"Very bad. Very, very bad. Terrible altogether": A corpus-based CDA of the interviews of the Magdalene Laundries survivors

Miguel Ángel Benítez-Castro & Encarnación Hidalgo-Tenorio
Outline

1. Context of this research
2. Aims
3. Materials and method
4. Background
5. Findings and discussion
6. Conclusions
7. References
1. Context of this research

- Research Projects FFI2011-25453 & FFI2016-79748-R
- Corpus-based Critical Discourse Analysis
- Systemic Functional Linguistics
1. Context of this research

• Research Projects FFI2011-25453 & FFI2016-79748-R

• Corpus-based Critical Discourse Analysis
  – Construction of violence and abuse in oral narratives (Benítez-Castro & Hidalgo-Tenorio 2017)
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• Corpus-based Critical Discourse Analysis
  – Construction of violence and abuse in oral narratives (Benítez-Castro & Hidalgo-Tenorio 2017)

• Systemic Functional Linguistics
  – Examination of the transitivity system (Benítez-Castro 2013, 2015; Bartley & Hidalgo-Tenorio 2015; Bartley 2017)
  – Reformulation of modality (Bartley & Hidalgo-Tenorio 2016)
  – Reformulation of Appraisal Theory’s AFFECT sub-system (Benítez-Castro & Hidalgo-Tenorio 2018)
1. Context of this research

- The history of the Magdalene Laundries (1765-1996)
  - The Contagious Diseases Act
  - The Ryan Report
  - The McAleese Report

- JFM Research

- Bibliographical references of much relevance (e.g. Finnegan 2001; McCormick 2005; O’Beirne 2005; Cullingford 2006; Murphy 2006; Jordison 2007; Pérez-Vides 2013)

- But... no CDA approaches to this phenomenon so far
2. Aims

• By studying the Magdalenes’ use of emotive and evaluative language, and
• By classifying the metaphors they prefer

We will try...

• To identify the (hidden) ideologies reflected in the discursive features of their narratives
• To describe their construal of violence, cruelty and abuse
• To understand their notions of sin and remorse
• To observe how they see womanhood and motherhood, and
• To demonstrate how the discourses of guilt and shame intermingle with those of understanding and forgiveness
A former Magdalene Laundry resident speaks out
3. Materials and method

- Collection of the corpus

Magdalene Institutions: Recording an Oral and Archival History (http://www.magdaleneoralhistory.com/)

Funded by Irish Research Council
Coordinated by Dr Katherine O’Donnell

17 texts producing a total of 175,649 words

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Recounts</th>
</tr>
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<tbody>
<tr>
<td>MAGOHP04</td>
<td>MAGOHP57</td>
</tr>
<tr>
<td>MAGOHP07</td>
<td>MAGOHP63</td>
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<td>MAGOHP10</td>
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<td>MAGOHP12</td>
<td>MAGOHP58</td>
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<td>MAGOHP59</td>
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<td></td>
<td>MAGOHP62</td>
</tr>
<tr>
<td></td>
<td>MAGOHP66</td>
</tr>
</tbody>
</table>
3. Materials and method

- Collection of the corpus
- Marking up the texts: V1 & I; < > </ >

<V1_L> My name is Lucy. I’m from...the Dublin area and I was abused at home and I was put into the Magdalene Laundries by social services because of the abuse at home.</V1_L>

<I_SP> Okay. So maybe you could tell me about your life prior to being sent to the laundry?</I_SP> (MAGOHP07)
3. Materials and method

- Collection of the corpus
- Marking up the texts: V1 & I; < > </ >
- AntConc 3.4.3 wordlists (Anthony 2014)
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- Collection of the corpus
- Marking up the texts: V1 & I; < > </ >
- AntConc 3.4.3 wordlists (Anthony 2014)
- Tagging the texts with **UAM Corpus Tool** (O’Donnell 2016)
[Interview begins]

