

Translating emotion-related metaphors: A cognitive approach

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Abstract

The paper explores the existence of cognitive linguistics principles in translation of emotion-related metaphorical expressions. Cognitive linguists (Lakoff & Johnson, 1980; Lakoff, 1987) define metaphor as a mechanism used for understanding one conceptual domain, target domain, in terms of another conceptual domain, source domain, through sets of correspondences between these two domains. They also claim that metaphor is omnipresent in ordinary discourse. Cognitive linguists, however, also realized that certain metaphors can be recognized and identified in different languages and cultures whereas some are language- and culture-specific. This paper focuses on similarities and variations in metaphors which have recently become popular within the discipline of Translation Studies. Transferring and translating metaphors from one language to another can represent a challenge for translators due to a multi-faceted process of translation including both linguistic and non-linguistic elements. A number of methods and procedures have been developed to overcome potential difficulties in translating metaphorical expressions, with the most frequent ones being substitution, paraphrase, or deletion. The analysis shows the transformation of metaphorical expressions from one language into another and the procedures involving underlying conceptual metaphors, native speaker competence, and the influence of the source language.

Key words: metaphor; metaphorical expressions; translation; native speaker competence; source language; target language.

1. Introduction

The study of metaphor saw a radical shift from the traditional to the cognitive approach that appeared in the 1980s (with the publishing of *Metaphors We Live By* by Lakoff & Johnson), which pointed to the pervasive quality of metaphor in everyday language. The same can be said for the position of metaphor within the discipline of Translation Studies (TS). Within this discipline, metaphor was first traditionally interpreted as a figure of speech, then analyzed at the level of sentence, text and units above text level until the relatively recent period when a cognitive approach to metaphor was introduced.

Indeed, metaphor has always presented a challenge for translators, bearing in mind its presence both in language and also in thought. This issue is widely dis-

cussed and the main arguments concentrate on two most important aspects: translatability of metaphors and potential translation procedures.

This paper explores the practical implications of the cognitive linguistics view of metaphor for the translation of the metaphorical linguistic expressions related to emotions. Whenever we translate from one language into another, there are two different conceptual systems involved and this is where possible problems in translation might arise. The hypothesis we test in this paper is that the awareness of conceptual metaphorical mapping systems used in the source and target languages (SL and TL respectively), when triggered by cognitive linguistics input, results in translator providing either the equivalent linguistic means to codify the mapping in the target text (TT) or finding alternative conceptual domains that are equivalent to those in the source text (ST).

The paper focuses on actual translations (made by novice translators) of the emotion-related metaphorical linguistic expressions, examining the underlying conceptual patterns and their influence on the final translations. It also explores the direct correlation between the input on cognitive linguistics mechanisms and the end-product or the target text.

2. Treatment of metaphor in Translation Studies

The treatment of metaphor in TS goes hand in hand with the development of TS as an individual discipline. Different arguments and approaches to translation of metaphor have always been related to the pursuit of specific models and strategies of translation in general. The following part of the paper brings a short overview of the most important approaches to translation and the ways in which metaphor has been treated within the discipline.

2.1. *Translation Studies – general overview*

Although the practice of translation is long established, the study of the field developed into an academic discipline only in the second half of the twentieth century. “From being a little-established field a relatively short time ago, TS has now become one of the most active and dynamic new areas of research encompassing an exciting mix of approaches” (Munday, 2001: 7). The struggle of TS to leave the umbrella of linguistics, sociolinguistics, pragmatics, literature, and cultural studies resulted in many approaches that focus on specific aspects of translation.

The research into the phenomenon of metaphor has been changing its direction along with the appearance of main approaches to translation. After the debates over literal and free translation, which lasted for centuries, theoreticians began to attempt more systematic analyses of translation. Meaning, equivalence and translatability became a constant theme of TS in the 1960s and 1970s (e.g., Nida & Taber

1969; Munday, 2001) with the theoretical concepts and terminology borrowed both from semantics and pragmatics. In the next two decades, translation theorists moved away from static linguistic typologies of translation and a functionalist and communicative approach to the analysis of translation emerged. It is evident that translation theory has moved beyond lower linguistic levels, mere words, towards considering the communicative purpose of translation.

