

CONCEPTUAL METAPHOR *CANADA IS A CHILD* IN ENGLISH-CANADIAN
POETRY OF THE XVIII-XXI CENTURIES

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Metaphor as linguistic and mental phenomenon attracts the scientists' attention for many years in various fields of science: philosophy, pedagogy, psychology, literary studies and various directions and schools of linguistics. Special attention of linguists attracts the problem of nature and the functioning of the metaphor in a poetic text.

The classical definition of the phenomenon of metaphor, on which the modern directions of its study are based, gave Aristotle, who considered it as the transfer of the name of one object to another based on their similarity [1]. That is, the nomination of the metaphorical type binds two different phenomena or objects and, based on the system of associations commonly accepted in a particular society, shows the object in a new light. The expansion of the semantics of the word by means of metaphorization becomes possible due to the "vagueness of the concepts that a person operates, reflecting in his consciousness a diverse extralingual reality that is constantly changing" [2].

According to the theory of the integration of conceptual domains (S.R. Levin, S. Croft), the metaphor implies some integration, which is carried out between source domain, i.e. the literal meaning of the metaphorical expression, and target domain, the sphere of experience that is metaphorically described. Thus, metaphors begin to be perceived as categories that people use to put in order the data of their experience [6; 13].

At this stage of the development of linguistic studies, it is very actual to study the conceptual (cognitive) metaphor, the theoretical justification of which has passed several

stages, characterized by conceptions of different types: from the defining of metaphorization as a semantic shift of direct meaning into figurative, to the interpretation of a metaphor as a complex multilevel phenomenon in cognitive, communicative, psychological and other aspects [3].

Since the middle of the XX century, the traditional vision of the metaphor changed – it begins to be interpreted as a way of cognitive activity. This approach to the study of the metaphor is described in details in the work of the American linguists G. Lakoff and M. Johnson “Metaphors We Live By”, in which scientists define the metaphor as a poetic and rhetorical expressive means belonging rather to the “extraordinary” language than to the sphere of everyday communication. Moreover, the metaphor, as a rule, is considered solely as a phenomenon of natural language, i.e. that one, which relates to the sphere of thinking or human activity [12].

G. Lakoff and M. Johnson, like their predecessors in the field of traditional rhetoric and semantic language theory, took up the position that metaphor is not limited to the sphere of language, but the processes of human thinking are metaphorical too. They note that our everyday conceptual system, within which we think and act, is essentially metaphorical. The authors emphasize that the metaphor is part of human functioning, thanks to which the understanding of our experience becomes possible [12].

According to the theory of conceptual metaphor, in the basis of metaphorization lies the process of interaction between the structures of knowledge of two conceptual domains – target domain and source domain. As a result of the purposeful metaphorical projection, the well-known elements of the source domain structure less obvious target domain. The basis of the knowledge that make up the conceptual domains is the experience of the direct human’s interaction with the surrounding world, first of all – the physical experience that organizes the categorization of reality in the form of simple cognitive structures – “image-schemas”.

G. Lakoff’s main idea here is that it is inherent to human to comprehend more complex and incomprehensible areas of his/her experience through simpler, concrete,

and directly accessible ones. The latter (source domain) are displayed on the first (target domain) and the metaphorical correspondences between them are conditioned by a certain culture and language.

In the theory of cognitive linguistics an entity that is conceptualized by means of a metaphor is a conceptual referent (target domain), and the entity involved in the comparison is a conceptual correlate (source domain). Common features combining the referent and the correlate form a cross-mapping area. Conceptual correlates, by means of which a particular referent is interpreted, form a range of metaphor. One correlate can be a field for understanding of several referents. A group of conceptual referents, which relate to the same conceptual correlate, forms the scope of metaphor.

The modern theory of conceptual metaphor prefers to describe the main cognitive processes occurring in the human brain and also tries to establish the main mechanisms of human thoughts' structuring.

This article is a part of a comprehensive linguistic study and is aimed at determining the peculiarities of the realization of the conceptual metaphor CANADA IS A CHILD in the English-Canadian poetry of the XVIII-XXI centuries.

