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Faculty of Humanities

**Harsányi Ildikó**

**Translation as Context in the Conceptualization of Metaphors**

Nyelvtudományi Doktori Iskola

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## **Introduction**

### **1.1. Description of the Research**

The subject of my dissertation is the analysis of metaphor translation from a cognitive aspect. I compare metaphors in French political articles with their Hungarian translation; my goal is to observe the conceptual metaphors behind metaphorical expressions and to examine their possibilities of translation, within the conceptual frame of political discourse.

The research methodology and theoretical background of my work are Cognitive Metaphor Theory and Translation Studies, but text linguistics, pragmatics, and theory of context are also considered as relevant aspects.

The main issue for my paper is considering to what extent the fact of translation can be treated as a specific context having an effect on metaphorical conceptualization and understanding of the text.

The relevance of my work is that the assistance of cognitive aspect may fill a gap in the field of Translation Studies, particularly in the context of translation from French to Hungarian.

### **1.2. Motivations**

A common problem encountered in the course of translation of metaphors is their transfer to target language: metaphors may play a key role not only in literary works, but they can have a dominant function in other types of texts too.

Since translation is a cognitive activity, in which the translator gives an interpretation of the world through his subjective conceptualization, my aim is to analyze translations of metaphor as cognitive concept realized in text. The question in particular is if the translation can be regarded as a kind of situational context for the functioning of the metaphors in the target language.

During my work, I am looking for common points between the above two disciplines, Translation Studies and Cognitive Metaphor Theory, and I am aiming to create a theoretical basis, within the framework of which the results of my empirical research can be interpreted.

### **1.3. The Subject of my Research**

The corpus for my empirical research is *Le Monde Diplomatique*, periodical review of French newspaper *Le Monde*, which publishes writings on political and economic topics. The articles focus primarily on actual politics; the dominant domain is French internal affairs but treats as well politics of other countries and regions.

### **1.4. The Structure of my Thesis**

The doctoral thesis has six major chapters. In the introduction, I present briefly my research, the purposes, methodology, the corpus and I sketch the course of research.

The second chapter presents the theoretical background of the topic. I introduce metaphor as the central concept and present its traditional approach. Then, I sum up the foundations of cognitive metaphor theory as well as theoretical and empirical works of translation studies on metaphor translation.

In the third chapter, I describe the specific research questions, hypotheses and empirical research methods. I present in details the process of selection of examples as well as the taxonomies applied for the analysis.

The fourth chapter is the empirical research. I classified the data according to metaphor types defined by cognitive metaphor theory.

In the fifth part I analyze and sum up research results, I answer the research questions and confirm or confute preliminary hypotheses.

In the sixth section I give a global overview of the results, applicability of methods and limits of the research, I also suggest further research directions.

## **2. Metaphor in Linguistics**

### **2.1. Traditional Approach**

The traditional interpretation of the metaphor can be summarized on the basis of cognitive-experientialist approach in five points (Lakoff and Johnson, 1980, Kövecses 2005: 13).

- *Metaphors are matters of language*: kinds of ornament, decorative linguistic elements. Metaphor has marginal importance from the point of view of linguistics and can be excluded from semantics.
- *Metaphors are applied for artistic, aesthetic, rhetorical purposes*: the discourse on metaphors is related to literary or rhetorical topics.
- *Metaphors are based on similarities*: from literal meaning we can get to figurative meaning, and the contradiction between the two is solved by similarity.
- *Metaphor use demands talent*: according to Fónagy (1999), metaphors are deliberate violations of Grice's maxims.
- *In everyday communication we don't need metaphors*: according to "dead metaphor" theory, constant use of metaphors makes them conventional, their original figurative meanings are faded, and therefore they no longer can be considered as metaphors.

### **2.2. Antecedents of the Cognitive Approach**

The connection between language and thinking had always been a much-discussed topic in European philosophy and rhetoric. Scientific research describes its topic also by metaphors.

Metaphor was analyzed by several disciplines from rhetoric to text linguistics, with different results depending on what aspects they approached with.