This period was also marked by the introduction of the skopos theory (production of a TT appropriate for its specified purpose) and the polysystem theory which focused on the sociocultural conditions determining the translation of foreign literature. In the 1990s, discourse analysis became the central point of TS. During the same period, cultural studies influenced TS in the areas of translation as rewriting, translation and gender, and translation and postcolonialism. The interest of cultural studies in translation has inevitably taken TS away from purely linguistic analysis and brought it into contact with other disciplines. "In the course of its development, the focus of Translation Studies has, thus, shifted markedly from linguistic towards contextual and cultural factors which affect translation" (Schäffner, 2004: 1255).

The main influence on the discipline came from the framework of the descriptive translation studies. Toury (1995) focuses on developing a general theory of translation and calls for the development of a properly systematic descriptive branch of the discipline. Toury introduces the term 'translation equivalence', different from the traditional notion of equivalence (1995: 86). His concept is functional relational and his analysis focuses on how the assumed equivalence has been realized and serves a tool for uncovering 'the underlying concept of translation ... [the] derived notions of decision-making and the factors that have constrained it' (ibid).

The second half of the twentieth century offered writings considerably influential to TS which examined the mutual attraction of translation and philosophy. TS has a primary relationship to disciplines such as linguistics (especially semantics, pragmatics and applied and contrastive linguistics), modern languages and language studies, comparative literature, and cultural studies. However, it is important to mention that the relationship of TS to other disciplines is not fixed and changes over the years, which points to the present primacy of linguistic studies such as CL in TS.

2.2. The traditional view of metaphor translation

Metaphor has traditionally been seen as an individual linguistic phenomenon which can become a problem in translation due to differences between the languages and culture (Schäffner, 2004, 2017). The terms used are mainly those applied in semantic theories, such as 'image' or 'vehicle' for the conventional refer-

ent, 'object' or 'topic' for the actual unconventional referent, and 'sense', 'ground', or 'tenor' for the similarities involved.

The two main concerns in TS refer to the translatability of metaphors and procedures to transfer them from SL to TL. The assumption of equivalence-based approaches to metaphor translation is that metaphor can be transferred intact from SL to TL, assuming it was identified. This is often prevented by the cultural differences between SL and TL (see Dagut, 1976). Schäffner (2004: 1253) claims that most authors agree that the ST image cannot always be retained in the TT, which is why several translation procedures have been suggested for the reproduction of the metaphor when translating. Van den Broeck (1981: 77) provides the modes of translation ('sensu stricto' translation, substitution and paraphrase), and claims that the task of translation theory is to describe and explain the identified solutions.

In view of the prescriptive approach, Newmark (1981) proposes seven translation procedures, with the aim of providing principles, rules and guidelines for translating metaphors. Toury (1995: 81ff) claims that Newmark's procedures start from the metaphor as identified in the ST and explains the translation procedures from the perspective of the TT and views metaphor as a translation solution.

2.3. The cognitive linguistics approach to metaphor and its implications for Translation Studies

The cognitive approach to metaphor, based on the Conceptual Metaphor Theory, can bring a different perspective to the issue of metaphor in TS. This somewhat novel approach is based on the idea that metaphors are used for understanding one domain of experience in terms of another, which makes it not only a matter of language but cognition as well (Lakoff & Johnson, 1980; Lakoff, 1987). People tend to think and talk about complex and abstract concepts (target domains) in terms of simpler concepts (source domains). The Conceptual Metaphor Theory has proved to be particularly useful in understanding emotional concepts.