<E1_M> Yes. <E1_M>
<E1_M> Yes. </E1_M>

<E1_M> I was born in 1945. My mother obviously had me out of wedlock. I was born in St Patrick's [Mother and Baby Home] on the Navan Road and there I stayed until I was four and then I was moved on to Stillorgan [St Philomena’s Convent] and I stayed in Stillorgan for another... probably nine years. After Stillorgan I think I was twelve I was then sent onto Lakelands [St Mary’s Industrial School] which was a place in Sandymount and I stayed there until I was sixteen. Then when I was sixteen... you had to leave, and I was sent over to England because my mother was living there and I had a job looking after children in Walthamstow for the first year of my life when I was sixteen. Then I returned to Dublin when I was seventeen with my mother and my mother kind of felt that I was getting a bit out of control and, not so much out of control, I was just kind of trying to read my wings really. And my mum then found me a job in Stillorgan where I had been as a child for nine years and I got a job there looking after kids for probably about six, six months or so. Then I met a guy that my mum didn’t like and she had said to the nuns, you know, ‘do what you like with her’. She’d had enough; she was going back to the UK. So I then was going out with this guy who I think had been involved with the police in some way but I didn’t know that. And immediately the nuns, they made out that they were going to take me somewhere safe and they sat in the... I had stayed out the night and I came back the next day on the Monday morning and the nuns were sitting there waiting for me. When I came back they had promised that my case would be ready and I could go off to England again if I wanted, but that didn’t happen. They had a policeman sitting in the parlour waiting for me and they took me off to a place, the most awful place called Gloucester Street [Sisters of Our Lady of Charity Magdalene Laundry] there on Sean McDermott Street absolutely [sic] hell hole. They took me there, I protested, I
3. Materials and method

The challenge of reliability, replicability and transparency

(Kirk and Miller 1986; Taboada & Carretero 2016; Fuoli & Hommenberg 2015)
1. Define the scope of the project
2. Select and configure an annotation tool
3. Draft a context-specific annotation manual
4. Assess reliability
5. Refine the annotation manual
6. Annotate the corpus
7. Analyse the results
4. Background

Systemic Functional Linguistics
Cognitive Linguistics
4. Background

**Systemic Functional Linguistics**

- Language and society
- Metafunctions
  - Experiential
  - Interpersonal
  - Textual
4. Background

Systemic Functional Linguistics

- Language and society
- Metafunctions
  - Experiential: TRANSITIVITY
  - Interpersonal: APPRAISAL AND MODALITY
  - Textual: THEME
4. Background

Systemic Functional Linguistics

- Language and society
- Metafunctions
  - Experiential
  - Interpersonal: APPRAISAL
  - Textual
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- All speaking and writing is inherently emotional and evaluative
- Evaluation is context-dependent at any level (local co-text -> cultural context)
- Evaluative meaning is prosodic -> discourse semantics (“meaning as text”, Martin & White 2005: 9)
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- Evaluative explicitness
  - Inscribed/explicit
  - Invoked/implicit
4. Background

Appraisal theory
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

• Evaluative explicitness
  - Inscribed/explicit:

  “Horrible woman Mother Bernadette... I think everybody was scared of her – I wasn’t” (MAGOHP04)
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- **Evaluative explicitness**
  - Inscribed/explicit:
    
    “**Horrible** woman Mother Bernadette... I think everybody was **scared** of her – I wasn’t” (MAGOHP04)

  - Invoked/implicit:
    
    “The only thing I was guilty of... I love life, I loved enjoying myself... they didn’t want that. They were **like the Taliban of today**” (MAGOHP04)

    “I think they used to give **some sort of** money but **only**... it was **only** like **ten** shillings... I... maybe **a month** [...] But that had to buy your soap and your toothpaste” (MAGOHP04)
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- **Valence:** Positive, negative, neutral/ambiguous
- **Appraisal sub-systems:**
  - Engagement
  - Graduation
  - Attitude
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- **Valence**: Positive, negative, neutral/ambiguous
- **Appraisal sub-systems**:
  - Engagement
    - Monogloss
    - Heterogloss

  “My mother *obviously* had me out of wedlock” (MAGOHP04)
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- **Valence**: Positive, negative, neutral/ambiguous
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    - Monogloss
    - Heterogloss
  - Graduation
    - Force
    - Focus

"He came home from work and he beat her *to a pulp, absolutely beat her to a pulp*" (MAGOHP04)
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“He came home from work and he beat her **to a pulp, absolutely** beat her **to a pulp**” (MAGOHP04)

