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**- Poster title: Maximum 12 words**

Problem-Solution Texts: A conceptual metaphor approach to vocabulary instruction

**- Poster summary: Maximum 75 words**

Because problem solving is an integral part of many academic fields, “problem-solution” is a commonly taught rhetorical structure. However, textbooks often neglect to provide a systematic account of the core vocabulary and how it is used. This presentation introduces vocabulary items used to describe problems and solutions in academic texts, especially in economics and engineering. It provides a novel conceptual metaphor approach revealing the logic behind the vocabulary and its usage, such as collocations and prepositions.

**- Extended abstract: Maximum 200 words - to be included in the symposium handout**

As problem solving is an integral part of many professional and academic fields, “problem-solution” is a commonly taught rhetorical structure in English for academic purposes courses (Sarangi & Roberts, 1999). However, textbooks that feature problem-solution often neglect to provide a systematic account of the core vocabulary and how it is used (e.g. Koester et al., 2012, Swales & Feak, 2004). This presentation applies a novel approach drawing on the works of Lakoff and Johnson, applying their theory of conceptual metaphors to transparently explicate the metaphorical logic behind problem vocabulary. It also draws on Weirzbicka’s (1988) related work on the semantics of grammar to explain features which are often dismissed as arbitrary, such as preposition usage. The analysis reveals three major categories of vocabulary items used to describe problems in academic texts in economics and engineering, *lacks*, *barriers*, and *constraints*. It then continues the analysis to reveal how commonly collocated “solution” vocabulary logically fits into each category. The presentation ends by describing activities to reinforce the vocabulary items, their grammar, and collocations, and proposes other categories for further investigation.

- Presenter biography: Maximum 50 words

Colin Rundle is the Assistant Director of the World Language Center at Soka University, coordinating and teaching English for science and engineering courses and an ESP unit on the university’s MATESOL program. His research interests include genre, learner autonomy, CEFR, and socio-cultural pedagogies.

References

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