

A Cognitive Approach To Metaphor And Metonymy Related To

Job Jindo applies recent studies in cognitive science and explores how we can view metaphor as the very essence of poetic prophecy—namely, metaphor as an indispensable mode to communicate prophetic insight.

This book describes and explores the linguistic metaphors used by architects to assess design solutions in building reviews, and the conceptual mappings that motivate them. The genre perspective adopted throughout the work offers a view of figurative language that considers its use in the discussion of architectural topics in a real communicative situation involving specific participants, clear rhetorical goals and recognisable textual artefacts. The book thus combines a genre approach to texts with a cognitive view of metaphor. It further aims to restore as the centre of attention the linguistic and textual aspects of metaphor as an instrument of both cognition and communication. The theoretical implications of the applied cognitive approach to metaphor adopted in the book are twofold. First, a situated description of how metaphor is used in a particular genre provides rich detail about its rhetorical potential. The second important contribution made by this study is to provide a fuller account of image metaphor, a type of mapping which is very salient in this particular genre. The weight given to visual metaphors in architectural discourse allows a fuller consideration of the cognitive and communicative import of a class of metaphor often regarded as marginal or ad hoc in cognitive linguistics, and the book thus contributes to a better understanding of this phenomenon in the context of a genre characterised by its concern with the visual aspects of architectural design. In this sense, the empirical data offered by a particular research methodology contributes to theory formation, and will prove of interest to cognitive linguists as well as to discourse analysts or genre researchers.

A comprehensive collection of essays in multidisciplinary metaphor scholarship that has been written in response to the growing interest among scholars and students from a variety of disciplines such as linguistics, philosophy, anthropology, music and psychology. These essays explore the significance of metaphor in language, thought, culture and artistic expression. There are five main themes of the book: the roots of metaphor, metaphor understanding, metaphor in language and culture, metaphor in reasoning and feeling, and metaphor in non-verbal expression. Contributors come from a variety of academic disciplines, including psychology, linguistics, philosophy, cognitive science, literature, education, music, and law.

Bachelor Thesis from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: A, Uniwersytet Marii Curie-Skłodowskiej w Lublinie (German Studies), language: English, abstract: Computers and the Internet are gradually becoming an increasingly inherent part of human life worldwide. Generally people appreciate the existence of computers and the Internet as they facilitate not only work but almost every activity of everyday life (education, leisure, system of communication, relationships). According to Lakoff and Johnson – theoreticians of cognitive metaphor, authors of a thought-provoking book entitled “Metaphors We Live By”(1980), which the author of this thesis will frequently refer to - “ in most of the little things we do every day, we simply think and act more or less automatically along certain lines”. For this reason, the computer and Internet language is learned more or less automatically.

Studienarbeit aus dem Jahr 2012 im Fachbereich Anglistik - Linguistik, Note: 1,3, Universität Koblenz-Landau (Anglistik), Veranstaltung: Cognitive Linguistics, Sprache: Deutsch, Abstract: Language in general has always been an intricate matter for investigation and scientific research. Linguistics as a field of studies particularly dedicated to the task of exploring the language faculty and its features is divided into several subcategories caused most likely by the interactive nature this field of study presents. The presented paper will focus on the field of cognitive linguistics, thereby addressing and summarizing the main concepts and theories as well as demarcating such from generative approaches. Since the subject of cognitive linguistics proves to be extremely complex and extensive, the lion's share of this work will concentrate on the cognitive theory (1987) and the corresponding theory of metaphor by George LAKOFF (1980). In the 1980s cognitive linguistics developed mainly in the United States as a new approach to the study of language and mind and how both entities are interrelated. According to cognitive linguist Gilles FAUCONNIER, “perhaps for the first time a genuine science of meaning construction and its dynamics has been launched” (Fauconnier 96). Language is considered to be one of the most significant and fundamental features constituting human cognition, even though it may be described as only the “tip of a spectacular cognitive iceberg” (ibid.), which consists of numerous “layers” of mental processes and internal structures, enabling us to function in our experienced world. The process of generating those internal structures is believed to be conceptually motivated and initiated by perceptual salience (cf. Glynn 89), implying that the “patterns of usage represent speakers’ knowledge of their language, including the conceptual structures that motivate language” (ibid.). Therefore, central to the concerns of cognitive linguistics is the idea of cognitive models, which are assumed to structure thought. The term is used mostly to express the notion that cognitive representations are stored in form of knowledge bases. Cognitive models are presumably involved in the process of reasoning and used for the development of categories (cf. Ungerer/Schmid 47, Geeraerts 2). When looking at the enormous interdisciplinary orientation cognitive linguistics and cognitive science in general employ, the complexity of attempting to analyze human cognition becomes apparent.

Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: very good, Carl von Ossietzky University of Oldenburg (Seminar for Anglistics), course: Hauptseminar "Metaphor and Metonymy," 13 entries in the bibliography, language: English, abstract: "Most of our fundamental concepts are organized in terms of one or more spatialization metaphors" this very elementary conclusion is drawn by George Lakoff and Mark Johnson (1980: 17) after having analysed what they call orientational metaphors. In opposition to the classical point of view, Lakoff, Johnson, and other cognitive linguists believe this group of metaphors, among others, to be deeply embedded in the human conceptualisation system and to provide a means of reasoning about and structuring of entire, mostly abstract, domains in terms of other, more concrete, domains. Based on a limited amount of underlying image schemata, which are projected onto these domains, metaphors are employed in order to be able to understand large parts of the world surrounding us. Cognitive linguistics asks for the motivation and functional explanation of linguistic expressions. Beyond merely linguistic aspects, the cognitive approach is aiming high, since its targets are, among others, a new theory of categorisation (Lakoff 1987), Imagination (Johnson 1987: 139ff.), and, what would be a fundamental change in Western philosophy, meaning by the approach entitled as cognitive semantics. In most of these and other disciplines of cognitive sciences, metaphor is one of the chief means by which these targets are tried to be accomplished. In linguistics, metaphor is an explanation for many expressions which were, on the traditional Objectivist account, viewed as being arbitrary. The general principle by which cognitive linguists explain these expressions is as follows: Fundamental spatial and physical experiences yield certain image schemata. These schemata are mapped by means of metaphorical pr

This book contains a selection of refereed and revised papers originally presented at the 5th ICLC. After an introduction by the editors, the book opens with a long-needed chapter on historical precedents for the Cognitive Linguistic theory of metaphor. Two chapters demonstrate the method of lexical analysis of linguistic metaphors and how it can be fruitfully applied to a characterization of the conceptual domains of smell and economics. Three chapters deal with theoretical aspects of conceptual metaphor, one of which is a commissioned chapter on the relation between conceptual metaphor theory and conceptual blending. Finally there are five chapters presenting novel theoretical issues and empirical findings about the relation between conceptual metaphor and culture. This book is hence a wide-ranging sample of current approaches to metaphor in Cognitive Linguistics, with some chapters breaking new grounds for future research.

The study of metaphor is now firmly established as a central topic within cognitive science and the humanities. This book explores the critical role that conceptual metaphors play in language, thought, cultural and expressive actions. It evaluates the arguments and evidence for and against conceptual metaphors across academic disciplines.

Despite the intriguing nature of metaphor and its acknowledged importance in the discipline of Translation Studies (TS), a relatively small number of studies have explored the translation of metaphor from the perspective of Conceptual Metaphor Theory, and very few of them adopted an experiential approach to the object of analysis. This research aims at exploring the translatability of creative metaphor in six Arabic translations of Shakespeare's *Othello* and *Macbeth* based on a combined methodology that adopts the Conceptual Theory of Metaphor and the descriptive approach to text analysis in TS. The empirical study argues that metaphor translatability is an experiential process that is highly influenced by the diversity and richness of our conceptual system and the background knowledge shared by the metaphor producer and metaphor translator. Discussing metaphor translatability from the perspective of these factors involves dealing with different levels of variation in our metaphoric thinking including the cultural, contextual and pragmatic levels. The analyses and discussions of the empirical study mark a departure from text-linguistic approaches to the topic in that they deal with the Source Text's and Target Text's metaphoric content as physically embedded conceptual models rather than linguistic patterns with grammatically delineated features and structures. The arguments of the study answer several questions with regard to researching the translation of metaphor from the perspective of Conceptual Theory, providing a detailed description of what exactly influences the process and product of translation, and underlining the functionality of the variation factor in appreciating the conceptual nature of metaphor. The results of the empirical research reveal that, although our metaphoric thinking has a universally shared metaphoric structure, not all our metaphors are translatable or translated in a single way, which refutes the supremacy of the notion of metaphor universality, putting emphasis on the factors of experientialism, exposure and intentionality.

