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An analysis of cognitive metaphor in children and teenagers' literature: The application of metaphor in helping children to understand the subjective phenomena

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Prior to the appearance of cognitive linguistics, metaphor had been considered as a feature of literary language and especially poetry, with little relevance to other forms of language. However, cognitive science approaches' to metaphor, have strongly suggested that this is should not be the case. Metaphors are pervasive in all forms of language and discourse. Moreover, metaphors are more than only superficial stylistic adornments of discourse; upon signifying concepts through one metaphor rather than another, we are constructing our cognition in one way rather than the other. Metaphors structure the way we think and the way we act and our systems of knowledge and belief in a pervasive and fundamental way. In his cotemporary theory of metaphor, Lakoff states that metaphor is primarily conceptual and part of the ordinary system of thought. He believes that metaphor is not any particular word or expression; but is the ontological mapping across conceptual domains; and it is not just a matter of language, but of thought and reason. In this paper we examine the different forms of metaphor suggested in Lakoff's theory in children and teenagers' literature. We analyzed 10 story books written by different writers for children and teenagers and found out that writers can help children and teenagers understand subjective and incomprehensible subjects such as life itself by using objective and more perceptible metaphors.

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