
BOOK REVIEW

A DISCUSSION OF THE BOOK *EXTENDED CONCEPTUAL METAPHOR THEORY*

By Zoltán Kövecses

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Do Tuan Long^{1,*}, Vu Thi Huyen Trang²

¹*Faculty of Language Education and Professional Development,
VNU University of Languages and International Studies,
Pham Van Dong, Cau Giay, Ha Noi, Vietnam*

²*Faculty of English, VNU University of Languages and International Studies,
Pham Van Dong, Cau Giay, Ha Noi, Vietnam*

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Abstract: The book first provides an overview and criticisms of Conceptual Metaphor Theory (CMT) developed by Lakoff and Johnson (1980) and then elucidates Kövecses's responses to the five criticisms, basing on which an extended version of CMT was built termed *Extended CMT*. Generally, the framework consists of different layers with the grounding space on meaning, conceptual structure, ontological level, and context. The value of the book lies in the gestalt components of the framework to account for the activation and meaning of a particular conceptual metaphor, shedding light on the way humans construe a reality/ the world.

Keywords: CMT, Extended CMT, context, conceptual structure, meaning

1. Introduction

Extended Conceptual Metaphor Theory by Kövecses consists of eight chapters divided into three main parts: (i) a brief introduction to the “standard” version of CMT (chapter one), (ii) responses to the five issues of CMT (chapters two-six) and, (iii) the shape of Extended CMT (chapters seven and eight) in comparison with the dynamic view of metaphor proposed by Gibbs (2017).

Chapter one initiates by giving the definition of the standard version of CMT, according which “A conceptual metaphor is understanding one domain of experience (that is typically abstract) in terms of another (that is typically concrete)” (Kövecses, 2020, p. 1). Evidently, this definition entails the one-way mappings from the source domain to the target domain, and the mechanisms of CMT are based on the similarity between two compared concepts (Kövecses, 2020, p. 8). However, this definition also entails different arguments concerning the issue of methodology, direction of analysis, schematicity, embodiment, the relationship between

* Corresponding author.

Email: longdt1990@vnu.edu.vn

metaphor and culture synthesized by Kövecses (2017, 2020).

From the second to the sixth chapters, the author addresses to those issues summarized in the following table:

Table 1

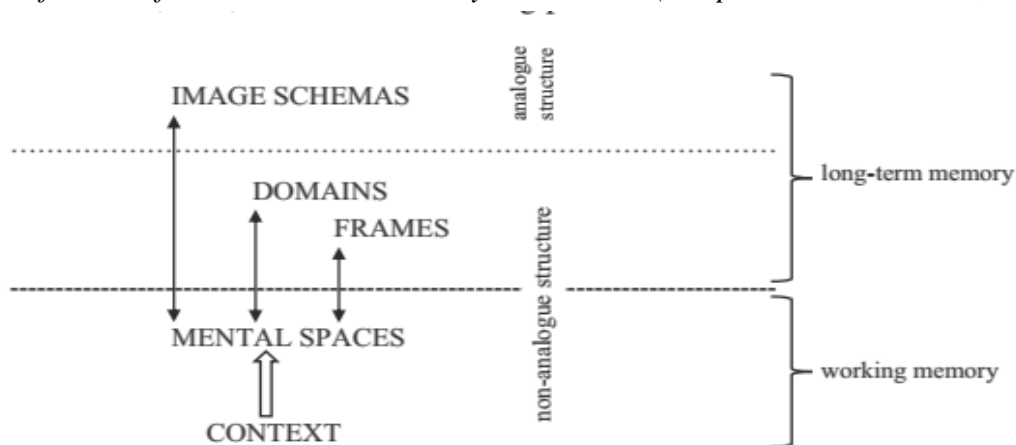
Responses of Extended CMT to Issues of CMT (Adapted From Dong & Duan, 2020)