In CL, the term 'metaphor' refers to the conceptual mapping, while the term 'metaphorical expression' is used for an individual linguistic expression based on the conceptualization. This conceptualization which serves as the basis for certain metaphorical expressions is very important for translation as well. Translating metaphor is now raised above the level of individual metaphorical expression and includes the conceptual systems of SL and TL. Tabakowska (1993: 69-72) first applied CL to tackle the purported untranslatability of metaphors claiming that translating metaphors is subject to cognitive restrictions or incompatibilities. Mandelblit (1996: 483) analyzes the correlation between the metaphorical mapping systems used in the source and target languages, claiming that the lack of such correlation involves not only linguistic transfer but also the transfer from one way of conceptualizing the world into another. Mandelblit (1996) took a different ap-

proach and hypothesized that when metaphoric expressions do not have a ready-made counterpart available in another language, they should take longer to translate. Tirkkonen-Condit (2002) found that, indeed, some translation difficulties might be explained by domain conflict, both at local and global (text) levels.

There are two widely accepted approaches to translation research: the product-oriented and the process-oriented approach. Apart from the product-oriented approach, which concentrates on the description and explanation of the translation solutions (see Schäffner, 2004), translation is also analyzed in the light of the process-oriented analysis. This analysis focuses on actual cognitive processes happening in the translator's mind while translating and provides an insight into the cognitive aspect of translation. Research into translation processes (see Kussmaul, 1995; Kussmaul & Tirkkonen-Condit, 1995; Tirkkonen-Condit, 2000; Pavlović N., 2007) has shed some light on this aspect of translation. Such research with the focus on the cognitive view of metaphor may reveal multi-faceted aspects and a mutual relationship between CL and TS from which consequently both approaches may benefit.

3. Methodology

The paper focuses on some aspects of emotion-related metaphors and their role in the conceptualization of emotions. The aim is to find out to which extent emotion concepts are shared by native speakers of Bosnian/Croatian/Serbian (B/C/S) and how this is reflected in translations by novice translators.

The main research questions are formulated as follows:

Q1 - Does the awareness of conceptual metaphorical mapping systems used in SL and TL, when triggered by cognitive linguistics input, have a direct correlation to the usage of metaphorical expressions in the resulting translation solutions?

Q2 - Is there any underlying pattern in the cases where novice translators provided their translations for metaphorical expressions?

The research study took place in Tuzla, Bosnia and Herzegovina at the Faculty of Humanities and Social Sciences. All the participants were 3rd year students of the Department of English Language and Literature with little or no knowledge/experience in professional translation qualifying them as novice translators. The research study included two groups of subjects: one group consists of the subjects who had not taken the course Introduction to Cognitive Linguistics (in further text Group 1, i.e. G1). They also served as the control group which aimed at assessing the correlation between the input of cognitive linguistics and the TT translation. The second group of subjects (in further text Group 2, i.e. G2) with the background knowledge in CL included the novice translators who had attended the course

classes and is the central part of the study. Their contact with the basics of CL depended on their decision to elect the course in the winter semester of the academic year 2014/2015. The subjects are all native speakers of B/C/S. All subjects volunteered for the participation in this study. The subjects' previous contact with translation in the educational setting had included both individual work (in class and at home) and collaborative work.

The material from the central part of the study consists of written translations made by 13 subjects and the control material includes a set of 7 individual translations of the STs. The subjects were asked to translate 30 randomly selected sentences from English into B/C/S. The set included metaphorical expressions that in English conventionally designate emotions. The incorrect translations were disregarded and omitted from the analysis. Non-metaphorical translations were used only as referential to convey denotative meaning of the phrase with no special attention paid to them in the analysis. In the excerpts, the elements commented on are put in italics; their English translations generally follow in brackets under single quotation marks.

4. Discussion

The following part of the paper describes and explains the translation solutions of metaphor-related expressions provided by novice translators. The authors focus mainly on product-oriented analysis in an attempt to present the mutual influence of the cognitive theory of metaphor on TS.

Emotion metaphors are one of the best researched domains as emotions represent an important aspect of human experience. Recent research into emotion metaphors (Kövecses, 2000, 2005) has shown that emotion metaphors exhibit both cross-cultural similarity and variation. Kövecses also argues that this similarity (or universality) arises from universal bodily experiences of people who perform conceptualization whereas variations result from different contexts in which people construct emotional concepts.

