

Multimodal Metaphorical Humor in Facebook Phd Memes.

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Duality (Kyratzis, 2003) is the common ground between metaphor and humor, as they both involve two different scenarios, which refers to what Koestler (1964) considers as bisociation of ideas. The present paper seeks to elucidate the relationship between metaphor and humor, in order to better understand the different cognitive processes in use, contributing to humor in memes, which are known as the minimum cultural unit capable of replication (Shifman, 2014). More specifically, the central research question in this study is “when does a metaphor have a humorous effect? The paper also attempts to answer the following questions:

- a) How do PhD memes use metaphor for humorous purposes?
- b) What are the cognitive processes involved in the creation of humor in this multimodal discourse?
- c) What is the relationship between the image, the text, and humor?

To reach this end, Conceptual Blending (Fauconnier and Turner, 2002) is considered in reference to three approaches to humor namely, Koestler’s 1964 *The Act of Creation*, the Incongruity-resolution Model (Suls, 1972), and Relevance Theory (Sperber & Wilson, 1995), together with (Yus, 2003) *Humor and the search for relevance*. Put differently, the present research merges linguistic theories of humor and cognitive theories of metaphor and blending in order to address how they can enrich and benefit from each other. Shared on social media (namely Facebook), a corpus of twenty multimodal PhD memes, are examined. Preliminary results indicate that metaphorical blends in PhD memes become jokes. Additionally, both linguistic and visual metaphors contribute to the creation of humor, since the incongruity results from the interaction of the text and the image. The analysis of metaphorical blends has aimed to contribute to research on the complementarity and interdependency between the linguistic and visual humor in the construction of PhD memes. A comprehensive discussion of the examples aims at demonstrating the integration of incongruity blending and relevance models to analyze PhD memes. Furthermore, the study attempts to explain the relationship between metaphor and humor in this multimodal ensemble. The paper will be of particular interest to students and scholars in cognitive linguistics, multimodal pragmatics, humor, and memes.

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