Issues/Debate	Extended CMT
1. The abstract understood figuratively, the concrete understood literally, but the concrete understood figuratively?	Both concrete and abstract concepts have embodied content ontology and figurative construal and that people can profile the ontology part in some cases and the figuratively construed part in others.
2. Direct or indirect emergence? whether the primary metaphor that is the foundation of CMT emerges directly or through a metonymic stage	Metonymies are, to some degree, more primary than primary metaphors. It is suggested that correlation-based metaphors emerge from frame-like mental representations through a metonymic stage.
3. CMT has difficulty in identifying appropriate conceptual structures to participate in the formation of conceptual metaphors	By proposing the “multilevel view of conceptual metaphor,” Kövecses argues that each conceptual metaphor is characterized by four levels, with the highest being that of image schemas, the lowest, that of mental spaces, and in between, that of domains and that of frames.
4. “Conceptual or Contextual,” addresses the neglect of context within CMT	Kövecses elucidates the assumption that conceptual metaphors are not simply conceptual but are necessarily contextual.
5. “Offline or Online?,” responds to CMT’s inability to account for meaning in actual occurrences of metaphorical language in real discourse	Conceptual metaphor is both an offline and online phenomenon simultaneously.

In view of the schematicity in the light of Extended CMT, the following figures illustrate the influence of context:

Figure 1

The Influence of Context on Schematicity Hierarchies (Adopted From Kövecses, 2020, p. 105)



In chapters seven and eight, Kövecses figures out the shape of Extended CMT, and its key ideas are presented in the following table:

Table 2

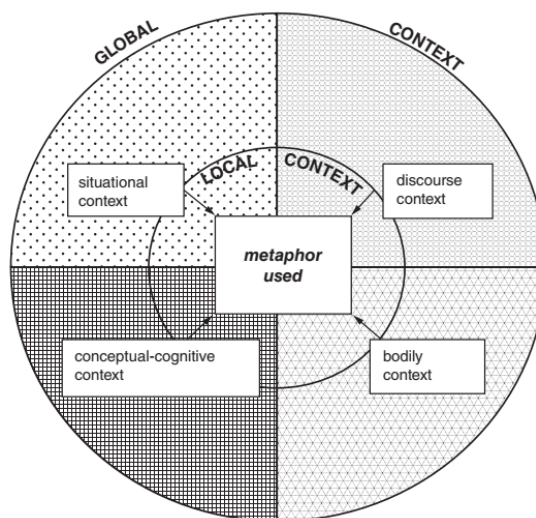
Summary of Key Ideas of the Extended CMT View (Adopted From Kövecses, 2020, p. 107)

Kind of Meaning	Kind of Conceptual Structure	Kind of Metaphor	Ontological Level
Meaningfulness	Image-schema metaphor	Long-term memory (Analog structure)	Subindividual level
Decontextualized meaning	Domain metaphor Frame metaphor	Long-term memory (Propositional structure)	Supraindividual level
Contextual meaning	Mental-space metaphor	Working memory (Propositional structure)	Individual level

Concerning the context, Kövecses proposes that there are four types of contexts:

Figure 2

A Summary of Context Types (Adopted From Kövecses, 2020, p. 101)



The context types can be explained via the following table:

Table 3

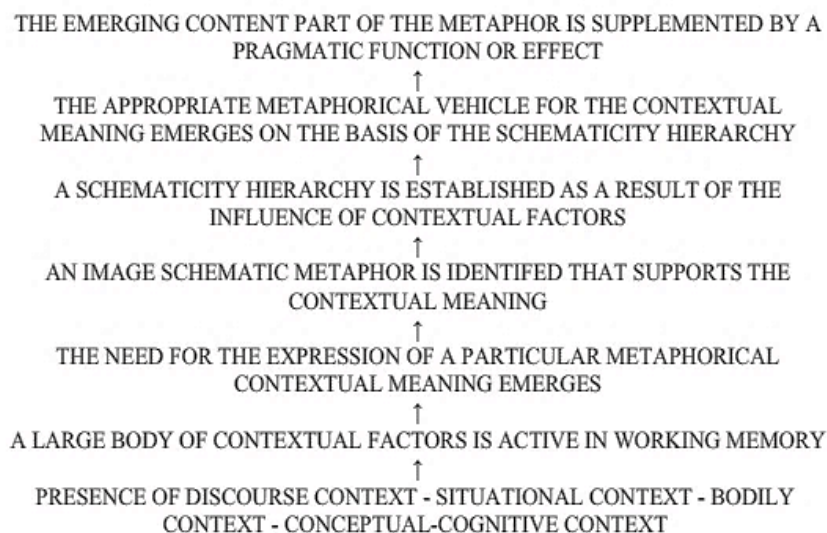
Four Context Types and Their Contextual Factors (Adopted From Kövecses, 2020, p. 107)

