

What Metaphors Can Tell in Today's Digital World to Interpret Reality in "Pinterest"*

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Abstract: In the last decades, the Internet has had an enormous presence in the communication field (forums, e-mails, chats, social networks, etc.). This fact has had an exponential impact on the academic and linguistic fields, since today's digital world has instigated researchers to investigate users' interaction with digital genres (i.e., "Cybergenres") (Shepherd & Watters, 1998). In the field of linguistics, recent works (Navarro, 2008; Navarro et al., 2008; Navarro & Silvestre, 2009; Girón-García & Navarro, 2014; Girón-García & Navarro, 2015) suggest that digital navigation patterns may be guided. However, there is not much research done on the role of semantic frames and metaphors (Porto, 2007). For this reason, we aim at studying the role of semantic frames (Fillmore, 1982, 1985) and metaphors (Lakoff, 1992; Steen, 2007) in the configuration of coherent Cybergenres. Accordingly, the present study consists in: (a) Analyzing the most frequent lexical units in the social network "Pinterest"; and (b) Showing and outlining the semantic frames that these lexical units depict. We identify several terms such as search, boards (create board, create secret board), pins, save pin (like, send, tried it, read it, get more pins from), likes, followers, following, etc.), in "Pinterest" following these steps considering MIP: Firstly, we establish the basic and contextual meanings of the terms. Then, we describe the semantic frames of both basic and contextual meanings. Finally, we define their frame elements by establishing if the contextual meaning contrasts with the basic meaning and can be understood by comparison with it; should this be the case, do we consider a term to be metaphorical. To conclude, the expected results help to unravel the role of metaphorical frames as knowledge configurations that provide coherence to cybergenres per the lexical units considered.

Key words: Pinterest, lexical units, literal and contextual meanings, semantic frames, metaphors, script

1. Introduction

The present study results from the confluence of different research lines developed by the GReSCA Group (Grup de Recerca en Semàntica Contrastiva i Aplicada) at "Universitat Jaume I" (UJI).

The Internet is significantly impacting the linguistic field and although a lot of work has been devoted to studying and analyzing language on the Internet, recent works propose that metaphorical models may guide digital navigation patterns in our conceptual system (Navarro, 2008; Navarro et al., 2008; Navarro & Silvestre, 2009; Girón-García & Navarro, 2014).

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Along this line, the aim of the present study is to outline and describe the conceptual frames evoked by the most common lexical units found in the social network "Pinterest". Furthermore, we aim at examining and analyzing the roles of those frames through the identification of lexical units and/or expressions as metaphorical. With this process, we will be able to identify the different cognitive models that are activated in our mind to understand how to interpret webpages such as "Pinterest".

2. Cybergenres and ICMs

The present study aims at making evident that, semantic frames and metaphors are relevant in the configuration of coherent Cybergenres (i.e., digital genres) (Yates & Orlikowski, 1992; Shepherd & Watters, 1998). Then, reading digital genres has served as evidence of being a cognitive (mental) process where users give meaning to digital environments through the implementation of previous knowledge. Furthermore, users may perceive a digital environment to have very different content organization and structure compared to the traditional paper format. For this reason, we think that being aware of metaphorical models and expressions in the construction of digital genres may help to understand their role in "Pinterest".

Regarding Idealised Cognitive Models (ICMs), these cannot be understood without referring to terms such as "Frame", "Domain", and "Script". Experts in the field of semantic frames such as Fillmore (1982), Gawron (2008), or even Ruppenhofer et al. (2010) have portrayed numerous definitions for this notion. The latter (Ruppenhofer et al., 2010, p. 5) has probably provided the most specific definition, considering a frame as "a script-like conceptual structure that describes a particular type of situation, object or event and the participants and props involved in it".