“We were **always** cleaning and doing stuff for the nuns” (MAGOHP07)
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- **Valence**: Positive, negative, neutral/ambiguous
- **Appraisal sub-systems**:
  - Engagement
  - Graduation
  - Attitude
    - AFFECT
    - JUDGEMENT
    - APPRECIATION
4. Background

**Appraisal theory**
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- **Valence**: Positive, negative, neutral/ambiguous
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  - Graduation
  - Attitude
    - Affect
    - Judgement
    - Appreciation
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**Appraisal theory** *(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)*

- **Valence**: Positive, negative, neutral/ambiguous
- **Appraisal sub-systems**:
  - Engagement
  - Graduation
  - Attitude: **evaluation**
    - Affect: emotional evaluation
    - Judgement: ethical evaluation of people
    - Appreciation: aesthetic evaluation of things
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

- **Valence**: Positive, negative, neutral/ambiguous
- **Appraisal sub-systems**:
  - Engagement
  - Graduation
  - Attitude
    - Affect
    - Judgement
      - **Ethics**: norms and behaviour
      - **Aesthetics**: qualities
4. Background

**Appraisal theory**
(Martin & White 2005; Bednarek 2008; Fuoli & Hommerberg 2015; Lee 2015)

– **Valence**: Positive, negative, neutral/ambiguous

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  • Engagement
  • Graduation
  • Attitude

**Emotion**
**Opinion**

(cf. White 2004; Bednarek 2009; Taboada & Carretero 2012)
4. Background

- Un/happiness
- In/security
- Dis/inclination
- Dis/satisfaction
- Surprise
4. Background

<table>
<thead>
<tr>
<th>Un/happiness</th>
<th>“affairs of the heart” (Martin &amp; White 2005: 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Happiness</strong></td>
<td>Amusement, brightening, cheer, elation, exhilarated, gaiety, glad, glee, glow, gratitude, happy, jovial, joy, laughingly, lighthearted, merry, sparkle, thrilled, vivacious</td>
</tr>
<tr>
<td><strong>Happiness</strong></td>
<td>Admire, affection, appreciate, attachment, be fond of, beloved, care, cherish, compassion, dedicated, devotion, fancy, friendly, keen on, like, love, pity, respect, reverently, sympathy, warmth</td>
</tr>
<tr>
<td><strong>Unhappiness</strong></td>
<td>Dejection, depressed, despondent, disappointed, grief, guilt, homesick, lament, let down, malaise, melancholic, miss, painful, regret, sad, shame, sorry, sullen, tormented, unhappy, unhopeful</td>
</tr>
<tr>
<td><strong>Unhappiness</strong></td>
<td>Aversion, cannot bear, can't stand, despise, disdain, disgust, dislike, hate, horrified, loathe, repulsive, scorn, resent, revulsion, revolting, sick-making</td>
</tr>
</tbody>
</table>
### 4. Background

<table>
<thead>
<tr>
<th>Security</th>
<th>Calm, comfort, confidence, ease, peace, relax, safe, solace, tranquillity, untroubled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity</td>
<td>Afraid, agitation, agony, alarm, anguish, anxiety, apprehensive, awe, concern, daunt, distress, fear, fretful, frightening, haunt, nervous, puzzle, restless, scare, terrify, upset, worry</td>
</tr>
<tr>
<td>Security</td>
<td>Confidence, count on, expect, lean on, optimism, reassure, sure, trust</td>
</tr>
<tr>
<td>Insecurity</td>
<td>Distrust, doubtfully, hesitant, incredulity, misgiving, mistrust, pessimism, suspicion, uncertain, wary, withdraw</td>
</tr>
</tbody>
</table>

"ecosocial well-being" (Martin & White 2005: 49)
### 4. Background

#### Dis/inclination

<table>
<thead>
<tr>
<th>Inclination</th>
<th>Disinclination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire</td>
<td>Non-desire</td>
</tr>
</tbody>
</table>

- **Inclination**
  - Appetite for, aspire to, care to, covet, crave, deliberate, desire, desperate for, eager, envy, fancy, hope, intention, jealous, libido, lust, need, prefer, ready, want, will, volition

- **Disinclination**
  - Decline, disagree, disinclined, dissent, object, oppose, refuse, reject, reluctance resist, turn down, unwilling, withhold
### 4. Background