In this book, Earl Mac Cormac presents an original and unified cognitive theory of metaphor using philosophical arguments which draw upon evidence from psychological experiments and theories. He notes that implications of this theory for meaning and truth with specific attention to metaphor as a speech act, the iconic meaning of metaphor, and the development of a four-valued system of truth. Numerous examples of metaphor from poetry and science are presented and analyzed to support Mac Cormac's theory. "A Cognitive Theory of Metaphor takes up three levels of explanation--metaphor as expressed in surface language, the semantics of metaphor, and metaphor as a cognitive process--and unifies these by interpreting metaphor as an evolutionary knowledge process in which metaphors mediate between minds and culture. Mac Cormac considers, and rejects, the radical theory that all use of language is metaphorical; however, this argument also recognizes that the "theory of metaphor may itself be metaphorical. The book first considers the computational metaphor often adopted by cognitive psychology as an example of metaphor requiring analysis. In contrast to three well-known philosophical theories of metaphor - the tension theory, the controversion theory, and the grammatical deviance theory - it develops a semantical anomaly theory of metaphor based on a quasi-mathematical hierarchy of words. In developing the theory, Mac Cormac makes much-needed connections between theories of metaphor and more orthodox analytic philosophy of meaning, including discussions of speech acts and the logic of fuzzy sets. This semantical theory of explanation is then shown to be compatible with contemporary psychological theories of memory. Earl R. MacCormac is Charles A. Dana Professor of Philosophy and Chairman of the Department of Philosophy, Davidson College. A Bradford Book.

The present book provides a detailed criticism of experientialist semantics, focusing both on philosophical issues connected with experientialism and on cognitive approaches to metaphor and metonymy. Particular emphasis is placed on the works of George Lakoff and Mark Johnson, but other cognitivists are also taken into consideration. Verena Haser proposes a new approach to the distinction between metaphor and metonymy, which contrasts with familiar cognitivist models, but also builds on some insights gained in cognitivist research. She also offers an account of metaphorical transfer which dispenses with the notion of conceptual metaphors in the sense of Lakoff and Johnson. She argues that conceptual metaphors are not a useful construct for explaining metaphorical transfer, and that the clustering of metaphorical expressions is better accounted for in terms of family resemblances between metaphorical expressions. Another major goal of this work is a reassessment of the relationship between experientialism and traditional Western philosophy (often subsumed under the vague term "objectivism"). This book contrasts with most other critical approaches to experientialism by providing close readings of key passages from the works of Lakoff and Johnson, which enables the author to pinpoint theory-internal inconsistencies and other shortcomings not noted in previous publications. This book will be relevant to students and scholars interested in semantics and cognitive linguistics, and also in psychology and philosophy of language.

Provides an in-depth analysis of the cognitive science of mathematical ideas that argues that conceptual metaphor plays a definitive role in mathematical ideas, exploring such concepts as arithmetic, algebra, sets, logic, and infinity. 20,000 first printing.

This volume brings together the ideas put forward at an international conference on Metaphor and Translation held at the University of Toulon, France, in June 2017. The bilingual nature of the contributions here provides an insight into recent linguistic theories from both the English- and French-speaking worlds. This diversified approach is further enhanced by contributors being based in a large number of countries worldwide and working on different language combinations. The kinds of problem areas investigated here include a wide range of themes. They cover aspects ranging from methodological and theoretical issues to specialist areas such as literature, culture and the economy. Whatever the theoretical approach applied, the findings come up with interesting and useful conclusions as to how metaphor is translated in the types of discourse analysis proposed. As a result, this volume will be of interest to both scholars and students involved in metaphor studies and translation, as well as to professional translators wishing to keep track of recent theories and practical issues in the field.