## **2.3. Language and Thinking – the Cognitive Turn**

### **2.3.1. Development of Cognitive Linguistics**

Sapir and Whorf's linguistic relativist theory (1956) can be considered as one of the most important preludes of the cognitive approach. Cognitive Linguistics doesn't want to explain the world but rather to understand its functioning. From the cognitive point of view, language is not an abstract structure but a basic tool for human cognitive activity, so it is primarily examined from the aspect of language use. Essentially, it is the relationship between the human cognitive process and the language which is in the centre of research, along with

the role of culture. Cognitive linguistics, as well as translation studies, is an interdisciplinary area (Kövecses and Benczes 2010: 13).

Lakoff and Johnson (1980) put metaphor from the periphery to the focus of thinking about language; Langacker founded cognitive grammar (Langacker 1987, 1991).

### **2.3.2. The Conceptualization of the World from a Cognitive Point of View**

Conceptual categories are products of the human mind; categorization is a mostly unconscious activity, during which the elements of the world around us are grouped in our mind for the purpose of the conceptualization. The categorization process is universal; however, the process and the results can be culture-bounded (Kövecses and Benczes 2010: 25). Our categories are mental representations for the world.

The classic explanation of categorization is based on the Aristotelian idea that the things can be categorized on the basis of their “necessary and sufficient” properties. Criticism of this theory comes from Wittgenstein (1953), who pointed out that the properties are not equally characteristics of each category member. He suggested that family resemblance could be the link between members. Based on cognitive psychology research, reality can be categorized according to prototypes (Rosch and Mervis 1975).

### **2.3.3. The Concept of Conceptualization**

Our understanding and conceptualization of the world are based on our physical environment, in particular on our body, which serves as reference for the perception of the reality around us. There are different ways of conceptualizing the same reality, which is what we can call an alternative conceptualization. The meaning does not only depend on the conceptual content, but is also influenced by the aspect of conceptualization (Kövecses 2006: 246).

### **2.3.4. Figurative and Abstract Meaning**

Figurative meaning plays a major role in the human mental activity. On the grounds of Gibbs (2003, 2006) Kövecses points out that, in contrast to the traditional view, abstract meaning can be created only by figurative meaning, figurative and abstract meanings are understood in a non-literal way, and consequently, language meaning cannot be reduced to literal meaning (Kövecses 2006: 183).

The conclusions of these researches (Kövecses 2007: 132-149) are relevant for my empirical studies: figurative abstract meaning in one language can only be expressed by means of figurative meaning in another language as well. A number of researches have proven that “dead metaphors” are in reality highly conventionalized conceptual metaphors.

### **2.3.5. Conceptual Frames**

As against the traditional Aristotelian idea of defining our concepts by listing their properties, the cognitive approach mentions frame or idealized cognitive model as the conceptual representation of our structured mental categories (Kövecses és Benczes 2010: 51; Kövecses 2006: 64; Kövecses 2005, Lakoff 1987). The actual meaning of a concept depends on the conceptual frame through which it is understood. These situational frames are parts of larger cultural frames.

The same situation can be approached in different ways if we conceptualize by a different frame; this is called an alternate construal (or alternative conceptualization). One of the main questions I intend to study is whether translation can be also treated as a context of alternative conceptualization.

We name conceptual metonymy the cognitive process in which one conceptual entity provides access to another within the same frame. When the conceptual frame is understood in terms of another frame, we are facing with conceptual metaphor.

## **2.4. Metaphor as Basis of Human Cognitive Processes**

In their summary work *Metaphors we live by* (1980), Lakoff and Johnson refutes point by point the main aspects of traditional approach by pointing out the followings:

1. Metaphor is not part of language but conceptual in nature;
2. The function of metaphor is understanding instead of being a decoration;
3. Metaphor is often not based on similarity;
4. Often used in communication, not just consciously;
5. An essential part of human thought and understanding.

### **2.4.1. The Structure and Function of Metaphor**

The definition of conceptual metaphor in cognitive approach is to understanding one conceptual domain (target domain) in terms of another conceptual domain (source domain) (Kövecses 2005: 20): CONCEPTUAL DOMAIN A IS CONCEPTUAL DOMAIN B.

