

Preface

The present issue of *metaphorik.de* is the materialised outcome of the papers given at the workshop 'Metapher and Knowledge Transfer' held at the University of Saarbrücken on the 18th October 2008. All papers revolve around the topic of knowledge and its transfer which seems to be of critical importance in the context of a so-called 'knowledge society'. Communication in terms of knowledge transfer – be it in the area of education (school or university: teachers and pupils, scientists and students), science (scientists from different areas of scientific research), medicine (patient-GP interaction) – gain more and more attention in an electronically enhanced environment where information about anything is available everywhere and at any time. The papers given at Saarbrücken investigated from different angles the relevance of metaphor and its impact on communication and provide a diversity of analytical attempts to come to grips with the relevance of metaphor and knowledge transfer in a variety of social contexts.

Metaphor plays an essential role in teaching environments such as schools, as the first two papers demonstrate. Sylvie Jeanneret investigates the relevance of metaphor in school curricula of the Swiss canton Fribourg while Gerd Katthage tackles the gaps in German school curricula. He reveals didactic deficits currently present in teaching metaphor in German classes and pledges for a substantial didactic revision of current educational syllabi. The chapter provided by Sabine Ehrhart examines metaphorical concepts for framing multilingualism in Luxembourgian schools whereas Constanze Juchem-Grundmann studies the relevance of metaphorical concepts in teaching economy at German universities. It becomes apparent that metaphors a convenient and useful tool for transferring knowledge.

Krista Segermann traces constitutive metaphors in theories of second language acquisition and their impact on them. Anke Berger und Olaf Jäkel provide an interesting insight into the metaphorical concepts framing emotional states. Their analysis partly overlaps with the final paper by Martin Döring, Dorina Ferrario, Ulrike Metz and Christoph Heintze as both papers investigate the use of metaphor in counselling contexts. Döring et al. investigate the metaphors used by general practitioners and patients in the framework of overweight and the prevention of cardiovascular disease. The analysis of transcripts of GP-patient interaction offers insight into the metaphors used in the

negotiation of treatment and preventive measures to be taken and it, furthermore, explores possibilities of metaphorically motivated counselling.

We would like to thank all authors for attending the workshop at Saarbrücken, for a rich discussion of metaphor and knowledge transfer and for doing this in an intellectually stimulating and friendly atmosphere. We, furthermore, would like to thank our colleagues Tanja Oberhauser, Katharina Leonhardt and, especially, Kerstin Sterkel (all at the University of Saarbrücken) for all the effort put in the organisation of the workshop and the preparation of this issue: You have done a great job!

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Hildegard Clarenz-Löhnert
Martin Döring
Klaus Gabriel
Katrin Mutz
Dietmar Osthus
Claudia Polzin-Haumann
Judith Visser