As a result of the analysis it was discovered that the conceptual metaphor CANADA IS A CHILD is the most relevant in the English-Canadian poetic texts of the period of Canada's European colonization (up to 1867), that is explained by the political and economic dependence of Canada on the metropolises in this period, for example, in the context *O Canada! My country! <...> Awake! Thou drowsing child of destiny!* [7]. In the given example the concept of Canada, represented by the direct nomination *Canada*, is metaphorically interpreted through a nominative unit *child of destiny*, that gives the reason for reconstruction of the investigated conceptual metaphor.

In the analyzed poetic texts the conceptual metaphor CANADA IS A CHILD also undergoes the process of extension – cognitive mechanism of poetic rethinking of the basic conceptual metaphors that implies the emergence of an additional conceptual component or components in the source domain [11]. As the example of this may serve

the context *Then haste to honest, joyous Marriage Bands / A newborn Race is rer'd by careful Hands* [17], in which the use of the epithet *newborn* expands the volume of conceptual content of the conceptual correlate and metaphor CANADA IS A CHILD extends to CANADA IS A NEWBORN CHILD, that draws the readers' attention to the relatively small age of the Canadian state.

The information about the age of the Canada's state is also represented in the context *CANADA! <...> Last born of nations* [5], where the functioning of the epithet *last born* let reconstruct the conceptual metaphor CANADA IS A LAST BORN CHILD.

In other verses the reader's attention is focused on the weak position of the newly formed Canada in the political arena: *A new-born nation shall at once appear / Though feeble, its importance never doubt* [16]. The attributive nomination *feeble* used in this context gives rise to reconstruction of the conceptual metaphor CANADA IS A FEEBLE CHILD.

In the context *Put the craven and base to an open shame / Till earth shall know the Child of Nations by her name!* [15] the usage of the attribute nomination *of Nations* leads to the extension of the source domain by updating the additional conceptual features of the conceptual correlate A CHILD of the conceptual metaphor CANADA IS A CHILD and formation of the conceptual metaphor CANADA IS A CHILD OF NATION, which structures information about Canadian society's multinationalism.

In the verses *Land of my love! Dear Canada, my home! <...> I hail thee, first-born of the sons of France* [9, c. 11] is actualized the extended conceptual metaphor CANADA IS A FRANCE'S CHILD, in which knowledge of Canada's relationship with France is realized: Canada is conceived as the first-born son of France, due to the history of the state – the first colonial settlements at the territory of modern Canada were built as a result of French expansion in the territory of the North America. The French colonies were united under the name of New France, which was the first of the French overseas colonial possessions, which explains the usage of the attributive characteristic *firstborn* in this context.