A conceptual domain can be any conceptual structure about which we have coherently organized knowledge. Conceptual metaphors are represented in language by metaphorical linguistic expressions that come from the terminology of the source domain.

Target domain is an abstract category that is understood through the use of source domain (e.g. LIFE IS A JOURNEY). Between the two domains there is a set of systematic correspondences called mappings; constituent conceptual elements of the source correspond to constituent elements of the target. The source domain focuses on certain aspects of the target domain while other aspects remain hidden. The same target domain can be conceptualized by different sources and the same target domain can be assigned to several independent sources, this creates the scope of the source domain that is those target domains which can be conceptualized by the given source (Kövecses 2005: 116). Each source has a main meaning focus that is conventionally fixed (e.g. FIRE – HEAT). Conceptual metaphors are not always based on our structured knowledge on source domains, but on image-schemas.

### **2.4.2. Motivation-based Metaphor Creation**

In contrast to the conventional theory of metaphor, the cognitive approach considers not only the resemblance as the basis of metaphor creation but rather motivation. Grady (1999): metaphors may be based on correlation in experience or origin; on resemblance; or can be based on GENERIC IS SPECIFIC conceptual metaphor.

Our primary metaphors are based on our embodied experiences such as MORE IS UP (e.g. we pour water in a container). In addition, structural relationship, biological or cultural origin can also play a role. There are simple and complex metaphors; the latter is created from the previous.

### **2.4.3. Kinds of Metaphor**

In the case of *structural metaphors* the source domain provides a wide range of structured knowledge for the target domain. The source domains of *ontological metaphors* are more general categories which can classify target domains in general substances: e.g. materials, shapes. *Oriental metaphors* are based on basic spatial directions providing spatial coherence between the target concepts.

### **2.4.4. Metaphor Systems**

Lakoff and Turner (1989) suggested the existence of two large metaphor systems that can account for all conceptual metaphors: GREAT CHAIN OF BEING and the EVENT STRUCTURE. The former account for the conceptualization of objects and entities, the second describes conceptual mappings of events and states.

One of the parts of the GREAT CHAIN metaphor is the ABSTRACT COMPLEX SYSTEMS which forms the basis of my empirical research; this is the level of abstract structures that can be placed above the level of beings. For example political systems, society, economy, etc. The major properties of these domains include the function, development, stability, and the condition of the system. They can be primarily conceptualized by the following source domains: MACHINE, BUILDING, PLANT, HUMAN BODY (Kövecses 2005: 135).

### **2.4.5. Metaphor in Culture: Universality and Variation**

Lakoff and Johnson (1980) emphasize the universality of conceptual metaphors, but later researches have revealed several cultural differences (Kövecses and Benczes 2010: 95). A metaphor that is universal at a general level can have culture specific variations at more specific levels (Kövecses 2007: 68). The reason for the differences between these variations can be the wider cultural context, and on the other hand, the natural and physical environment (Kövecses 2005: 190; Kövecses 2007: 231).

Conceptual metaphors can influence our whole mental system and can manifest in arts, publicity, symbols, and myths (Kövecses (2005: 71) as well as our thinking on moral, family etc., our habits, rituals and feasts. So our metaphors are inherent parts of our culture (Kövecses 2007: 2).

### **2.4.6. Metaphors in Politics and Political Media**

Political discourse and thinking are strongly metaphorized domains both linguistically and in external aspects. The target domain of politics is often conceptualized as WAR, BUSINESS, FAMILY, RACING, society may also be represented as a family or even a human being. Media dealing with politics also often uses metaphorical expressions based on the above conceptual domains.

## **2.5. Metaphor in Translation**

Translation Studies, like cognitive science, is also a young discipline that has been struggled with self-definition and finding its own place between disciplines of linguistics (see Holmes 1988). As a part of applied

linguistics, translation studies are dealing with actual texts surrounded by a particular context and cultural background rather than with a static system, as envisioned in the initial linguistic basis.

Initially, metaphor was a neglected domain in linguistic translation theory. The traditional papers on translations were focused on literary translation, so researches on metaphor translation were also created in between the frames of literary analysis. However, with the appearance of the linguistic translation studies, researches on literary translation were effaced as literature was interpreted as a kind of "deviant language use" (Snell-Hornby 1995: 28), since it was not included in the formal linguistic categories working in the conceptual framework of the new discipline.

