

剑桥应用语言学丛书

CAMBRIDGE APPLIED LINGUISTICS

# Researching and Applying Metaphor

隐喻的研究与应用

Edited by

**Lynne Cameron**  
**Graham Low**



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Series Editors: Michael H. Long and Jack C. Richards

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## 出版前言

1999年5月至2000年6月间,上海外语教育出版社先后出版了从牛津大学出版社引进的“牛津应用语言学丛书”19种、“牛津语言学入门丛书”6种和“牛津应用语言学丛书续编”10种,受到了外语界师生的一致好评和欢迎。为了向我国的外语教学与研究人员提供更多的有关专著,帮助读者了解近年来国外应用语言学和外语教学研究的理论,促进我国外语教学研究水平的提高,上海外语教育出版社又精心挑选了剑桥大学出版社的应用语言学丛书10种,形成与“牛津应用语言学丛书”相辅相成的“剑桥应用语言学丛书”。相信这套丛书也同样能开阔我国学者的视野,通过借鉴国外研究成果,进一步总结我国自己的外语教学经验,形成具有中国特色的外语教学理论。

20世纪70年代开始,隐喻作为一种特殊的认知现象,在欧美学术界引起了多种学科和众多学者的关心和兴趣,几乎成为一门“显学”。近年来,国内越来越多的语言研究者和外语教师也对隐喻产生了浓厚的兴趣。为了使读者对国外隐喻研究在应用语言学中的最新研究成果和发展动向有所了解,本社特引进了由林恩·卡梅伦(Lynne Cameron)和格雷厄姆·洛(Graham Low)编辑的《隐喻的研究与应用》一书。

本书所收集的论文涉及范围广,从隐喻的研究方法,隐喻的本质,到隐喻作为一种过程和结果,隐喻研究中的隐喻使用等。论文介绍了不同语境中,如学术论文、第二语言教学、母语使用、词典编撰等过程中隐喻的功能和使用的特点。

全书分四个部分。第一部分:隐喻研究中的若干重要问题;第二部分:从理论到语料;第三部分:自然语料中的隐喻分析;第四部分:收集语料中的隐喻分析。

第一部分有三篇论文。林恩·卡梅伦首先讨论了应用语言学

中隐喻研究与其他隐喻的不同;雷蒙德·W·吉布斯(Raymond W. Gibbs, Jr)根据自己的研究经验提出了隐喻研究中应区分的一些基本概念和应该遵循的指导原则;格雷厄姆·洛则讨论了隐喻研究的有效性问题的。第二部分的重点在隐喻研究中语料的收集和分析方面。詹姆斯·E·马洪(James Edwin Mahon)的论文指出了我们在哪些方面误解了亚里士多德的隐喻观,说明仔细研读经典原著的重要性;杰勒德·斯蒂恩(Gerard Steen)讨论了隐喻分析的层次,并通过对一首歌词的分析指出了隐喻分析所应该涉及的层面;林恩·卡梅伦则通过儿童口语中隐喻的研究指出传统的隐喻描写和分析方法应该加以改进。第三部分的三篇论文是对自然语境中隐喻的分析。戴维·布洛克(David Block)探讨了第二语言习得研究者应用隐喻对某些研究过程加标记并对研究团体划分界限的情况;马丁·科泰兹(Martin Cortazzi)和 Lixian Jin 讨论了语言教师如何使用隐喻来对他们的工作进行概念化并将这些隐喻与学生使用的隐喻作了对比;艾丽斯·戴南(Alice Deignan)则讨论了最新的语料分析方法如何用于应用语言学研究的问题。第四部分的论文是对专门收集的语料所作的分析。理查德·格温(Richard Gwyn)的论文报告了身患重病者及周围的人是如何使用隐喻来对付病痛的;格雷厄姆·洛讨论了在没有有效语料存在的情况下,怎样在一般的EAP情景中获得教学指导原则;扎齐·托德(Zazie Todd)和戴维·D·克拉克(David D. Clarke)的论文则探讨了成年人是如何理解儿童话语中的隐喻等问题。

本书对隐喻研究爱好者、语言研究人员、语言专业研究生、外语教师等具有重要的参考价值。

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# Conventions

The following typographic conventions have been adopted:

ON THE PAGE	CONVENTION	FUNCTION
Metaphor	Bold type	The word is being used as a linguistic example.
<i>Metaphor</i>	Italics	Indicates emphasis, a technical term, or a published title. Rating scale values like <i>Strongly agree</i> are italicised to distinguish them from the author's opinion or direct quotations. Latin expressions, like <i>per se</i> , are also in italics.
'Metaphor'	Single inverted commas	The word is being highlighted, generally to indicate a degree of distancing by the author.
"Metaphor"	Double inverted commas	The word is a quotation. Statements or questions which are presented as parts of imaginary or possible conversations are also in double inverted commas.
METAPHOR	Capitals	Part of a 'proposition' (e.g. METAPHORS ARE OBJECTS) held to underlie a surface utterance
Topic, Vehicle	Capital T or V	Topic or Vehicle as technical terms (i.e. the component terms of a metaphor)