<table>
<thead>
<tr>
<th>Dis/satisfaction</th>
<th>“emotions concerned with telos (the pursuit of goals)” (Martin &amp; White 2005: 49)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td>Content, dainty, delectation, delight, enjoy, entrance, feast, gratify, gratitude, impressed, love, please, pride, satisfaction, thankful, treat</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>Appeal, carried away, concern, curious, drawn to, engaging, entertaining, enthusiasm, excitement, fanatical, fascinated, impression, interest, magnetised, nosy, spellbound, thrilling</td>
</tr>
<tr>
<td><strong>Displeasure</strong></td>
<td>Anger, annoyed, fed up with, frenzy, frustration, fume, grudge against, grumpy, impatience, infuriate, irate, irritated, livid, peeved, resignedly, seizing, spite, vexing, weariness, went berserk</td>
</tr>
<tr>
<td><strong>Ennui</strong></td>
<td>Apathy, bore, boring, disinterest, disinterested, doldrums, dull, ennui, fatigue, indifference, indifferent, indolence, indolent, listless, tedious, tired, unconcern, weary</td>
</tr>
</tbody>
</table>
4. Background

Amaze, astonish, astounded, flabbergast, shock, staggered, start, startle, stun, suddenly, surprise
4. Background

- **APPRAISAL** Theory as an **on-going and open-ended tool** in need of more sharply defined categories (e.g. Thompson 2014; Fuoli & Hommerberg 2015)
- Appraising **APPRAISAL** involves:
  - Following the suggestions of Martin & White (2005)
    Bednarek (2008, 2009)
  - Filling theoretical gaps
  - Reconsidering the use of some labels
  - Reformulating some categories
  - Polishing the taxonomy
4. Background

To be published:
4. Background

Cognitive Linguistics

- **Conditions for metaphoricity** (Cameron 1999)
  - Domain incongruity
  - Coherent interpretation
  - Topic-vehicle combination
  - Attitudinal impact
  - Explication
  - Familiarity
  - Cognitive demand
  - Metaphorical intention
  - Connotative power
  - Systematicity
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Cognitive Linguistics

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Cognitive Linguistics

- Conditions for metaphoricity (Cameron 1999)
- Mappings, and source and target domains
“And the nun would be sitting in... on her throne, giving everybody dirty looks” (MAGOHP04)
“And the nun would be sitting in... on her throne, giving everybody dirty looks” (MAGOHP04)
“And the nun would be sitting in... on her throne, giving everybody dirty looks” (MAGOHP04)

Analogical entailments

– A throne is a special chair
– It is used by a king or queen at important ceremonies
– High dignitaries can use it as well
– It can also be the seat of a deity
– It implies power
– And, possibly control, dominion, asymmetry and abuse
4. Background

Cognitive Linguistics

- **Conditions for metaphoricity** (Cameron 1999)
- Mappings, and source and target domains
- Lakoff & Johnson
  - *Metaphors we live by* & *Women, fire, and dangerous things*
    - Structural
    - Orientational
    - Ontological
4. Background

Cognitive Linguistics

– Conditions for metaphoricity (Cameron 1999)
– Mappings, and source and target domains
– Lakoff & Johnson
  • *Metaphors we live by* & *Women, fire, and dangerous things*
    – Structural
      » *Don’t waste your time*
    – Orientational
      » *I am on top of the situation*
    – Ontological
      » *His ego is very fragile*
5. Findings and discussion

- Evaluative language identified
- Metaphors identified
5. Findings and discussion

• Evaluative language identified
• Metaphors identified
5. Findings and discussion

- Evaluative language identified (GENERAL)

<table>
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<tr>
<th>GENERAL</th>
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<tr>
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<td>Judgement</td>
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<tr>
<td>Non-negated positive</td>
<td>22.65</td>
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<tr>
<td>Negated positive</td>
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<td>Non-negated negative</td>
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<td>Negated negative</td>
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<td>Neutral ambiguous</td>
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<th>EXPLICITNESS</th>
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<td>Invoked</td>
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5. Findings and discussion

- Evaluative language identified (GENERAL)

