. Of the 160,000 refugees that it promised to take on, it has hardly covered 500.’]
„Die arabische Welt hat jahrhundertelang 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*
Introduction

Metaphors structure how we see the world

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

- PERCEIVE
- THINK
- ACT

Metaphors inform Conceptual system

Metaphors are based on

 theirs

periodicals

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

**Introduction**

Metaphors structure how we see the world.

- PERCEIVE
- THINK
- ACT
- COMMUNICATE

Metaphors are based on a conceptual system that inform these processes.
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)
Lakoff & Johnson (1980): Metaphors we live by

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  - *storm, tormenta financiera*
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“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
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**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

Süssmuth (1997)

Wenn komplizierteste ökonomische und strukturelle Vorbereitungen für die Weiterentwicklung der Europäischen Union unter die Floskel “seine Hausaufgaben machen” gestellt werden, muss die Öffentlichkeit glauben, auftretende Probleme seien lediglich von faulen und unaufmerksamen “Schülern” verschuldet.
“Homework” as a structural metaphor

Discourse effects of the “homework” metaphor

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

“The motive behind choosing this metaphor is the positing of an authority—the teacher—who, being hierarchically superior, does not only have the possibility, but rather the obligation to set the tasks the students have to do.” (my translation)

Use of the “homework” metaphor
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  - establishes teacher–pupil relationship
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  - actor setting the homework → authority
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  - 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))
Die Regierung in Athen will jetzt kräftig sparen – aber was, wenn das nicht reicht?

Verkauft doch eure Inseln, ihr Pleite-Griechen... und die Akropolis gleich mit!

BILD-Report aus Athen
LOKALE VOLL, DER OUZO FLEISST!
So gut geht's den Pleite-Griechen

Tschüs, Euro!

BILD gibt den Pleite-Griechen die DRACHMEN zurück

Regierung bittet um Finanzhilfen

Griechenland pleite!

–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
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)

[‘It’s time that some European leaders thought that doing homework is not only something for the southern countries, but for everyone.’]
The “homework” metaphor is used for:

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

El Govern, sobre universitats: "Nosaltres ja hem fet els deures, ara toca a la resta d'autonomies"

El secretari d'Universitats, Antoni Castellà, reclama a Madrid canvis en el sistema de beques. L'increment del 25% de les taxes és exactament la proposta que havia fet l'executiu de Mas

[‘We have done our homework, now it’s up to the other autonomous regions’]
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“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.’]
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)
Cross-linguistic studies of metaphor in discourse


  - *hacer los deberes* as “organism” metaphor: “actions and situations of living beings, [...] quite miscellaneous” (Arrese 2015: 27, 29)
## Categories of conceptual metaphor (Arrese 2015)

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>disease</strong></td>
<td>inyección de dinero, la enfermedad griega…</td>
</tr>
<tr>
<td><strong>natural</strong></td>
<td>tormenta financiera, brotes verdes, sequía crediticia…</td>
</tr>
<tr>
<td><strong>mechanical</strong></td>
<td>grifo del dinero, naufragio financiero, la locomotora…</td>
</tr>
<tr>
<td><strong>war</strong></td>
<td>Waterloo económico, acabarse la pólvora…</td>
</tr>
<tr>
<td><strong>sport/entert.</strong></td>
<td>Barra libre de liquidez, echar balones fuera…</td>
</tr>
<tr>
<td><strong>organism</strong></td>
<td>rescate financiero, tragedia griega, <strong>hacer los deberes</strong>, el lobo de la crisis, los mercados se duermen, Talón de Aquiles, un plan sin cocinar</td>
</tr>
</tbody>
</table>

→ Organism: “actions and situations of living beings, […] quite miscellaneous” (Arrese 2015: 27, 29)
Analysis of “organism” metaphors (Arrese 2015: 29)

- ABC, El Mundo, El País, Expansión
- results (most common categories):
  1. health
  2. natural
     organism
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Analysis of “organism” metaphors (Arrese 2015: 29)

- *ABC, El Mundo, El País, Expansión*
- results (most common categories):
  - 1. health
  - 2. natural
  - organism

→→ catch-all nature of category: difficult to draw conclusions for “hacer los deberes”

- discourse on solutions: pedagogic metaphors? (“homework”, “red amendments”, “Musterschüler”/“alumno modelo”)
“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.’]
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→ pedagogic metaphors establish competitive thinking instead of solidarity
Study overview

1 Corpora

DE  DWDS-ZEIT (1946–2017)
Study overview

1 Corpora

- DE DWDS-ZEIT (1946–2017)

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

### Homework (Oxford English Dictionary)

1. “Work done at home, esp. as distinguished from work done in a factory”

2. “Schoolwork assigned to a pupil to be done outside lesson time (typically at home). In extended use: an assignment or exercise to be completed in one’s own time”

3. **to do one’s homework**: “to prepare thoroughly for an event or situation; to brief oneself in preparation for a meeting or discussion” (first occurrence: 1915, sports article)
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→ “conventionalised metaphor” (Deignan 2005: 47)
“I read a speech by a member of the German Government the other day in which he referred to that questionnaire and said, ‘Really, is the German Government to be set homework?’”
Hausaufgaben

Duden

1 “vom Lehrer/der Lehrerin aufgegebene Arbeit, die die Schülerinnen und Schüler zu Hause erledigen müssen” (‘task given by the teacher that the pupils have to do at home’).
“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.’]

→ negative evaluative context
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Analysis

“Hausaufgaben” in German

Helmut Kohl

“Von unseren Partnerländern erwarten wir, daß sie auch ihrerseits die übernommenen Hausaufgaben erfüllen.”

(Die Zeit, 31.10.1986)

[‘We expect from our partner countries that they also do the homework they took on.’]

→ neutral evaluative context

Chancellor of Germany
1982 – 1998
“Aus Schavans Amtszeit wird vor allem das Deutschlandstipendium in Erinnerung bleiben; Wanka beschränkte sich darauf, ihre Hausaufgaben zu erledigen wie etwa die Aufstockung des Hochschulpaktes.”

( Die Zeit Nr. 38, 20.09.2013)

[‘Regarding Schavan’s time in office, people will remember mainly the “Germany Bursary”; Wanka has limited herself to doing her homework such as the funding increase of the higher education agreement.’]

→ positive evaluative context
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[‘Regarding Schavan’s time in office, people will remember mainly the “Germany Bursary”; Wanka has **limited herself to doing her homework** such as the funding increase of the higher education agreement.’]

→ **positive evaluative context**

■ …but here: homework as minimum requirement
The metaphor in the three corpora

<table>
<thead>
<tr>
<th>Decades</th>
<th>Occurrences (per million words)</th>
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<tbody>
<tr>
<td>1920s</td>
<td>0</td>
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<td>1930s</td>
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<td>0</td>
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</tbody>
</table>

- **ZEIT**: Blue triangles
- **HANSARD**: Red squares
- **COCA/COHA**: Brown dots
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Analysis

“Hausaufgaben” in German

Evaluative profile in the COCA/COHA corpus
Evaluative profile in the ZEIT corpus

- affirmative
- negative
- neutral

Occurrences (per ten million words)

Years

- 70–74
- 75–79
- 80–84
- 85–89
- 90–94
- 95–99
- 00–04
- 05–09
- 10–14
- 15–16
Conclusions

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- English: affirmative usage more frequent
- German: negative usage more frequent
- non-evaluative profile (neutral) increasing: adoption of metaphor into general usage
- negative effect on public debate, given the implications discussed
Thank you for your attention!

Article:
References I


References II


References


References II