Compared to that definition, the notion of frame that we suggest for the purpose of this work is that

"a conceptual frame is a schematic human knowledge configuration in long-term memory that represents a prototypical situation type, object or single event, where concepts may be more or less central or peripheral and can be characterized either as participants or props, where each participant concept has a semantic role, which allows for perspectivization. The meaning of a word cannot be understood — or known at all — without comprehension of the whole semantic frame it evokes, so that the semantic frame is necessary to the meaning of the given lexical unit" (Esbrí-Blasco & Girón-García & Renau, in preparation).

Hereafter, frames are part of a larger cognitive construct called 'Domain'. Previous researchers (Langacker, 1987; Kövecses, 2010) have offered vague definitions for these notions (frame and domain), since their descriptions were neither concise nor precise. Accordingly, we understand cognitive domains as conceptual constructs or configurations that comprise (all) the concepts related to a particular area of human experience or human knowledge. That area may vary in its complexity but cognitive domains include the different prototypical situation types (frames) that humans share about that domain of experience. Thus, cognitive domains are not equated to frames, but they consist of frames and their frame constituents, as well as frame sequences — i.e., scripts — and frame settings — reflected as scenarios (Esbrí-Blasco & Girón-García & Renau, in preparation).

Finally, the term "Script" is relevant in this study because our interest lies in the fact that some structural patterns may occur only in the Literal meaning of the lexical unit analyzed, or whether we may find out a repeated pattern in the Contextual meaning. Therefore, we may understand the notion of "Script" as sequences of frames that might occur in a particular situation, and not as a type of frame or domain.

3. Metaphorical Models in Virtual Environments

Idealised Cognitive Models (ICMs) are understood in terms of prior knowledge shared by a cultural community. "Prior knowledge" and "Shared knowledge" are two important notions in understanding metaphorical ICMs; because if users of virtual environments share previous knowledge with others, then, shared knowledge becomes well-structured and built into conventional models, which at the same time are based on social and individual experience (Navarro & Silvestre, 2009; Girón-García & Navarro, 2015).

The connection of a human being and the virtual context would not be meaningful unless conceptual metaphors (i.e., Metaphorical models) give a set of coherent structures grounded on previously unknown realities that are needed for the understanding of domains that have not been previously experienced or domains that do not allow for physical experience (i.e., Virtual Domains). As a result, our use of Internet materials and resources (Target Domain) would not be possible without those cognitive domains from previous experience (Source Domain).

Following from this, we intend to outline source domains (i.e., "Literal Meaning") that map onto the target domain (i.e., "Contextual Meaning"). Therefore, we highlight the fact that Internet users are not conscious of the systematicity of mappings involved in these two domains.

Our study tries to shed some light on the awareness that certain patterns or structures from the literal meaning might map onto the contextual meaning. For this reason, it is not possible to talk about the "website domain" without turning to the usual linguistic expressions that express the existence of the metaphorical models that constitute our analysis.

4. Methodology

To develop this study, we followed three steps: (1) Selection, (2) identification, and (3) consideration of a lexical unit as metaphorical or not.

(1) The first step we carried out was the selection of the most common lexical units — a set of word senses or lexical units — and collocations in the Target domain that fulfill a guiding function in the use or understanding of the social network "Pinterest". At this point, we consider the notion of lexical unit¹ by Steen et al. (2010) as a word, polyword or compound adding the word sense (one of the various senses of a polysemous concept, which evokes a particular semantic frame) as stated by Fillmore (1982). A lexical unit may be polysemous. In this sense, the terms "lexical unit" and "concept" are synonymous, since its form is a word, polyword or compound (Steen 2010). Furthermore, a lexical unit may belong to a semantic frame, i.e., words that evoke and depend on a specific conceptual context associated to individual frames (Fillmore & Baker, 2009, p. 321).

After the selection of a lexical unit, we look for the meaning of each term in four well-known on-line dictionaries: Macmillan (<http://www.macmillandictionary.com/>), Cambridge (<http://dictionary.cambridge.org/>), Oxford (<http://www.oxforddictionaries.com/>), and Merriam-Webster (<http://www.oxforddictionaries.com/>).