### **2.5.1. The Main Issues of the Classical Translation Studies from the Perspective of Metaphor Translation**

The question of equivalence was one of the main issues in the beginnings of Translation Studies, and this problem is also worth thinking from the aspect of metaphor translation. Equivalence theories tried to grasp the invariant item that must be transferred in the course of the translation from the source text to the target text, but these theories were based on normative views. By the appearance of the descriptive approach, the concept of absolute equivalency could be confirmed as non-existent, there are instead different types of equivalence. The concept of equivalence appears to be an illusion from the point of view of subsequent approaches and has been almost entirely removed from the descriptive theories.

The other big issue in the translation of research is the modeling of the translation process.

### **2.5.2. Changes in Translation Theory: Target Text and Culture are in Focus**

In the 1980s translation was already considered as a cultural transfer (Vermeer 1978), textual realization and language use had got in the centre of investigations instead of abstract language system. The approach to the translation had moved from being process-oriented to being product-oriented. The concept of norm became in this sense a kind of a game rule instead of being prescriptive (see Chesterman 1993). Translation Studies had become an interdisciplinary area.

Translation unit was to be identified as the text as a whole, along with its situational and cultural context, the two texts have to fill the same role within their own cultural environment.

In her work on the translation of political texts, Schäffner also emphasizes that the translation is cross-cultural communication (Schäffner 1997: 120), the text gets into another environment, into another language, in the course of the translation, and it moves apart from the source text in time and in space as well.

### **2.5.3. Questions on Translation of Political Texts**

Genres of journalism are mostly based on telling stories (Károly 2007: 161), but they also mediate ideologies and form opinions. During the translation, one of the main tasks in addition to the transfer of content is to preserve genre identity (Károly 2007: 173).

### **2.5.4. The Question of Context from the Aspect of Translation**

From the viewpoint of pragmatics, the concept of context has been changed compared to the traditional view of textual meaning (Tátrai 2004). A linguistic phenomenon can also be approached from language use and not just from the system. The knowledge of situational context includes interpersonal relations on the one hand

and on the other hand the spatial and temporal relations. The role of the participants in the communication interconnects to and can be embedded to each other. Such a role has the translator who can be both transmitter and recipient at the same time. On the basis of the above, translation can be understood as a functional element of a dynamic cultural context (Károly 2007: 252).

## **2.5.5. Descriptive Researches in Relation to the Translation of Metaphor**

### **2.5.5.1. Snell-Hornby's Integrated Approach**

Snell-Hornby approaches translation as an intercultural mediation: like cognitive researches, she stresses that there is no "external reality", the language is an integral part of the culture, i.e. knowledge that relates with basic human behavior and cognitive activity, and is dependent on and regulated by cultural norms (Snell-Hornby 1995: 32).

The translation of metaphor is an abandoned part of translation studies. Different cultures have different symbols, that is, they have a different way of conceptualization of the world. The meaning of metaphor is usually culture-bounded. So traditional typology of metaphor is out of date: the dichotomy of "dead metaphor" and "original metaphor" has lost its sense. The fade of some metaphors is a scalar process, so to identify a metaphorical expression depends on the individual.

### **2.5.5.2. Pragmatical Questions of Translation: Toury and Newmark**

Toury (2010) considers metaphor translation as a good example for describing the applicability of the different approaches in translation studies. The question of translatability of metaphor had only been present from source language approaches: the main goal of studies was to show to what extent the meaning, components and "metaphoricity" of the source language metaphor can be transferred to the target language text. Examples were isolated and not suitable for general conclusions, and valuation was in the focus of researches. According to Toury, the text of the translation should be functioning in the target language context, should meet the stylistic norms of the target language, and should be accepted as a text by the target language readers.

In his works of practical approaches, Newmark assumes that one of the biggest problems in the translation is the translation of metaphors (Newmark 1988: 9), and he also stressed the cultural determination of metaphors. He attaches a cognitive and aesthetic role at the same time. There are three translation strategies around the translation of metaphor: same, similar meaning or the literal meaning.