Situational context	Discourse context	Bodily context	Conceptual-cognitive context
Physical environment	Surrounding discourse (co-text)	Correlations in experience	Metaphorical conceptual system
Cultural situation	Previous discourse	Bodily conditions	Ideology
Social situation	Knowledge about the speaker, topic, hearer	Body specificities	Concerns and interests
	Dominant forms of discourse		History

Finally, the framework elaborates that the selection of a particular metaphor can be illustrated in the following process:

Figure 3

A Process Model for Conceptual Metaphors (Adopted From Kövecses, 2020, p. 167)



2. Discussion

To the best of my knowledge, the book has been reviewed by Dong and Duan (2020) in which the lack of a clear elaboration of dynamic nature of metaphor, communication between disciplines with psycholinguistic experiments, and metaphors in different languages was raised. However, what should be taken into consideration is the capacity of Extended CMT to remedy the “feed-forward bias” in analyzing image-schema. In fact, Extended CMT clearly elucidates how context ignites the image-schematic metaphors, one issue raised by Kövecses (2000, pp. 160-163) (cf. Kimmel, 2005, p. 299). Within the scope of this book review, I would focus on illustrating the way to exploit Extended CMT to account for the emergence of two conceptual metaphors in Vietnamese. The way I exploited Extended CMT would be systematically presented as follows:

Stage 1: Identifying a Metaphor in Context

The identification process is termed “Metaphorical Identification Procedure” introduced by Pragglejaz Group (2007).

Table 4

Metaphorical Identification Procedure (Adapted From Pragglejaz Group, 2007)

Step 1.	Read the entire sentence or sentences, or discourse to establish a general understanding of the meaning.
Step 2.	Determine the lexical units in the sentence(s)
Step 3.	(a) For each lexical unit in the text, establish its meaning in context, that is, how it applies to an entity, relation, or attribute in the situation evoked by the text (contextual meaning). Take into account what comes before and after the lexical unit.
	(b) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts than the one in the given context. For our purposes, basic meanings tend to be:

- More concrete; what they evoke is easier to imagine, see, hear, feel, smell, and taste.
- Related to bodily action.
- More precise (as opposed to vague)
- Historically older.

Basic meanings are not necessarily the most frequent meanings of the lexical unit. Basic meanings are typically the prototypical meanings.

(c) If the lexical unit has a more basic current–contemporary meaning in other contexts than the given context, decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it.

Step 4. If yes, mark the lexical unit as metaphorical. If no, mark the lexical unit as non-metaphorical.

Stage 2: Identification of the Four-Layered Metaphorical Activation

If a metaphor is identified, the four-layered activation process must be explained basing on context. The mappings from the source domain to the target domain must be found.

In the following paragraph, two conceptual metaphors serve as examples. The first one is the conceptual metaphor “DỊCH LÀ GIẶC” (COVID-19 IS AN ENEMY) in the speech¹ delivered by Vietnam’s President Nguyễn Xuân Phúc on September 22nd, 2021 at the United Nations summit meeting held by US President Joe Biden². The blended set of correspondences, or mappings of the metaphor can be represented as follows:

Figure 4

Mappings of “COVID-19 IS ENEMY”



In the following table, all layers of Extended CMT would be exploited to explain such mappings and the correlation between the source and target domains.

¹ The Vietnamese version of the speech can be found at <https://www.vietnamplus.vn/bai-phat-bieu-cua-chu-tich-nuoc-tai-hoi-ngghi-thuong-dinh-ve-covid19/742660.vnp>

² I believe that it is unnecessary to translate the whole speech into English. Only relevant sections containing the metaphor “COVID-19 IS ENEMY” are translated.

Table 5

Explanation of “COVID-19 IS AN ENEMY” Within Extended CMT

Conceptual metaphor “COVID-19 IS AN ENEMY”	
Kind of meaning: decontextualized meaning	This metaphor has long been stored in human mind ³ . Therefore, the use of this metaphor carries decontextualized meaning; however, this is also dependent on situational context in the year 2021 when human kinds were facing Covid-19 pandemic. Or in other words, the experiences of the speaker with the real world are the departure for the selection of the metaphor when comparing the pandemic with the disease.
Kind of conceptual structure: Domain metaphor	
Kind of memory: Long-term memory	
Ontological level: Supraindividual level	
Context: Four types of contexts	

It can be seen that contexts, together with correlation stored in human mind are crucial factors in choosing the metaphor, and Extended CMT can explain how a certain metaphor emerges and its meaning.