## *Series editors' preface*

Metaphor, or the means by which one thing is described in terms of something else, has been described as a central tool of our cognitive apparatus. It is central to our understanding of how language, thought and discourse are structured. Consequently the study of metaphor has been of interest to scholars in a wide range of disciplines, including linguistics, psychology, philosophy and literature. While the role of metaphor in language has been a focus of considerable interest in linguistics and other fields since the pioneering work of Lakoff and Johnson and has been the focus of several thousand journal articles, it has received much less attention within applied linguistics. The present book therefore provides a valuable introduction to and overview of the field of metaphor studies while focussing particularly on issues likely to be of significance to students and practitioners of applied linguistics.

The papers in the book cover a wide range of issues in metaphor research, including approaches to metaphor theory, the nature of metaphorical language, metaphor as process and product, teachers' and learners' use of metaphors in conceptualizing their work and investigative methods in metaphor research. A number of different contexts for metaphor use are illustrated, including academic discourse, second language teaching, first language use, dictionary compilation and work with the seriously ill. Fascinating examples are given of how metaphors shape the description of many topics in discourse and how much of our experience of life is described in metaphoric terms. The book also proposes a research agenda for applied linguistic studies of metaphor, one which seeks to explore the role of metaphor in contexts of language use (rather than semiotically or systemically) and to determine the role metaphor plays in human interaction.

The papers in this collection however are of interest not only in terms of their contributions to the study of metaphors in use but also for their research methodology. Throughout the book the need for a

variety of research approaches is stressed and the advantages and limitations of different research procedures discussed. *Researching and Applying Metaphor* will hence be of interest to readers in a wide variety of disciplines, since it raises many issues relevant to linguistics, educational theory and applied linguistics. Through its inclusion in the Cambridge Applied Linguistics Series we hope it will contribute to a more rigorous and systematic research of metaphor in applied linguistic contexts.

Michael H. Long  
Jack C. Richards

# Preface

## The aims of the book

Metaphor in one form or another is absolutely fundamental to the way language systems develop over time and are structured, as well as to the way human beings consolidate and extend their ideas about themselves, their relationships and their knowledge of the world. Metaphor is, as a direct consequence, important to psychologists, sociologists, scientists, humorists, advertising copywriters, poets, literary commentators, philosophers, historical linguists, semantics researchers and even syntacticians. It is also of considerable importance to applied linguists, but, curiously, what can only be described as an explosion of research activity over the past twenty or so years, in a whole series of different disciplines, seems largely to have passed applied linguistics by. The result is that, while psychologists and philosophers have developed fairly coherent approaches to the topic of metaphor, it is still very unclear what we even mean by an applied linguistic approach.

Our primary aim is to help rectify this situation. Although the title *Researching and Applying Metaphor* is certainly intended to indicate that the focus of the book is on applied linguistic problems, it is also designed to flag as clearly as possible the fact that our major interest lies in research. We want to promote and encourage more good-quality research into metaphor, but to do this we need to begin to create an informed discussion within 'the applied linguistics community'. This book is accordingly addressed primarily to applied linguists who have already undertaken some empirical research into metaphor, or who are thinking of doing so.

The term 'applied linguistics' can have a variety of meanings, from the narrow senses of 'second language acquisition' or 'language teaching', to the broader senses of 'applying linguistic knowledge to any real-world situation', or conversely, 'researching any real-world situation where language is used'. The one unifying factor in the

above senses tends to be the 'purposeful use of language', so we have concentrated on the idea of researching 'metaphor in use'. This is, we feel, very much in line with Honeck, who, reviewing the state of metaphor research in 1980, remarked that what was needed was to go beyond semantics and develop a contextual approach which involved "a delicate integration of word-sense, syntactic form, pragmatic context, speaker-listener relationship, and goals, over time" (Honeck, 1980: 42). The papers in this book consider metaphor in use within a range of different contexts: the teaching and learning of foreign languages; first language use by and with children; language use by the seriously ill and those caring for them; language use in second language acquisition theory, in dictionaries and academic essays. Between them, they demonstrate how a complex phenomenon such as metaphor can be, and needs to be, researched using multiple methods of investigation.