Once we have extracted all the common definitions of each lexical unit from all four dictionaries, we propose the "Literal Meaning" (our own definition of the lexical unit). Then, we establish the "Contextual Meaning" (in the virtual context, "Pinterest") of each lexical unit based on the definitions found in the "Pinterest Guide"

¹ In this study, we understand a lexical unit as a word or linguistic expression rather than each of the different meanings a word may have, which we call senses.

(Business Best Practice Guide, <http://business.pinterest.com/sites/business/files/best-practice-guide-en.pdf>) and "A Guide to Pinterest" (<https://help.pinterest.com/en/guide/pins>).

(2) The second step we followed was the identification of the metaphorical units in order to structure the virtual environment, in accordance with the Pragglejaz method — The "Metaphor Identification Procedure" (MIP) (Pragglejaz Group, 2007; Steen, 2007), renamed by Steen et al. (2010) as "Metaphor Identification Procedure VU University Amsterdam" (MIPVU). Finding metaphor in language by MIPVU involves applying a substantial set of specific and precise rules while using the dictionary. This helps increase agreement, or show where/how/why disagreement arises and can be discussed. It is moreover an operationalization of a set of theoretical assumptions that is well motivated and can be discussed as such. The MIPVU procedure follows a set of steps: (a) Find local referent and topic shifts; (b) test whether the incongruous lexical units are to be integrated within the overall referential and/or topical framework by means of some form of comparison; (c) test whether the comparison is non-literal or cross-domain; (d) test whether the comparison can be understood as some form of indirect discourse about the local or main referent or topic of the text; (e) finally, if the findings to tests (b), (c), and (d) are positive, then a word should be considered metaphorical.

(3) The concluding stage in our study is to examine the specific lexical unit in both contexts (Literal and Contextual) considering Fillmore's (1982) semantic frames, in order to determine whether the lexical unit is metaphorical or not. Finally, we consider all the core elements in each frame comparing them individually and if both frames contrast, then we contemplate this lexical unit as metaphorical. It is relevant to highlight that we select relevant lexical items — a set of word senses or lexical units — in the target domain that fulfil a guiding function in the use or understanding of the virtual site (Navarro, 2008; Navarro & Silvestre, 2009; Girón-García & Navarro, 2014).

In this work, the procedural analysis is to identify each word sense and the frame it evokes in the virtual environment ("Pinterest"). Then, we compare the Literal and Contextual meanings regarding the definitions taken from the dictionaries. Finally, we have to make a decision in terms of metaphoricity, which depends on the comparison established between the semantic frames evoked by the lexical unit in both situations (Literal and Contextual). The literal meaning is built taking into account the definitions from the dictionaries and its frame, based on previous knowledge/information and provided by our "Pinterest" domain. Finally, we describe the prototypical sequence ("Script") that each lexical unit evokes.

5. Pinterest Results

We have analyzed some of the most remarkable lexical units from Pinterest: "board", "create board", "pin", and "save". Accordingly, (1) we have described their contextual and literal meaning in each individual frame (literal and contextual), (2) outlined their frame (literal and contextual), (3) decided whether the lexical units selected are considered metaphorical in the contextual virtual space, and finally (4) described the script each lexical unit represents.

With regard to the definitions looked up in the four dictionaries, contextual and literal meanings are proposed.

5.1. Board

Concerning the Contextual meaning of the lexical unit "Board", a board is a place where you show your brand's personality and taste. You may have a clear profile image, a quick description and a creative board name

on it, so as to help people understand what your brand is all about. By doing this, you can inspire people to follow your boards and help you show up in searches. In contrast the Literal meaning of 'Board' could be defined as follows: "A flat wide vertical surface, frame or device such as a noticeboard or blackboard placed upright on a wall on which notices can be written/fixed/pinned and used for showing information" (Macmillan Dictionary, Cambridge Dictionary, Oxford Dictionary, Merriam-Webster Dictionary).