The second example is the use of the metaphor “HUMAN LIFE IS A DAY” in Cát Bụi by Trịnh Công Sơn (Long & Huyen Trang, 2022). Here are the mappings of the HUMAN LIFE IS A DAY metaphor:

Figure 5

Mappings of the HUMAN LIFE IS A DAY Metaphor (Long & Trang, 2022, p. 291)

Source domain: A DAY		Target domain: HUMAN LIFE	
Một mai - Morning	=>	Vườn hình hài lớn dậy - Birth and growing up (early stage of a human life)	
Một ngày - A Day	=>	Một kiếp - A human life span	
Một chiều - One afternoon	=>	Tóc trắng - White hair (Twilight life)	
Một mai - Sunset	=>	Trở thành cát bụi - Death	

Concerning the activation of the metaphor in the song, the following activation route:

Table 6

The Activation of the Metaphor “Life is a Journey” in Cát Bụi

Mental spaces level:	THE FALLING LEAVES FROM HIGH ABOVE SIGNIFIES DEATH;	
		↓
Frame /domain level:	A NEW BORN PERSON IS GROWING, A PERSON WITH WHITE HAIR IS AT HIS TWILIGHT LIFE.	
		↓
Image-schema level:	A HUMAN LIFE IS A DAY.	

Apparently, *context* together with cultural, embodied experience plays an important role in the selection of a particular conceptual metaphor. Extended CMT framework cleverly combines different components, making the explanation of the activation process of a conceptual metaphor easier. What has been presented in this book review argues that Extended

³ For more information about the metaphor in Vietnamese, consult: <http://redsvn.net/tuc-cung-tong-on-duoi-dich-benh-cua-cu-dan-xu-nam-ky-xua2/>

CMT has bridged the gaps left by the standard version, and to some extent, the framework is feasible in Vietnamese.

3. Conclusion

In conclusion, Extended CMT is not a totally novel view of conceptual metaphors; however, the way that Kövecses approaches the activation of a conceptual metaphor is comprehensive with a solid grounding space on five components: meaning, conceptual structure, kind of memory, ontological level, and context. The framework tends to be feasible not only in English but also in Vietnamese via the two examples discussed in the above section.

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THẢO LUẬN VỀ CUỐN SÁCH LÝ THUYẾT ẢN DỤ TRI NHẬN MỞ RỘNG

Đỗ Tuấn Long¹, Vũ Thị Huyền Trang²

¹ Khoa Đào tạo và Bồi dưỡng Ngoại ngữ, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

² Khoa Tiếng Anh, Trường Đại học Ngoại ngữ, Đại học Quốc gia Hà Nội,
Phạm Văn Đồng, Cầu Giấy, Hà Nội, Việt Nam

Tóm tắt: Cuốn *Lý thuyết ản dụ tri nhận mở rộng* của Kövecses giúp độc giả có cái nhìn tổng quan cũng như những điểm hạn chế của lý thuyết *Ản dụ tri nhận* phát triển bởi Lakoff và Johnson (1980). Trong phần đầu cuốn sách, năm phản biện và những “hỏi đáp” về khung lý thuyết *Ản dụ tri nhận* được Kövecses giới thiệu chi tiết và qua đây, ông dựng xây khung lý thuyết *Ản dụ tri nhận mở rộng*. Nhìn chung, khung lý thuyết này gồm nhiều thành tố với nền tảng là nghĩa, cấu trúc tri nhận, mức độ bản thể, và ngữ cảnh. Giá trị của cuốn sách nằm ở khung lý thuyết tổng hợp đa thành tố nhằm kiến giải quá trình tri nhận của một ản dụ xuất phát từ ngữ cảnh đến không gian tinh thần - miền/ khung và hình ảnh lược đồ neo đậu trong tâm trí con người, góp phần làm sáng tỏ cách thức thế giới thực được tri nhận.

Từ khóa: ản dụ tri nhận, ản dụ tri nhận mở rộng, ngữ cảnh, cấu trúc tri nhận, nghĩa