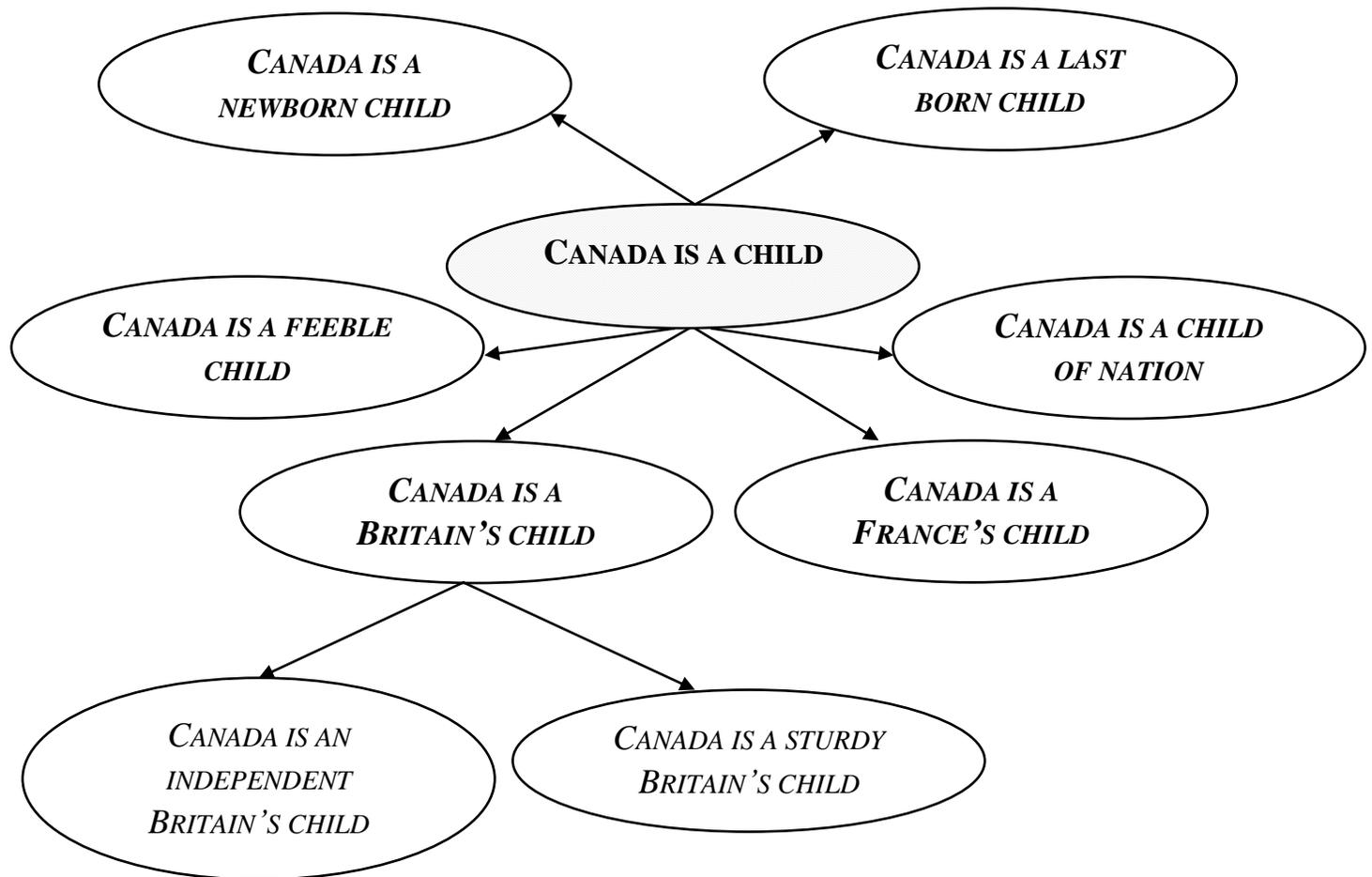
In the piece of poetry *These are thy blessings, Scotia, and for these <...> Thy grateful thanks to Britain's care are due / Her power protects, her smiles past hopes renew / Her valour guards thee, and her council guide / Then, may thy parent ever be thy pride!* [10] the process of extension of the conceptual content of source domain is also observed, as the result of which the conceptual metaphor CANADA IS A BRITAIN'S CHILD is reconstructed, which implies knowledge of Canada's relationship with the metropolis.

The latter conceptual metaphor, in turn, also extends to CANADA IS A STURDY BRITAIN'S CHILD in the context *Each heart leap at the story / Of Britain's right of Britain's might / Of Britain's power and glory / Long may she rear the sturdy race* [14] due to functioning in it the attributive nomination *sturdy*.

In the fragment of the poetic text *Faint would we tell them that we do not seek / To hang dependent, like an helpless brood / That, selfish, drag a weary mother down / For we have British hearts and British blood / That leaps up, eager, when the danger calls!* [8] the conceptual metaphor CANADA IS A BRITAIN'S CHILD as a result of expanding of the scope of the conceptual content of the conceptual correlate turns into the conceptual metaphor CANADA IS AN INDEPENDENT BRITAIN'S CHILD. This conceptual metaphor is also implemented in the following context: *The older nations of the earth may ask / "Why should, should Canada want to change? / Why cut the British bands? Why cease to bask / In Britain's glorious sunshine? This seems strange?"* [16].

So, analyzing the English-Canadian poetry of the XVIII-XXI centuries we can conclude that conceptual metaphor CANADA IS A CHILD is quite productive and widespread in it and it is the most relevant in the English-Canadian poetic texts of the period of Canada's European colonization (up to 1867). The explored conceptual metaphor undergoes the process of extension in the analyzed poetic texts (*Table 1*).

Table 1. The extension of the conceptual metaphor CANADA IS A CHILD in the English-Canadian poetry of the XVIII-XXI centuries



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