Bearing in mind these definitions, we could establish the Contextual and Literal frames in terms of "pinning notices". Along this line, the following terms might be considered as Contextual Frame elements: Pinterest, user, pin icon, clicking, saving, choosing board/creating board, and showing information. On the other hand, as for Literal Frame elements we may select these ones: wall, noticeboard, person, pin, notice(s), the action of pinning notices on the noticeboard, noticeboard, and showing information.

The action of pinning notices on the board implies that you may add as many notices as you wish on an already existing board or on a new board ("create board") by clicking the "save" button. Once you have added a notice, you can continue looking for other notices of your interest until your board contains all your brands. Then, by clicking the "board" box, you can see all the pins saved.

You may also make modifications on your board, adding and eliminating pins from your board. Thus, because of this comparison, we may confirm that there is a metaphorical use, because the contextual frame can be interpreted in contrast with the literal frame.

Therefore, to understand the main similarities and differences between both meanings found out, we need to stress that "users' minds need to import models from previous experience to process, structure and reason ..." (Navarro & Silvestre, 2009, p. 284) about the contextual frame. Additionally, "mapping" as a mental mechanism that allows that process is necessary when it comes to understanding the similarities and differences between the contextual and the literal meaning. However, not all contextual frame elements are mapped onto their expected literal frame elements. If we look at the list of elements described (see Table 1) below, we can see that not all the elements from the contextual meaning map onto the elements from the literal meaning, and vice versa (e.g., Pinterest maps onto wall, user maps onto person, clicking does not map onto the literal frame, saving maps onto the action of pinning notices on the noticeboard, choosing board / creating board maps onto noticeboard, and showing information maps onto showing information).

Table 1 'Board' Frame: Pinning Notices²

Contextual meaning	Literal meaning
Frame elements	Frame elements
Pinterest	Wall
User	Person
Pin icon	Pin
Clicking	
Saving	The action of pinning notices on the noticeboard
Choosing board/Creating board	Noticeboard
Showing information	Showing information

According to Table 1, only one element ("Clicking") does not contrast with the literal meaning. Therefore, in the light of these observations and due to the high degree of similarities in both meanings, we may consider that

² Contextual and Literal Frame Elements: "Board".

there is a metaphorical relationship for the lexical unit ‘board’; and thus, it might be considered as a metaphorical concept.

In Table 2, we show a structure that describes the prototypical sequence of events that occur in the context “pinning notices”. Thus, when someone pins a notice in a Pinterest board you should follow these steps: (1) you have to sign up (through the option of linking either your Facebook or Twitter account with your Pinterest account); (2) the user should create his/her profile with a consistent username. That will make it easier for anyone who follows you to find you via searching on Pinterest. It also helps to use the same profile photo — that way people know it’s you. (3) Once your account is active the first thing you should do is taking a look at your e-mail settings. When you first start pinning, keep all the e-mail notifications on. It’s a great way to find new people to follow by seeing who likes, comments, or repins ideas from your boards. (4) The easiest way to add content from any site is to add the “Pin It” button to your web browser. You can also add pins via the Pin It button on your favourite sites. (5) To add a pin to one of your boards, click on the “Pin It” button in your bookmark bar on the website you’re reading. A screen will pop up asking you to select the image you want to pin, after selecting the image you will get another window to create the pin. Then, you can select the board using the drop down menu in the window, or create one directly from the drop down menu as well. Once you have selected the board, write a description of your pin — something to help you remember why you added it to your boards. (6) To create a new board on your account, click the “Add +” button in the upper right-hand corner of your main Pinterest page. Select the option to “Create a Board” and give your board a descriptive name so your followers know what types of pins they will find on it. (7) If someone you are following has added a pin that you like, you can save it to one of your boards as well. Simply hover over the image on Pinterest and three buttons will appear — repin, like, and comment. To add that pin to your account click repin and follow the same steps you would to add a pin. (8) If you like someone’s pin, but not enough to add it to one of your own boards; then, you may use the “Like” button. You can also add comments to your pins or your friends’ pins by clicking on the comment button. (9) Finally, if there is a photo you have taken that you want to upload to Pinterest, you can do that by clicking the “Add +” button in the upper right-hand corner and from the screen that pops up you will be able to add a pin by pasting in the URL of a website or by uploading a photo from your hard drive.