Metaphor and Metonymy at the Crossroads is a collection of essays, most of them written from a cognitive linguistics standpoint by leading specialists in the fields of conceptual metaphor and metonymy, and conceptual integration (blending). The book has two main goals. One of them is to discuss in new, provocative ways the nature of these conceptual mappings in English and their interaction. The other goal is to explore by means of several detailed case studies the central role of these mappings in English. The studies are, thus, concerned with the operation of metaphor and metonymy in discourse, including literary discourse or with the effect of metaphorical and/or metonymic mappings on some aspects of linguistic structure, be it polysemy or grammar. The book is of interest to students and researchers in English and linguistics, English literature, cognitive psychology and cognitive science.

This book discusses metaphor at work in a variety of linguistic contexts, from election leaflets to specialist scientific articles.

The now-classic *Metaphors We Live By* changed our understanding of metaphor and its role in language and the mind. Metaphor, the authors explain, is a fundamental mechanism of mind, one that allows us to use what we know about our physical and social experience to provide understanding of countless other subjects. Because such metaphors structure our most basic understandings of our experience, they are "metaphors we live by"—metaphors that can shape our perceptions and actions without our ever noticing them. In this updated edition of Lakoff and Johnson's influential book, the authors supply an afterword surveying how their theory of metaphor has developed within the cognitive sciences to become central to the contemporary understanding of how we think and how we express our thoughts in language.

metaphor looking into it from semiotic, psychological and socio-cultural perspectives. Other contributions focus on the crucial role played by metaphor and metonymy in meaning construction at a discourse/textual level. Finally, the volume also includes proposals which revolve around the alleged universal nature of metaphorical mappings and their suitability to account for grammatical phenomena. The contributions in this volume display an ample gamut of theoretical approaches pointing to the viability of taking a functional-cognitive stance on the analysis of metaphor and metonymy in contrast to a purely cognitive one. This book is structured into three major sections: i) the Contemporary Theory of Metaphor: revisions and recent developments; ii) metaphor and/or metonymy across different discourse/genre types; and iii) the Contemporary Theory of Metaphor: current applications. Originally published in *Review of Cognitive Linguistics* 9:1 (2011).

The purpose of this book is to provide a comprehensive philosophical theory which explains the cognitive contribution of metaphor. The argument is illustrated with analysis of metaphors from literature, philosophy, science, and everyday language.

Research that deals with metaphors and linguistic imagery has increased in the last thirty years. However, studies that question existing theories of metaphor from a comparative perspective are less common. The reason for the present theoretical sketch was the metaphorical model of conceptualism, alias the cognitive theory of metaphor: at least with this theory, 'metaphor' itself has become a metaphor, and the classical, rhetorical metaphor has been sidelined. Kessler's book not only criticises existing theories of metaphor, but also develops from them a discursive synthesis that seeks to rehabilitate the classical metaphor as an everyday pragmatolinguistic phenomenon. For this purpose, the nature of thought, the mental lexicon, predication and word semantics are also covered.

Metaphor and Iconicity attempts to clarify the interplay of metaphor and iconicity in the creation and interpretation of spoken and written texts from a cognitive perspective. There are various degrees in which metaphor and iconicity manifest themselves, ranging from sound symbolism and parallelism in poetic discourse to word order, inflectional forms, and other grammatical structures in ordinary discourse. The book makes unique contributions to the study of the relationship of form and meaning.

This volume gathers a series of papers that bring the study of grammatical and syntactic constructions in Greek and Latin under the perspective of theories of embodied meaning developed in cognitive linguistics. Building on the momentum currently enjoyed by cognitive-functional approaches to language within the field of Classics, its contributors adopt, in particular, a 'constructional' approach that treats morphosyntactic constructions as meaningful in and of themselves. Thus, they are able to address the role of human cognitive embodiment in determining the meanings of linguistic phenomena as diverse as verbal affixes, discourse particles, prepositional phrases, lexical items, and tense semantics in both Greek and Latin.

Many SLA professionals remain unaware of what CL and Applied Cognitive Linguistics are and of the tremendous potential these approaches offer for our understanding of L2 learning and pedagogy. The volume addresses this gap by presenting theoretically-grounded, empirically-based studies which illustrate the application of key concepts of CL and demonstrate the efficacy of using the concepts in the classroom or in basic L2 research.