This research study is based on the analysis of the participants' perception of the ST metaphorical mapping and the resulting production of various solutions when translating metaphors. These resulting translations are organized in four groups based on the similarities and differences in the conceptualization of targeted emotions and realization of the expressions under discussion. The first group comprises examples where there is a full conceptual and lexical equivalence between the TL and the SL. The second group includes expressions where there is also a full conceptual equivalence but a certain part of lexical difference is included (further explained in 4.2). The third group describes situations where besides the full equivalence in the conceptualization of certain emotions between the TL and the SL there is also additional, different view of the described emotion. The fourth

group focuses only on cases where there is no conceptual equivalence between the SL and the TL. Equivalence here is understood not in terms of the classical definition (search for close linguistic features) but in terms of cognitive representation and processing of “a complex set of links in the translator’s mind” (Rojo & Ibarretxe-Antuñano, 2013: 13).

4.1. *The same conceptual metaphor used in English and B/C/S*

As mentioned above, this group includes examples which show that the SL and the TL use identical metaphors to conceptualize a particular notion, i.e. emotion. One of the ways of describing the conceptual structure of happiness is in terms of conceptual metaphors using a number of conceptual source domains one of which is illustrated below. The sentence (1) is the linguistic realization of the HAPPINESS IS A DISEASE metaphor.

(1) *His laughter was infectious.*

The resulting translations suggest that the same metaphor is recognized by the participants in the TL. In other words, the conceptual metaphor is the same in the ST and the TT at the macro-level with no significant differences at the micro-level i.e. linguistic realizations. Both groups of subjects provided linguistic expression *zarazan* ‘infectious’ for the underlying conceptual metaphor HAPPINESS IS A DISEASE. Despite different cultural contexts certain conceptual devices are favored in producing the same cognitive models for the concept of HAPPINESS. This proves that the metaphor is deeply rooted in both languages.

The following example (2) uses the same source domain to illustrate the emotion of fear.

(2) *Not one of us is immune to the fear...*

In this English example fear is conceptualized as an illness. Both groups recognized the FEAR IS AN ILLNESS metaphor as existent in both languages with the TL linguistic realization *imun na strah*. This clearly indicates that this particular metaphor is deeply rooted in both languages and signals its high frequency in everyday use.

Another member of this group is the example (3) which is a realization of the FEAR IS A RULER/ TORMENTOR metaphor:

(3) *Armed militia have created a "reign of fear" in eastern Ukraine.*

Although both the underlying metaphor and the metaphorical expression *the reign of fear* (‘vladavina straha’) exist in the TL, only two of the participants of G1 provided this phrase as their translation solution. On the other hand, the majority of the G2 subjects used the abovementioned expression in their translations thus proving the existence of the same conceptual metaphor and its linguistic realization in both languages. Cases like these support the hypothesis that cognitive linguistics input has a direct effect on the choices made during translation.

The examples presented above are a clear indicator that the emotions under discussion exhibit identical conceptual structure and that their mapping is codified by equivalent linguistic means in the SL and the TL. Consequently, the resulting translations support the hypothesis regarding the cognitive linguistics input.

4.2. Different metaphorical expressions used in English and B/C/S

The following examples include the metaphorical expressions within the same underlying concept, realized by means of different lexical items. At the macro-level it can be said that conceptual metaphors are identical in the ST and the TT although at the micro-level a specific metaphorical expression in the ST was not rendered in exactly the same way.

The emotion of fear being ever-present in everyday lives resulted in various linguistic expressions used to describe this emotional state. Different expressions reveal how the concept is treated by a particular language community. In the first example from this group, example (4), fear is conceptualized in terms of a building, i.e. construction.

(4) His fears might be *groundless*.

As translation solutions for this example, the G1 subjects opted for the paraphrases with non-metaphorical expressions: *bez/nema razloga za* ('without/no reason for') as well as the realizations of the SL metaphor FEAR IS A BUILDING: *bez osnova* ('without base) and *nemati osnova* ('not having a base'). The majority of the G2 subjects, on the other hand, recognized the same conceptual metaphor and were more creative in their translations thus offering different lexicalizations such as:

- *neutemeljeni* ('without foundations'),
- *bez uporišta* ('without grounds/foehold') and
- *bez oslonca* ('without (physical) support').