Table 2 Board Script³

1. Sign Up
2. Create Your Profile
3. Check Your Settings
4. Install the Pin It Button
5. Add a Pin
6. Create a New Board
7. Repin from Your Feed
8. Like and Comment
9. Upload a Pin

5.2. Create Board

Regarding the Contextual meaning of the lexical unit ‘Create Board’, this concept could be defined as (a box

³ Board Script.

in the top-left corner of the Pinterest home page) to showcase your brand's personality and taste by pinning and saving the most appealing contents. On the other hand, the Literal meaning is defined as to make something new or original, or bring into existence something that did not exist before on a board. With regards to these definitions, the Contextual frame of "Create Board" is understood as "displaying interests". Additionally, these elements constitute this frame: Pinterest, user, wall, feed (content), pin icon, the action of saving feed on a board, create a board, the action of clicking "Create Board", name your board, the action of clicking "Create" box. "Displaying interests" implies following people's boards or just the ones you like best. As you discover and follow more people and boards, your feed becomes more relevant and personal according to your interests. To start with, you should pin at least once a day so you get fresh content in your home feeds. Then, you can follow other people's boards and save, like and comment on Pins that are inspirational and related to your interests. Finally, you can create group boards and invite people who love your brand to contribute and display a high amount of content to more people.

In contrast, the frame for the Literal meaning is established as 'showing information', whose frame constituents are: Wall, person, cork tiles, painter's tape, white paint, paintbrush, ruler, pencil/pen, pins, paper (information).

"Showing information" on a notice board implies writing, fixing, or pinning various notice papers on a wooden frame. Therefore important information is always within reach.

Resulting from this comparison, a metaphorical use could be confirmed, since the contextual frame contrasts with the literal frame.

Now, if we see the list of elements described in Table 3, we can infer that once again, not all the elements from the contextual meaning map onto the elements from the literal meaning, and vice versa (e.g., Pinterest maps onto wall, user maps onto person, wall, maps onto cork tiles, feed (content) maps onto paper (information), pin icon maps onto pins (pencil, pen), the action of saving feed on a board maps onto paper (information), etc. Nevertheless, the action of clicking "Crate Board", name your board, and the action of clicking "Create" box do not map onto the literal frame.

Table 3 "Create Board" Frame⁴

Displaying interests (Contextual frame)	Showing information (Literal frame)
Contextual meaning	Literal meaning
Frame elements	Frame elements
Pinterest	Wall
User	Person
Wall	Cork tiles
Feed (content)	Paper (information)
Pin icon	Pins (also pencil, pen)
The action of saving feed on a board	Paper (information)
Create a board	Cork tiles, painter's tape, white paint, paintbrush, ruler
The action of clicking "Create Board"	
Name your board	
The action of clicking "Create" box	

⁴ Contextual and Literal Frame Elements: "Create Board".

According to Table, there are 3 elements from the contextual meaning that do not contrast with each other. In the light of these observations and due to a certain degree of similarity in both meanings, we may consider that there is a metaphorical relationship for the lexical unit "Create Board"; and thus, it may be considered as a metaphorical concept.

The structure that describes the prototypical sequence of events corresponding to "displaying interests" (see Table 4) is outlined as follows: First, a Pinterest account must be created by the user who must then sign in on the Pinterest home page. Then, when you have signed in your account, you have to click the Add+ button in the top-right corner of the Pinterest home page. The Add dialogue box appears and presents you with three choices (Add a Pin, Upload a Pin, and Create Board). In that moment, you have to click the Create a Board option and when prompted, you should enter the basic information about your board (the name, category, and who can pin on this board), and click Create Board. As you are creating a board, it does not have a spot or a description. After you create your board, click the Edit Board button in the top-middle of your board and add a description. This is not necessary, but it does appear at the top of the page when someone visits your board.