### **2.5.5.3. Cognitive Approaches in Metaphor Translation: Tabakowska and Schäffner**

Elżbieta Tabakowska's research (1993) is one of the most important examples of using cognitive aspects in translation studies. She deals with analysis of metaphors in literary works by applying results of cognitive metaphor theory. In her opinion the translatability of metaphors is relative to the choice of the translator and to the structure and function the metaphor fills in the given text (Tabakowska 1993: 70).

According Schäffner (Schäffner 2004: 1264) translation studies may contribute to the understanding of the cultural aspects of conceptual metaphors by the study of their behavior in translation.

## **3. Methodology**

The objective of my research is to compare translated metaphors from a cognitive point of view. My major principles of work are the following (Klaudy 2006: 23):

1. I work with concrete and interdependent texts (source-language texts in French and target-language texts in Hungarian which are the translations of the formers);
2. I deal with metaphor as a translation problem and not as a part of an abstract linguistic system;
3. I try to highlight actual textual realizations and equivalences in the given context;
4. I try to show the major translation tendencies in a qualitative way, i.e. to describe and to analyze my observations, creating hypotheses, then confirming or dismissing them.

My analysis is discovery-oriented and not lacking certain subjective viewpoints and self-reflection as a recipient of the text, that is, an individual cognitive context during the choice and the interpretation of the examples.

### **3.1. objectives, Hypotheses and Questions of my Research**

My research was led by the global goal of drawing general conclusions about the process of metaphor translation out of analyzing actual texts. This objective can be described in detail by examining the following elements:

- (a) Understanding the process of metaphor translation from a cognitive angle;
- (b) Identifying the position and the benefits of the cognitive theory of metaphor related to translation studies, realizing the cooperation of the two areas in research of metaphor translation;
- (c) Metaphor translation as cultural transfer;
- (d) The conceptual frame of politics from the point of view of translation: universal and culture depending aspects;
- (e) The translation process as a context in relation to alternative conceptualization of metaphors;
- (f) Translation strategies and transfer operations; observation of the explicitation hypothese in the translation of metaphors.

These goals imply the following hypotheses and related questions:

1. Most of our conceptual metaphors are universal as they are based on our bodily experiences, whereas others are culture-bounded, so they may vary depending on elaboration etc. How is the operation of source language metaphors in the target language influenced by differences between cultural contexts? Is it true that all figurative expressions are transferred to the target language preserving figurative meaning, or can be substituted by literal meaning?

2. Translation, as well as other cognitive activities, is based on understanding, interpretation and categorization. The link between the two texts is the translator whose cognitive activity creates the interpretation of the source text through the transfer to the target language text (Klaudy 2006: 41). Meanwhile, the two languages may have different conceptual structures which have to operate at the same time based on a text created by someone else. Translation shifts thus can be the results of the translation activity itself (such as explicitation). Can translation process be considered as a specific situational context which affects the conceptualization of metaphors?

3. The conceptual system of politics is also metaphorically constituted as well as other segments of our culture. Some of its conceptual metaphors are universal, while others conceptualize political events in specific ways depending on culture, ideology or authors of writings on politics. Specific metaphor use of authors and translators in texts can have a huge effect on the opinion of the readers. Is there a specific strategy for the translation of political journalism?

4. Researches of cognitive linguistics examine variations of metaphorical expressions usually on parallel texts. In translation studies, the examination of the metaphor only recently has become a relevant issue. How can the methods of cognitive metaphor theory be impacted in translation studies? What results can bring the cooperation of the two theoretical aspects?

### **3.2. Presentation of the Corpus**

French daily newspaper *Le Monde* has a monthly review *Le Monde Diplomatique* with a Hungarian translation for many years, which is also available digitally since October 2009. I chose 12 articles and their translations (that is 124 sentences with 161 metaphorical expressions) which can serve as the subject of my research.

Most of the articles deal with French inner political issues and the problems of the European Union and the European economic life. There is one article about the Russian-Ukrainian relations, the changes in China, and Egypt.