The following two examples are also members of this group describing the state of extreme happiness. Being one of the basic human emotions, happiness is ever-present in human lives and therefore expressions of happiness are pervasive in everyday language. As a result, there are also many different ways of conceptualizing happiness some of which are illustrated below. In example (5) this is achieved through the VERTICALITY schema which serves as one of the basic schemas for the conceptualization of happiness.

(5) *We were on top of the world.*

Two subjects from G1 used the expression *na vrhu svijeta*, which is direct translation from the SL, illustrating the HAPPINESS IS UP metaphor and showing direct influence of the SL. Similar expression *na krovu svijeta* ('on the roof of the world') is suggested by one subject only who resisted the influence of the TL. An interesting translation suggested by one of the G1 subjects is *nedodirljiv* ('untouchable') also

based on the VERTICALITY schema but highlighting the superiority aspect. In other words, people who are above others, as in this case, due to emotional elevation, cannot be touched by others. All of the G2 subjects recognized the general metaphor (BEING) HAPPY IS (BEING) UP and suggested the following translations:

- direct translation *na vrhu svijeta*;
- *na krovu svijeta* ('on the roof of the world');
- *na sedmom nebu* ('in seventh heaven');
- *u oblacima* ('in the clouds') and
- non-metaphorical expression *presretni* ('very happy').

In the following example, the same emotion is conceptualized through a different source domain. In example (6) below, happiness is conceptualized as a (natural) force affecting the person having this emotion.

(6) *Feelings of happiness hit her in waves.*

Only a small number of participants opted for non-literal translation using the lexeme *sretan* ('happy') whereas the majority of participants suggested a variety of metaphorical translations. One of such translations is *Osjećaji sreće su je odjednom prevladali* ('the feelings of happiness suddenly came over her') which is a manifestation of the abovementioned metaphor. Another translation with reference to an external force is *naleti sreće* ('rush of happiness'). One of the suggested translations is word-for-word translation *Sreća je pogađa u valovima* with strong influence of the English language. The same influence can be recognized in the translation suggested by both groups: *sretna u intervalima* ('happy in intervals'). G2, however, was more metaphorical in translation. The following translation is a manifestation of the abovementioned metaphor suggesting that happiness is a force coming over a person:

- *Sreća je postepeno obuzimala.* ('The happiness was gradually engulfing her.')

The following translations suggest that happiness is conceptualized as liquid coming over a person, i.e. an external force. This proves that similar conceptualization exists in B/C/S but its lexical realization is not identical to English:

- *Sreća je preplavila svaki dio njenog bića.* ('Happiness flooded every part of her being.')
- *Osjećaj sreće ju je preplavio.* ('The feeling of happiness flooded/washed over her.')
- *Bila je preplavljena osjećajem sreće.* ('She was flooded/washed over by the feeling of happiness.')

4.3. Additional conceptual metaphor identified

This section of the analysis presents the cases where the findings are twofold. First, the TL translations exhibit the conceptual metaphor identical to the SL metaphor. Second, the usage of a completely different underlying conceptual metaphor was registered. The following is the example in which participants besides using the same conceptual metaphor also conceptualize a particular notion using a different metaphor.

(7) *She was seized by happiness.* – HAPPINESS IS AN OPPONENT

Almost all G1 participants used metaphorical expressions when translating this example. They recognized the SL metaphor HAPPINESS IS AN OPPONENT and used it in the TL, which is evident in the expression *obuzeta srećom* ('overcome with happiness'). Apart from this, their translations show the presence of two other conceptual metaphors. The first metaphor is HAPPINESS IS A SUBSTANCE IN A CONTAINER lexicalized as *ispunjena srećom* ('filled with happiness'). The other metaphor is HAPPINESS IS A (NATURAL) FORCE illustrated by means of the expression *preplavljena srećom* ('flooded by happiness'). The conceptual metaphors HAPPINESS IS AN OPPONENT and HAPPINESS IS A SUBSTANCE IN A CONTAINER were recognized by the majority of the G2 participants as well. However, the G2 subjects once again demonstrated greater creativity in their translations and added another metaphor HAPPINESS IS A RAPTURE: *opijena srećom* ('drunk with joy').