Metaphor need not by any means be restricted to language, and recent research has demonstrated the important role played by metaphor in thought, behaviour and pictorial representation. However, to date most applied linguistics *has* been concerned primarily with the nature or impact of language in one form or another and this is, perhaps inevitably, the concern of the papers in this volume. The general perspective of the book may be described as broadly cognitive, in the sense of being person-oriented (and at times social-group-oriented) rather than system-oriented, but the overriding focus on discourse and metaphor-in-use means that the authors are frequently talking about matters other than the sort of conceptual structures made so well known by Lakoff and Johnson (1980). Despite the strong claims made by this strand of metaphor theory, the nature and strength of links between metaphor and thought are still only partly understood. Several papers in the book explore how metaphor in language may reveal patterns of thought in individuals and in groups. We have aimed in this area to proceed with caution, while remaining excited about possibilities. One particular possibility for future research is to explore whether and how patterns of thought may be changed through deliberate changes in metaphor use.

Each author writing about data collection and analysis has been asked to discuss not just their findings, but their research methodology, decisions they made in the research process, and the limitations of their particular approach. We hope that readers will find in this book critically evaluated applications of recent developments in metaphor theory which can be drawn on to inform their own applied linguistic work, and that the interaction of research with theory in

applied linguistic contexts will in turn contribute to the development of the field of metaphor studies.

## **The structure of the book**

*Researching and Applying Metaphor* is divided into four sections. We have chosen to abandon the standard 'Introduction' format of a list of the major research traditions linked to a summary of a number of recent papers. Interested readers can find excellent accounts in Ortony (1993) and Gibbs (1994). Instead, we have constructed for the first section three very different, but inter-connected, introductory chapters which address the reader as potential researcher, rather than as passive absorber of other people's conclusions. In Chapter 1, Lynne Cameron begins by discussing at a general level how an applied linguistic perspective on metaphor might differ from the perspectives of other types of researcher. She then homes in on the central question of the way in which an applied linguistic approach impacts on how one might usefully envisage the basic components and levels involved in metaphor: what are often called Topic and Vehicle. In Chapter 2, Ray Gibbs takes a rather different kind of overview; he distils years of experience of researching psycholinguistic aspects of figurative language and proposes, for the first time, a set of easy-to-work-with, good-practice metaphor research guidelines. Chapter 3 moves from overview to detail; Graham Low picks up several of the general points made in Chapters 1 and 2 and explores aspects of validating metaphor studies, focusing in particular on the need for a measure of lateral thinking and for taking a discourse perspective, even where the study involves manipulated texts.

Section II moves from theory towards the collection and analysis of data, and contains three papers proposing major realignments in particular areas. James Mahon shows the importance of reporting and using theory accurately; by using statements in the *Rhetoric* as well as the *Poetics*, Mahon shows not just that the standard view of Aristotle on metaphor is inaccurate, but that Aristotle in fact held a surprisingly modern view of metaphor. Gerard Steen takes up the question of levels of analysis broached by Cameron in her introductory chapter and offers both a taxonomy of dimensions on which analysis is needed, and examples of the taxonomy in use on the text of a popular song. Cameron is concerned to show how research on metaphor in spoken discourse involving children indicates that we need to restrict or modify several of the generally accepted ways of describing and analysing metaphor in order that data can be adequately analysed.

Section III contains three studies that employ naturally occurring data. David Block explores how SLA researchers employ metaphor to valorise or stigmatise particular views about the research process and by implication define the boundaries of the research community. Martin Cortazzi and Lixian Jin focus on metaphors used by language teachers to conceptualise their work as teachers and explore how this can at times contrast with metaphors used by learners. Finally, Alice Deignan looks at how recently developed corpus-analysis techniques can be used to address a number of applied linguistic problems, but considers too some of the limitations that present themselves to this important new methodology.

Section IV contains three papers that rely on elicited data. Richard Gwyn is concerned to show how, in situations of serious illness, both sufferers and those surrounding the sufferer develop and use metaphors as coping techniques. Low explores the opposite situation from that described by Deignan: how best to derive teaching guidelines in a common EAP situation where no valid corpus exists. In the last paper, Zazie Todd and David Clarke consider the question of how to explore the ways in which adults perceive metaphor in children's speech, and to do so develop a method that is systematic yet which remains context-sensitive.

## The origins of the book

The genesis of *Researching and Applying Metaphor* was a three-day seminar of the same name, sponsored jointly by the British Association of Applied Linguistics and Cambridge University Press, which took place at the University of York in January 1996. The papers in Sections II, III and IV were all originally presented at the seminar, but have been substantially revised for this book. The three papers in Section I have been specially written. Our thanks are due not just to BAAL, CUP and the long-suffering authors of the papers in the book, who stoically put up with endless harassment by the editors, but also to those who presented papers which were equally interesting, but which focused on topics or methods which did not fit neatly into the format of the book. Without the contribution of all, this book could never have been produced.



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