Table 4 Create Board Script⁵

1. Create a Pinterest account
2. Sign in
3. Create a Board
4. Name your Board
5. Edit Board

5.3. Pin

The Contextual meaning of the lexical unit "Pin" is described as an image or video that people add to Pinterest. People may add pins directly from websites or apps using the "Save" button. Any pin can be saved and all pins link back to the websites/sources they came from, therefore you can learn more information regarding how to make it or where to buy it. As for its meaning, the Oxford Dictionary defines it as "a thin piece of metal with a sharp point at one end and a round head at the other, used for fastening pieces of cloth, paper, etc."

In both cases (literal and contextual meanings), we could state that they evoke the "attaching interesting/appealing information" frame.

On the one hand, the contextual frame elements are the following: Pinterest, the user, wall, feed (content), the pin icon, the act of pinning websites, and board.

On the other hand, the literal frame elements could be listed as: wall, person, paper (information), pin/pencil/pen, and board (noticeboard).

In the literal context, the lexical unit 'Pin' plays an essential role when people need to show content-wise notices. Someone can just show and provide information by pinning notices on a small piece of paper, or simply writing them on a whiteboard/blackboard (noticeboard). In this same line, the term "Pin" is understood by metonymy; that is by the contiguity or association between two concepts. Therefore, we should highlight that the name of the instrument "Pin" designates the note or the picture pinned by the "Pin".

In the context of "Pinterest", the lexical unit "Pin" plays quite an essential role when users save a specific website. When you come across an image you like, you can select the corresponding picture by a simple click.

⁵ Create Board Script.

Then, assign the pin to a board and add accompanying text.

In Table 5, we outline a list of elements. Some of these elements can be mapped from the literal frame onto the "Pinterest" frame. These correspondences are the ones that provide coherence to the virtual space.

Table 5 'Pin' Frame: Attaching Interesting/Appealing Information⁶

Contextual meaning	Literal meaning
Frame elements	Frame elements
Pinterest	Wall
User	Person
Wall	
Feed (content)	Paper (information)
Pin icon	Pin/pencil/pen
The act of pinning websites	
Board	Board (noticeboard)

According to Table 5, there are only two elements (wall and the act of pinning websites) that are not motivated by the "Pin" model. The rest of the elements find correlation with other elements and that is why we may claim that the lexical unit 'Pin' is metaphorical (its contextual frame can be interpreted in contrast with the literal frame).

Hereunder, we describe an example of script (see Table 6) taking into consideration the prototypical sequence of frames in this context.

Table 6 Pin Script⁷

1. Pin once a day
2. Pin your interests and add pins from others
3. Pins link back
4. Create new Pins
5. Make your pins inspiring and searchable

Regarding the script that the lexical unit "Pin" could evoke, it could be said that first the user needs to pin at least once a day so your followers get fresh content in the home feeds. Do not just pin your own issues, you can tell a richer story by adding pins from others. Then, you should make sure that your pins link back to somewhere helpful, so that people can have a better experience and so that you can get more information to the right places. Once you have made it easy to pin from your website, you might also want to create new pins just to share on Pinterest. Finally, make your pins inspiring and searchable by adding thoughtful descriptions.

5.4. Save

The fourth lexical unit analysed from Pinterest is "save". When defining the word "save" in the contextual meaning, we could say that it refers to a box with a "pin" icon on the top right side of the page that the user may click on; in doing so, a new screen opens up and displays the 'choose board' option that the user might find useful to organize his/her feed.

⁶ Contextual and Literal Frame Elements: "Pin".

⁷ Script evoked by the lexical unit "Pin".

In contrast, the literal meaning of the lexical unit "save" pin is to store or keep something from being spent, wasted, or lost so that you can use it in the future (Macmillan and Merriam-Webster Dictionaries).