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<th>APPRAISER</th>
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<tr>
<td>Magdalenes</td>
<td>92.07</td>
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<td>Others</td>
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<table>
<thead>
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<th>APPRAISED</th>
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<tr>
<td>Events and states of affairs</td>
<td>37.70</td>
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<td>Society</td>
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<td>Places</td>
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<td>Food</td>
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<td>Uniform</td>
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<td>Compensation</td>
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<td>Washing_laundry</td>
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<td>Nuns and inmates</td>
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<tr>
<td>Salary</td>
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5. Findings and discussion

- Victim’s Affect

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<thead>
<tr>
<th>VICTIM’S AFFECT</th>
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<tbody>
<tr>
<td>Unhappiness</td>
<td>27.11</td>
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<tr>
<td>Dissatisfaction</td>
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<tr>
<td>Inclination</td>
<td>23.49</td>
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<tr>
<td>Physical dissatisfaction</td>
<td>6.02</td>
</tr>
<tr>
<td>Insecurity</td>
<td>13.86</td>
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<tr>
<td>Hostility</td>
<td>5.42</td>
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</table>

“[…] you had to go through life knowing you had all of that – you couldn’t tell anybody about it because nobody really wanted to know. […] you were left with the whole thing yourself” (MAGOHP04)

“[…] Can you remember how you felt when you were being sent to the laundry? Dreadful, awful, or though as though, ‘this is happening and I have no control over it’” (MAGOHP04)
5. Findings and discussion

• Victim’s Affect

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5. Findings and discussion

- **Victim’s Judgement**

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<tbody>
<tr>
<td>Social Esteem</td>
<td>21.35</td>
</tr>
<tr>
<td>Social Sanction</td>
<td>74.91</td>
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<table>
<thead>
<tr>
<th>SOCIAL SANCTION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propriety</td>
<td>70.04</td>
</tr>
<tr>
<td>Veracity</td>
<td>4.49</td>
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“[…] the next day the nuns from Stillorgan came to collect me and they said, ‘we’re going to take you somewhere safe now’ and I being a little bit… although I was a bit… I’d been to England for a year I was…you still had that kind of respect for the nuns because that was the Reverend Mother and the other one. They said, ‘we’re going to take you somewhere in the country for a rest and keep you safe from all this’. So of course I went in the taxi all the way from Dublin to Limerick and they delivered me there and I never, never saw them nuns again.” (MAGOHP04)
5. Findings and discussion

• Victim’s Judgement

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5. Findings and discussion

- Victim’s Judgement

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<th>Judgement-Non-neg-Prop(+)</th>
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“[…] but the… the lifeguards in this particular swimming pool used to notice…me and I think they could see like that I was kind of hungry or whatever and they used to offer me food and…in return they abused me as well” (MAGOHP07)

“But there was a lot of cruelty. There was neglect, which is where we got our compensation […]. There were beatings on some children definitely, but probably I blocked an awful lot now […]” (MAGOHP04)
5. Findings and discussion

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5. Findings and discussion

- Victim’s Appreciation

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<td>Valuation</td>
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“[…] they took me off to a place, the most awful place called Gloucester Street […] there on Sean McDermott Street absolutely [sic] hell hole” (MAGOHP04)
5. Findings and discussion

- Victim’s Appreciation

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“ [...] they took me off to a place, the most awful place called Gloucester Street [...] there on Sean McDermott Street absolutely [sic] hell hole” (MAGOHP04)
5. Findings and discussion

- Metaphors identified

- Conventional
  - 99.38%

- Orientational
  - 11.08%

- Ontological
  - 20.17%

- Structural
  - 63.89%

- Magdalenes
- Nuns
- Laundries

- Actor
- Animal
- Building
- Cleaning
- Container
- Cooking
- Crime
- Disease
- Journey
- Magnitude
- Natural force
- Official
- Orientation
- Place
- Slavery
- Thing
- War
5. Findings and discussion

- Metaphors identified
  - “It is in your brain”: The CONTAINER metaphor
  - “I’ve had to fight”: The WAR metaphor
  - “Don’t rock the boat”: The JOURNEY metaphor
  - “You get caught under these traps”: The NATURE metaphor
  - The CRIME and the OBJECT metaphors
  - The DISEASE and the CLEANING metaphors
5. Findings and discussion