The following two members of this group are metaphorical expressions for the emotion of anger. Anger is conceptualized as a hot fluid in a container with direct relation to VERTICALITY schema: as the anger rises the hot fluid also rises.

(8) *Rage was building up inside her.*

All subjects recognized the CONTAINER metaphor and used it in their translations: *nakupljao se* ('building up') and *gomilao* ('piling up'). Extreme anger creates steam and pressure on the container threatening to burst and comes out of the container illustrated by the following translations: *bijes je izbijao iz nje* ('anger was coming out') and *kiptio od bijesa* ('boiling with anger'). A different kind of expression suggested by one of the subjects was *ključala je* ('she was boiling'). This is rather metonymical in nature as the person feeling angry (or having anger inside) is conceptualized as a boiling liquid which can be related to the expression, for example, *the kettle is boiling* which is metonymic: container standing for the fluid inside it. Both groups provided translations in which anger is conceptualized as a growing creature: *bijes je rastao* ('anger was growing') which is realization of a different metaphor ANGER IS A LIVING CREATURE with the ability to grow.

(9) *Smoke was pouring out of his ears.*

The metaphor behind the expression in example (9) is AN ANGRY PERSON IS A CONTAINER WITH A HOT SUBSTANCE based on two conceptual metaphors: PEOPLE ARE CONTAINERS and EMOTIONS ARE SUBSTANCES. Example (9), however, highlights

the element of smoke also found in the translations provided by both groups. This anger-related expression was metaphorically translated by both groups which means that both groups were aware of this metaphor. When heated to a certain degree, a substance produces smoke or steam which is released through ears. This was evident from the subjects' translations such as *dim/para mu je izlazio/la iz ušiju* ('smoke/steam was coming/pouring out of his ears'). It is interesting to mention that the G2 subjects used another translational equivalent *ljut kao ris* ('angry as a wildcat'). Here we have personification achieved through the PEOPLE ARE ANIMALS metaphor or more specifically ANGRY BEHAVIOR IS DANGEROUS ANIMAL BEHAVIOR.

4.4. Different conceptualization in B/C/S

The last group is the smallest one including only four SL expressions, two of which are described below. In these examples, an expression of one metaphor is translated by an expression of another metaphor.

(10) *I was going to enter a belly-dancing contest, but I **bottled out** at the last minute.*

This is another elaboration of the CONTAINER schema through which emotions are conceptualized as substances in a container. All the G1 subjects offered paraphrases for the translation of this example: *odustati* ('give up') and *predomisлити se* ('change one's mind'). They seem to have failed to recognize the metaphor and consequently failed to use any metaphorical expressions as their translations solutions. Apart from the identical paraphrases, the G2 subjects came up with metaphorical translations. However, their translations indicate that the underlying TL metaphor is completely different from that of the SL (FEAR IS A SUBSTANCE IN A CONTAINER). Namely, one of the suggested translations was *uhvatila me prpa* ('I chickened out') which is the realization of the FEAR IS AN OPPONENT metaphor.

(11) *He is **happy as a horse in hay**.*

The SL expression in example (11) is the realization of the PEOPLE ARE ANIMALS metaphor which is not found in the translations suggested by our subjects. G1 participants suggested quite a number of figurative translations in which happiness is conceptualized as a life stage, with reference to childhood which is usually perceived as careless, happy period:

- *Sretan je kao malo dijete.* ('He is as happy as a little child.');
- *Bio je sretan kao dijete u pijesku.* ('He was as happy as a child in the sand.')
and
- *Sretan je kao kad djeca idu iz škole.* ('He is as happy as a child coming back from school.').

The following figurative translation solution depicts happiness as being home i.e. familiar place where you feel comfortable:

- *Osjeća se sretnim kao svoj na svome.* ('He feels as happy as in one's own home.')