### **3.3. The Process and Methods of the Empirical Research**

A group of researchers, the Pragglejaz Group, designed the Metaphor Identification Procedure (MIP) which can help identify metaphorical linguistic expressions and could be helpful in empirical studies (Pragglejaz Group, 2007).

The steps of the procedure are as follows (Pragglejaz Group 2007: 3):

1. read carefully the entire text to have a general understanding of its meaning;
2. Determine the lexical units of the text;
  - (a) For each lexical unit establish the contextual meaning;
  - (b) look at the context of the unit if there is other more basic meaning (more concrete, related to bodily action, more precise or historically older – even if this is not the most frequent meaning);
  - (c) If there is such a meaning, decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it;
3. If so, the lexical units can be considered as metaphorical.

My empirical research with the cognitive perspective is based on Kövecses (2007) taxonomy. In his investigations on the ways conceptual metaphors are expressed linguistically in different languages, he treats the following four issues (Kövecses 2007: 131):

- How particular figurative meanings are expressed by means of one or several conceptual metaphors in different languages;
- Whether abstract meaning can be expressed literally;
- What the subtle details of the differences in the linguistic expression of the same conceptual metaphor are;

- How particular cultural contexts in which conceptual metaphors are embedded influence the linguistic expression of these metaphors.

For the identification of the translation processes I applied the categories defined by Klaudy (2007).

Translators tend to follow some general translation norms as well which are independent from the given pair of languages (Klaudy 2007: 32) but they can have an influence on translator's decisions, such as the norms of the target language or the norm of explicitation: if the translator can choose between more options, it's usually the more explicit term that is chosen (Blum-Kulka 1986). During the process of explicitation, implicit elements of the source text become explicit or more emphasized. These general principles can create translation strategies followed consciously or automatically by translators in their work.

#### **4. Empirical Research: the Translation of Metaphors in the Political Journalism**

Examples are categorized according to the type of conceptual metaphor and to the given conceptual domain. My additional filtering condition was the theme of articles: economy, political and economic life.

The analysis of the examples begins in each case with the French source text; the metaphorical expressions are put in italics. Then, in parentheses, I made a rough translation, which deliberately does not try to be equivalent, but tends to transfer stylistic and lexical items literally, especially the metaphorical expressions. It's followed by the published target language text.

##### **4.1. Orientational Metaphors**

Orientation metaphors provide very little conceptual structure for target concepts, they rather represent a set of target concepts coherent in our conceptual system (Kövecses 2010: 40), and most of them are based on basic spatial directions.

##### **4.2. Ontological Metaphors**

The main function of the ontological metaphors is to give a new ontological status to general categories of abstract target concepts (Kövecses 2010: 38). I made my analysis on the basis of the following subcategories: CONTAINER, ABSTRACT CONCEPTS ARE OBJECTS, ABSTRACT CONCEPTS ARE LIVING CREATURES, STATES ARE SUBSTANCES.

##### **4.3. Structural Metaphors**

The analysis is based on the following systems of metaphor: ABSTRACT COMPLEX SYSTEMS (source domains: HUMAN BODY, BUILDING, PLANT, MACHINE), EVENT STRUCTURE (CHANGES ARE MOVEMENTS, PURPOSES ARE DESTINATIONS, PROGRESS IS MOTION FORWARD, ACTIONS/EVENTS ARE NATURAL PHENOMENA, DIFFICULTIES ARE IMPEDIMENTS); the target domain of POLITICS (POLITICS IS WAR (Lakoff 1996), POLITICS IS GAME, POLITICS IS RACE/SPORTS), I also found worthy to mention some special cases.

#### **5. Results of the Research**

The summary tables and charts were created on the basis of the taxonomy of Kövecses 2007, completed with the aspect of transfer operations defined in Klaudy 2007.

I collected data in the tables according to the four criteria mentioned above: the conceptual metaphor, the literal, and the figurative meaning (I marked with + if there is no change, so the two expressions can be considered as equivalent, and I marked - when a change has occurred), and I defined the transfer operation applied during translation.