In *From Molecule to Metaphor*, Jerome Feldman proposes a theory of language and thought that treats language not as an abstract symbol system but as a human biological ability that can be studied as a function of the brain, as vision and motor control are studied. This theory, he writes, is a "bridging theory" that works from extensive knowledge at two ends of a causal chain to explicate the links between. Although the cognitive sciences are revealing much about how our brains produce language and thought, we do not yet know exactly how words are understood or have any methodology for finding out. Feldman develops his theory in computer simulations—formal models that suggest ways that language and thought may be realized in the brain. Combining key findings and theories from biology, computer science, linguistics, and psychology, Feldman synthesizes a theory by exhibiting programs that demonstrate the required behavior while remaining consistent with the findings from all disciplines. After presenting the essential results on language, learning, neural computation, the biology of neurons and neural circuits, and the mind/brain, Feldman introduces specific demonstrations and formal models of such topics as how children learn their first words, words for abstract and metaphorical concepts, understanding stories, and grammar (including "hot-button" issues surrounding the innateness of human grammar). With this accessible, comprehensive book Feldman offers readers who want to understand how our brains create thought and language a theory of language that is intuitively plausible and also consistent with existing scientific data at all levels.

Metaphor theory has shifted from asking whether metaphor is 'conceptual' or 'linguistic' to debating whether it is 'embodied' or 'discursive'. Although recent work in the social and cognitive sciences has yielded clear opportunities to resolve that dispute, the divide between discourse- and cognition-oriented approaches has remained. To unite the field, this book brings together leading metaphor researchers from a number of disciplines. It collects major arguments and presents a wide variety of empirical evidence, placing special emphasis on the embodiment and socio-cultural embeddedness of cognition, as well as the multi-modal and social-interactive nature of communication. It shows that metaphor theory can only profit from an approach that takes multiple perspectives into consideration and tries to account for findings yielded by multiple methodologies. By doing so, it works towards a dynamic, multi-dimensional, socio-cognitive model of metaphor that goes beyond what research traditions have separately achieved.

Cognitive linguists are convinced that the nature of linguistic structures is strongly influenced by the way we experience and perceive the world and by how we conceptualize and construe these experiences and perceptions in our minds. At the same time, the study of linguistic structure and usage is credited with the potential to open windows to how our minds work. The present volume collects papers investigating linguistic phenomena that reflect the key cognitive processes of metaphor, metonymy and conceptual blending, which have proven to be highly influential in linguistic conceptualization.

Theoretical and methodological issues, such as metaphor identification and the relevance of the target domain for children's understanding of metaphor, are focused on in the first section. The second and third parts are devoted to the application of the theoretical frameworks of the conceptual theory of metaphor and metonymy and the theory of conceptual blending to linguistic data. The contributions critically explore the explanatory potential of these theories, build bridges between them, link them with other approaches and notions (such as construction grammar, common ground and stance/evaluation), and uncover conceptual regularities and cognitive models that underlie and shape our language use in specific domains. The linguistic structures under consideration span the range from compounds and premodified noun phrases to constructions and texts such as jokes and political speeches. Methods applied include psycholinguistic experiments, analyses of data culled from authentic language corpora and discourse-analytical approaches.

In this innovative collection, an international group of scholars come together to discuss literary metaphors and cognitive metaphor theory. The volume's goals are three-fold. The first aim of the book is to present some recent approaches to metaphor which have no immediate connection with cognitive metaphor theory and have developed independently of it. While the cognitive approach has become the leading paradigm in the English speaking world, elsewhere (in Europe) rhetorical, semantic, and logical models have remained in use and continue to be elaborated. These models have so far had little international exposure. Their inclusion in this study is meant to provide a balance to the cognitive paradigm and to open up a possible discussion of the advantages and disadvantages of cognitive metaphor theory for the analysis of literary texts. The second aim of the collection is to illustrate a range of successful applications of the new cognitive models to literary texts. And, the third aim of the study is to

provide an assessment of cognitive metaphor theory from a literary point of view.

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