G2 findings were rather similar to those of G1, offering additional figurative translations referring to happiness as felt by a little child pointing to different items that make a child happy:

- Sretan je kao dijete u prodavnici igračkaka. ('He is as happy as a child in a toy store.')
- Sretan je kao dijete u prodavnici slatkiša. ('He is as happy as a child in a candy store.')

5. Findings

Novice translators seem to find one strategy most useful, namely finding identical and alternative conceptual domains with the equivalent function in the ST. The largest share of solutions (44.00%) shows that the participants mainly opted for this procedure when they translated the metaphorical linguistic realizations of various emotions. The second largest group (28.89%) includes the examples in which the participants recognized and identified the same conceptualization in source and target languages but used different linguistic realizations. What follows are the examples where the participants recognized the conceptual mapping in the ST and found the identical linguistic means to codify that mapping in the TT (22.00%). The last group, with by far the lowest share of solutions (8.89%), brings the examples where the two languages analyzed do not exhibit the similarities in terms of conceptualization of the emotion-related terms, which is why participants offered only the solutions that reflected the existence of a metaphor different from the one identified in the ST. This is illustrated in the following table:

Table 1: Translation patterns by novice translators

Group	Number	Percentage
1 same metaphor in ST and TT	10	22.22
2 same metaphor but different lexicalizations in ST and TT	13	28.89
3 same metaphor and additional metaphor(s) in ST and TT	18	40.00
4 different metaphor in ST and TT	4	8.89
TOTAL		100.00

Such results indicate that the source and target cultures observed share a large portion of emotion-related concepts, thus confirming the statements on the universality of emotions across languages.

The results provide basis for answering the formulated research questions. The awareness of conceptual metaphorical mapping systems used in SL and TL, when

triggered by cognitive linguistics input, results in translators 1) providing the equivalent linguistic means for the same conceptual domains in ST and TT; 2) lexicalizing the same conceptual domain differently; 3) providing a metaphorical expression for a different conceptual metaphor (in addition to the SL metaphorical expression) and 4) providing a metaphorical expression for a different conceptual metaphor only. When translating emotion-related metaphorical expressions, the observed novice translators followed the pattern of recognizing and lexicalizing the same conceptual metaphor and one or more different conceptual metaphors and their linguistic realizations in the TT. This was by far the most frequent pattern registered in the corpus.

6. Conclusion

On the basis of the research conducted, it can be concluded that there was a significant number of examples in which the existence of the same conceptual metaphor was identified in both languages. This confirms the basic premise that some concepts, particularly emotion concepts, are deeply rooted in our thought. The results showed a considerable amount of similarity between translation solutions suggested by the participants.

Based on the analyzed data it is evident that novice translators mainly opt for paraphrasing and metaphorical translations depending on their background knowledge in CL. We suggest that the correlation between the SL and the TL in terms of metaphorical conceptualization of emotions results in 'closer' translations of the expressions containing metaphorical representation of emotions. The analysis indicates that the input on the principles of CL and metaphorical conceptualization yields more productive translations containing metaphorical linguistic expressions, offered by novice translators.

The future of translation research centered on the postulates of CL might shed light on the relationship between language and cognition. Further research into translation as a product and as a process is expected to reveal the underlying translation procedures in which linguistic and conceptual aspects are integrated. In such a way, CL may breach the barrier between process and product oriented research in the methodology of TS. CL can provide the 'conceptual scaffolding' and thus develop descriptions and explanations of the cognitive aspects of translation.

The results need to be interpreted in the light of a limited research study corpus and thus cannot be used for generalizations. The research into the motivation for particular translations might provide useful insight into the cognitive processes in the mind of translator. Further research is needed into a direct link between cognitive linguistics theory and metaphor translation. A more detailed, process-oriented approach to the study of metaphor translation may reveal additional mechanisms triggered during the translation process, allowing for potential generalizations and

valuable new perspectives in TS. The paper may provide useful guidelines for future research into uncovering the conceptual operations that guide the use of translation strategies in translating metaphors.

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