Review Article

Conceptual Metaphor Application: A subject review

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Summary:

This paper discusses the application of the conceptual metaphor in present-day linguistic research. It adopted the definition of Lakoff and Johnson who hold that metaphor is about experiencing one thing in terms of another. A distinction between the classical and the contemporary approaches to the study of metaphor was made followed by the examination of the types of conceptual metaphor given by the scholars. It further highlights the way(s) by which conceptual metaphor is used in the examination of the perception of individuals about one conceptual domain or another.

The Concept of metaphor comes from the Greek word *metaphora*, which means to carry over or to transfer something from one place to another. In linguistics, and particularly in semantics, the word metaphor deals with meaning transfer from one conceptual domain, relationship, idea, or mental space to another. Two basic approaches provide different perceptions about the general nature and function of metaphor. The conclusion and suggestion made by one assumption, by all means, will exclude what the other claims concerning the same phenomenon. They are the classical and contemporary philosophical approaches. The classical approach goes back to the works of Aristotle and to Richards. In this, metaphor is glimpsed as a decorative or figurative language based on an analogy between two elements/concepts. It is seen as a blessing to creative and genius people. It is

thought that only those who are naturally capable with eloquence can be able to use metaphor. This means that metaphor is a rhetorical and extraordinary linguistic device used in poetry and literature. The contemporary approach is based totally on the assumptions of cognitive semantics; a framework that seeks to understand how meaning is processed in the mind. The main assumption of this approach is that the human conceptual system is metaphorical in nature, and that metaphor is omnipresent in our ordinary everyday language. In this approach, whatever involves the comprehension of one thing in terms of another is counted as a metaphor.

The term conceptual metaphor begins with Lakoff & Johnson who observed that the human conceptual organization is mostly metaphorical. That is to say, in most cases, in our everyday language, our brain is used to perceive unlimited things in terms of other things. Based on this, metaphor is defined as conceptualizing and perceiving one thing in terms of another. This is a kind of all-embracing definition of metaphor. The use of the word "thing" includes both concrete and abstract concepts, human and non-human, and so on. Having defined metaphor in this way, Lakoff & Johnson identified three types of conceptual metaphors that reveal our conceptual organization and guide our day-to-day activities, namely:

(1) Ontological metaphor

(2) Orientational metaphor

(3) Structural metaphor

The ontological metaphor involves the way we extract abstract ideas, experiences, or concepts and see them as objects, concrete substances, containers, or a person. This conceptual metaphor is found in our ordinary language. Consider the following examples:

(a) They are trying to grind out the way out to this problem,

(b) His mind is not in service today.

1. In examples A & B above, the ontological metaphor allows us to perceive various aspects of thinking. They show how the mind is considered as a machine, and,

not a human organ. The ontological metaphor was described by Reddy in detail as he provides adequate examples of the ways in which speakers of the English language conceptualize many things in terms of other things. Consider some of his examples:

(a) Insert those ideas elsewhere in the paragraph

(b) Don't force your meanings into the wrong words

In the above examples, ideas, meanings, thoughts, and concepts are conceptualized as if they are concrete entities that one can move from one place to another. The orientational conceptual metaphor deals with how ideas and other abstract entities are presented and organized in space like up-down, in-out, front-behind, and shallow-deep. Consider the following examples:

(a) I'm feeling up.

(b) That boosted my spirits.

The conceptual metaphor happy is up and sad is derived from our interaction with bodily entities and posture while we are happy or sad. Usually, when people are sad, they feel down, relaxed, or depressed. The structural conceptual metaphor is concerned with the way in which one conceptual domain or relationship is conceptualized in terms of another conceptual domain or relationship. Consider the following example:

(a) Love is a journey

(b) Ideas are buildings

From the above, love, ideas, argument and life are conceptualized in terms of journey, building and war. To elaborate on this, the English people used to talk about love in terms of journey. For example, one of the lovers might say 'Look how far we have come', or 'Are we having a good destination '.

The application of the conceptual metaphor in linguistic study. Having shed light on conceptual metaphors and their types, we will now focus on discussing how the main assumption of the conceptual metaphor is applied in present-day linguistic

research. As seen above, metaphor is an effective tool for expressing thoughts, emotions, and other unknown things in terms of concrete and well-known things. It became a valuable research tool that provide a new look into educational practices and frameworks. Nowadays, researchers have employed the use of conceptual metaphors to examine the perception of individuals concerning many educational inputs and data. These kinds of research adopted a simple conceptual metaphor elicitation method, namely, *"A is like... because of......"* For example, in a study that examines the 5th and 8th-grade student's metaphorical perception of the concept of a *teacher,* the data were collected by asking the students to complete the sentence: "Teacher is like....Because ..." The analysis identified the following teacher conceptual metaphors: a teacher is an information provider, a teacher is a protector, a teacher is a shaper, a teacher is a support provider, a teacher is a source of happiness, and a teacher is a cheat. It also shows that the most common metaphor identified in the elicitation task is the "teacher is like a father/mother because he teaches you how to live/how to stay healthy/how to be a good person and so on.

Based on the above examples, we can see how conceptual metaphor is used in present-day linguistics research. We can apply it in the examination of many things that deal with the analysis of perception. Through conceptual metaphor, we can know whether certain groups of people have positive or negative perceptions concerning a particular phenomenon. Such analysis may provide suggestions and recommendations for policymakers and so on.

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الكلمات المفتاحية: المجاز، المفهوم المجازي، البحث اللغوي.

الملخص:

يناقش هذا المقال استعمال مفهوم المجاز(الاستعارة اللغوية) في البحث اللغوي المعاصر. لقد تبنت تعريف لاكوف وجونسون اللذان يرون أن استخدام المفهوم المجازي يدور حول احلال تعبير لغوي معين من شيء آخر. وقد تم التمييز بين المنهجين الكلاسيكي والمعاصر لدراسة المجاز اللغوي، ثم تم فحص أنواع الاستعارة التي قدمها العلماء. كما أنه يسلط الضوء على الطريقة (الطرق) التي يتم من خلالها استخدام مفهوم الاستعارة في فحص تصور الأفراد حول مجال مفاهيمي واحد أو آخر.