- Metaphors identified

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- Metaphors identified

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5. Findings and discussion

- Metaphors identified: MAGDALENES

  - I was *dumped* there (MAGOHP04)
  - I would call it *going on the run* (MAGOHP04)
  - I *was selling myself* again (MAGOHP07)
  - ... you get *caught in a trap* (MAGOHP07)
  - ... as if you were *kind of a leper* (MAGOHP07)
  - I was there as *a kicking ball* (MAGOHP07)
  - I just *explode* (MAGOHP07)
5. Findings and discussion

• Metaphorically, the Magdalenes are

  – Mud and rubbish to get rid of
  – Illness and disability
  – Natural forces out of control
  – Birds, pigs, dogs, crocodiles, donkeys and pets
  – Soldiers, slaves, victims and criminals
  – Containers ready to explode or get broken
  – Goods to sell and money to exchange
5. Findings and discussion

• Metaphors identified: NUNS

  – They were like the Taliban of today (MAGOHP04)
  – They were robots (MAGOHP04)
  – The nuns were kind of like actresses (MAGOHP04)
  – ... washing sins out of you (MAGOHP04)
  – ... worse than being cold (MAGOHP12)
5. Findings and discussion

- Metaphorically, the nuns are
  - Professional liars and cleaners
  - Dictators, terrorists and masters
  - Insects or machines
5. Findings and discussion

• Metaphors identified: LAUNDRIES

  – *I can only describe it as a* **hell hole** (MAGOHP04)
  – *You were part of this* **awful regime** (MAGOHP04)
  – *This is not a holiday camp* (MAGOHP04)
  – *... with an* **invisible handcuff** (MAGOHP04)
  – *... they’re stuck in this* **isolated... castle** (MAGOHP04)
  – *Don’t rock the boat* (MAGOHP04)
5. Findings and discussion

- Metaphorically, the laundries are
  - A road through which to walk endlessly
  - A careless family
  - Undesirable places such as hell, a prison or a concentration camp
5. Findings and discussion
5. Findings and discussion

To be published:
6. Conclusions

- Interest of such an approach
6. Conclusions

• Interest of such an approach
  – Reformulation of the theoretical framework
  – Sociological implications
  – Catering for a psychotherapy protocol to be implemented by interviewers
6. Conclusions

- Interest of such an approach
- Correlation between appraisal and metaphor
6. Conclusions

• Interest of such an approach
• Correlation between appraisal and metaphor
• Avenues for future research
  – More intra-coder and inter-coder reliability
  – Comparison of interviews and recounts
  – General results vs. portrayal of each individual interviewee
  – Other analyses
    • Modality
    • Transitivity
    • Conversational analysis
  – Beyond Ireland
  – Beyond the written text
The press

**GIRLS, IN HUNGER STRIKE, WRECK MAGDALENE HOME**

Sixteen Young Women Battle with Police After Smashing Furniture.

**GIRL BREAKS LEG IN 40-FOOT LEAP**

Companion in Daring Escape from Magdalen Home Lost in Woods.

**LANTERN BRIGADE SEARCHES RAVINE**

Missing Woman Also Thought To Be Hurt and Lying Helpless Along Cliff.
The American Premiere of the play

Stained Glass at Samhain
By Patricia Burke Brogan
Directed by Eileen Keenney

From the darkness
Of the Mephisto Lunatics
Came the light of reconciliation
Through the Celtic pagan New Year

Nov. 14, 15, 16, 20, 21, 22, & 23.
7:30 pm

General Admission $15
Seniors/Groups $10
Free Parking

Guest commentator:
Ms. Judy Murphy from Galway

King Center
Anahua Campus
Info: 508-596-6391
Cinema

**Philomena**
- Inspired by the true story of a search for a lost son.
- From Stephen Frears, director of The Queen.
- Starring Judi Dench and Steve Coogan.

**The Magdalene Sisters**
- Based on true events.
- Winner: Best Picture at Venice Film Festival.

**Sex in a Cold Climate**
- The Magdalene Laundry Asylums.
Visual arts
7. References

THANKS A MILLION!

Miguel Ángel Benítez-Castro & Encarnación Hidalgo-Tenorio
mbenitez@unizar ehidalgo@ugr.es