Therefore, the contextual and literal frame evoked by both meanings could be named as the "keeping or storing" frame.

Regarding the frame elements pertaining to the frame evoked by the contextual sense, they could be listed as: Pinterest, the user, a wall, feed (referred to as content), pin icon, the act of pinning websites, "Save" box, choose board, and the act of saving in the board chosen.

On the other hand, the frame elements found in the frame evoked by the literal sense are: a wall, a person, paper (information), Pin (also pencil, pen), and the act or writing and/or pinning information.

In the context of "Pinterest", the lexical unit "save" involves users to navigate the websites where lots of information may appear to be of their interest. If this is so, then users might pin those websites appealing for them and save them in an already existing board or in a new board.

In Table 7, we outline the list of elements that belong to the contextual and literal frames evoked. As we can see, we can easily compare some of the elements from the Pinterest frame to elements from the literal frame.

Table 7 "Save" Frame: Keeping or Storing⁸

Contextual meaning	Literal meaning
Frame elements	Frame elements
Pinterest	Wall
User	Person
Wall	
Feed (content)	Paper (information)
Pin icon	Pin/pencil/pen
Pinning websites	Writing/pinning information
"Save" box	
Choose board	
The act of saving in the board chosen	

According to Table 7, the site model does not motivate four elements (wall, "save" box, choose board, and the act of saving in the board chosen). However, we can state that the rest of the elements from the Pinterest frame can be easily understood in terms of storing appealing information, which may lead us to regard the lexical unit "Save" as metaphorical.

The following is an example of a script (see Table 8) that the contextual meaning of "Keeping or storing" evokes. First, the user needs to create an account and log in to Pinterest. Once the user has logged in, s/he must click the "+" button and then click "Upload a Pin" if you want to upload a pin from your computer or "Add from a website" if you want to save an image from a website. The third step implies the user to click "Choose Image" and then select the image you would like to save on one of your Pinterest boards, if you chose to upload a file from your computer. In case you want to save something from the Web, paste the URL of the page into the field and then click "Next". Finally, the user should select the board s/he wants to use to store the pin from the "Board" drop-down menu; optionally, enter a short description into the Description box. If you chose to save something from the Web, click the image you want to pin and then choose the board and enter the description.

⁸ Contextual and Literal Frame Elements: "Save".

Table 8⁹ Save Script

1. Create a Pinterest account
2. Log in to Pinterest
3. Choose image and select image
4. Select board

6. Conclusion

It is known that cognitive models (previous cultural knowledge) have influenced the digital world since they have caused an effect on the way users depict websites. With this result, in this digital environment we have centred our analysis on the role of semantic frames and metaphors, focusing on the most remarkable lexical units from "Pinterest" that may be scented as metaphorical.

To proceed with analysis, we have followed a four-step approach in our methodology: First, we have described each lexical unit contextual and literal meanings in each individual frame (contextual and literal). Second, we have drafted their contextual and literal frames. Third, we have resolved the extent to which this selection of lexical units has been considered metaphorical. And finally, we have described the script evoked by the representation of each lexical unit.

Considering the lexical units analyzed, we might come to the conclusion that the real-life semantic frame has been modified into a virtual semantic frame. Additionally, these differences (Literal vs. Contextual frames) have caused the fact of transferring a real-life frame into a virtual (contextual) one in our conceptualization, which at the same time gives us greater coherence and a better understanding of this contextual frame. This is known as "Metaphorical Transference" (Esbrí-Blasco, Girón-García & Renau, in preparation). As a consequence, the identification, description and analysis of metaphorical lexical units, might help explain the connection between the digital world and our previous cultural representations.

Finally, our expectations rely on the possibility of undertaking further exploration and analysis to calculate to what extent lexical units in the virtual world are familiar to our previous conceptualization of cognitive models (i.e., "Metaphorical Competence").

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⁹ Script evoked by the contextual sense of "Save".

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