### 5.1. Data Analysis

### 5.2. Conclusions, Research Questions

The results of the whole research are as follows:

- Same conceptual metaphor, literal and figurative meaning: 59;
- Same conceptual metaphor, different literal meaning, same figurative meaning: 50;
- Different conceptual metaphor, different literal meaning, same figurative meaning: 45;
- Different conceptual metaphor, different literal meaning, same figurative meaning: 7.

Considering the degree of conventionalization of metaphorical expressions, it can be established that strongly conventionalized, universal metaphors tend to be transferred for the most part unchanged or only with minor changes to the target text, since in most cases the transfer was almost unconscious.

At the other end of the scale are unique, novel metaphors which were also transferred mostly unchanged but because of the opposite reason: their figurative meaning is quite striking and, with respect for the source text or simply because he likes it, the translator will keep the metaphor consciously. So at both ends of the scale of conventionalization, transfer without change was common but reasons were just opposites in the two categories.

Between the two, most of the metaphors are culturally determined so most of them were changed in the transfer. This is also in line with Newmark's observations (1988). The reason for the change can be the norms of the genre or cultural-stylistic, or derived from the translation as situational context.

So my questions can be answered by the followings:

1. *How is the operation of source language metaphors in the target language influenced by differences between cultural contexts? Is it true that all figurative expressions are transferred to the target language preserving figurative meaning, or can be substituted by literal meaning?*

The cultural context has a clear effect on the course of the translation of metaphors. In most cases, conceptual metaphor was known and conventionalized in both language and culture, since, although the two languages are very different, the culture of the two countries belongs to the same European tradition.

In cases where there were discrepancies, the reason was mostly a different geographic and cultural environment. In such cases, there was a change of conceptual metaphor, back to a more general level.

However, even if the particular conceptual metaphors had to be changed, there wasn't a single case in which a metaphorical expression would have been replaced by a literal meaning. So the hypothesis that figurative meaning can only be replaced by figurative meaning has been confirmed in the case of translation as well (see Kövecses 2007).

2. *Can translation process be considered as a specific situational context which affects the conceptualization of metaphors?*

In many cases, it has been proven that the changes of the metaphorical expressions in the target language are clearly influenced by the fact of translation activity. Even if cultural frames were identical, some elements

were changed within the same conceptual domain. The explanation for that could be the genre and stylistic norms of the target language.

The explicitation can be clearly demonstrated as well, many expressions that were at a more general conceptual level in the source language became more exact in the course of the translation.

3. *Specific metaphor use of authors and translators in texts can have a huge effect on the opinion of the readers. Is there a specific strategy for the translation of political journalism?*

Besides the intention towards compliance of translation norms, there was a tendency to generalization in the course of the translation of POLITICS target domain, which suggests that the translator takes more distance to this subject than the author of the source text. This in my opinion is not a conscious strategy, but rather a general translation attitude.

4. *How can the methods of cognitive metaphor theory be impacted in translation studies? What results can bring the cooperation of the two theoretical aspects?*

The simultaneous use of two taxonomies showed up relevant correlations in the analysis, therefore, I believe the methods of cognitive metaphor theory can be successfully applied in research of the translation of metaphors.

## **6. Summary**

### **6.1. The Relevance of the Research**

I looked at the process of metaphor translation from a cognitive perspective, revealing the role of metaphor in the human cognitive activity, thereby setting a new perspective for translation research. This approach highlights the fact that the translator does not only work on linguistic level but also operates with cognitive and cultural models through the conceptual systems of the two languages, within his own cognitive activity. Understanding the cognitive approaches to metaphor translation can therefore help translation studies to better understand the translation activity as a whole.

By presenting the main works of the two disciplines I managed to create a theoretical base which was helpful in my empirical analysis and could serve as a starting point for further research.

The role of metaphor as a cultural transfer has been clearly demonstrated during the investigation, since in many cases the direction and degree of changes were in correlation with the cognitive models of the two cultures.

One of the main issues of my work was the research on the contextual role of translation. It has been proved that in many cases the reason for the changes could not be explained with linguistic or cultural differences but the only reason of the alternative conceptualization of metaphors was the situational context of translation process (for example explicitation).

Throughout the empirical research I found very well applicable the taxonomies I worked with (Kövecses (2007) and Klaudy (2007)) so I consider them useful for further studies.

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