INTRODUCTION

1. RATIONALE

In the “Metaphors We Live By” (1980), George Lakoff and Mark Johnson confirmed: “metaphor is not the device of the poetic imagination and the rhetorical flourish” or “a matter of extraordinary” but a subject of ordinary language that “is pervasive in our everyday life” and “actually structures our perceptions and understanding”. Indeed, thousands of metaphorically used words can be found in our everyday language which, for some reason, are not acknowledged of. Speakers of English seem to get so familiar with such terms as “the head of the state”, “the key to success”, “the foot of the hill”… that they hardly recognized the words “head”, “key”, and “foot” in the above examples are used metaphorically. Obviously, the study of metaphor cannot be restricted to the study of literature only as some linguists state. Instead, it should also be the study of language teaching and learning because a good understanding of how metaphors work in daily life, according to Cobuild, C., (1999), is very important for learners of English to increase their vocabulary, comprehend new or original metaphor and make use of metaphors in English.

Likewise, the language of seafarers, maritime economists, maritime journalists… is filled with metaphors. Such metaphorical terms as launch, fit out and anchor in the following examples “launch a project”, “fit out the Maritime Museum”, “anchor at the Museum”… are very popular in maritime newspapers, magazines, journals, websites, daily life of sailors… However, when these metaphorical terms are given to seafarers-to-be of Navigation Department, Vietnam Maritime University (VIMARU), 90% of them have difficulties in understanding their metaphorical meanings although they know clearly their literal meanings. This deficiency may entail a lot of troubles because seafarers have to deal with multi-culture environments all over the world in their work in the future. The core problem lies in their inadequate comprehension of metaphors in general and metaphors in nautical terms in specific.
For all the above reasons, this study is carried out under the title “Nautical Terms - Based Metaphor” to provide students with the fundamental orientation towards this linguistic trope.

2. AIMS OF THE STUDY

This paper is implemented to find out the structures of experience or image schemata that motivate the formation of metaphors using nautical terms. These findings are expected to assist students in Navigation Department, VIMARU with the comprehension and utilization of metaphors in nautical terms.

3. RESEARCH QUESTION

With such aims, this study is to find the answer to the question “Which image schemata motivate metaphors in nautical terms?” The answer to this question will expose which facts in the working environment of those people in marine field have greater effects on the formation of metaphors.

4. SCOPE OF THE STUDY

For the benefits of the teaching and learning of ESP in VIMARU, this research only addresses metaphors in nautical terms in the aspect of image schema. However, due to the limitation of a minor thesis, only sixty-five terms used metaphorically in sixty-five sentences are analyzed. Those terms include the most popular relating to three most important issues in marine field including the ship, the sea and sailing. The sentences are gathered from various marine websites, articles, and stories to serve as the materials for the investigation into image schemata in metaphors in nautical terms.

5. METHODS OF THE STUDY
The two research methods *quantitative* and *descriptive* in combination with the application of cognitive semantics perspective are the main instrument to get insight into metaphors in nautical terms in this paper. The sixty-five metaphorical expressions collected are divided into six groups (ship’s movement, ship’s maneuver, ship’s situation, ship’s structure, sea, and sailing) and analyzed in terms of image schema. These expressions are chosen depending on the textbook “A Course of English for Seafarers” which is being taught in Navigation Department, VIMARU and is evaluated to supply the most basic ESP vocabulary for learners. The sentences that containing these expressions with their metaphorical meanings are collected form many marine newspaper, magazine, website, books…

To deal with the material collect, one table is designed for each group to show the frequency of each image schema. Finally, all the image schemata of the sixty-five expressions are reported in two sum-up tables in terms of their frequency to give an overview on metaphors in nautical terms.
DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

1.1. WORD AND ITS MEANINGS

1.1.1. Definition of Word

Most of learners of English know what words are, for example, they know words are listed in dictionaries, they are separated by spaces, and that they may be separated in speech by pauses. But it is a difficult task to suggest a definition that will apply to all types of word in English. However, I will not go into discussion of how words can be best defined. Instead, I will offer herein some definitions of word so that readers may get some notion of the term ‘word’.

According to Jackson & Amvela (2000: 50), the word is “an uninterruptible unit of structure consisting of one or more morphemes and which typically occurs in the structure of phrases.” They also defined morphemes as “the ultimate grammatical constituents, the mini meaningful units of language.” This definition shows three important characteristics of the word: first, it is uninterruptible units; secondly, it may consist of one or more morphemes; finally, it occurs typically in the structure of phrases. Take another definition given in “Understanding English Semantics” by Nguyen Hoa (2004: 67) in which the word is regarded as “the smallest indivisible meaningful units of a language which can operate independently.” The new point of this definition is that it clarifies the independent characteristic of the word as a language unit. For further discussion of the different senses of the term ‘word’, see for example Hoang Tat Truong (1993: 2).

It is necessary to make a distinction between ‘lexical’ and ‘grammatical’ words. In most general terms, lexical words are nouns, verbs, adjectives, and adverbs. They have fairly independent meanings and may be meaningful even in isolation or in a series, for example, bottle, boy, stone… On the other hand, a word such as a, with, the… do not automatically
suggest any identifiable meaning. They are grammatical words. As a result, grammatical words are elements like prepositions, articles, conjunctions, forms indicating number or tense, and so on.

Because this paper partly depends on senses of words or semantic components of words to discover the metaphorical concepts in maritime register, the following part is to focus on components of word meaning.

1.1.2 Components of Word Meaning

According to Lyons (1996), there are four major components of word meaning:

(a). Denotation: - includes conceptual and referential meanings
   - exists by virtue of what it refers to.

(b). Connotation: - includes stylistic, affective, evaluative, and intensifying
   - is the pragmatic communicative value of the words
   - acquires by virtue of where, when, how, and by whom, for what purpose and in what context it is or may be used.

(c). Structural meaning: - is the meaning of a word acquires by virtue of its membership in a system or a set.
   - includes reflected meaning, collocative meaning, associative meaning, and thematic meaning.

(d). Categorial meaning: is the meaning which serves as a classificatory basis.

1.1.3. Componential Analysis

If semantics components serve as material to analyze metaphors in nautical terms, componential analysis will serve as a tool.

Actually, componential analysis is a “way of formalizing, or making absolutely precise, the sense relations that hold between words.” (Lyons, J., 1996: 107) In this method, sense (meaning) of words is examined under the view of component parts commonly referred to as semes. It is sometimes called decomposition of the sense of the word. Let us begin with
an example. The words ‘nephew’ and ‘niece’ both denote human being. However, the sense of each word can be represented as followed:

(1). Nephew = [human] [male] [relative] [non-adult]
(2). Niece = [human] [female] [relative] [non-adult]

We can develop the formalization a little further. We can abstract the negative component from [non-adult] and replace it with the negation-operator. Now we have:

(1). Nephew = [+human] [+male] [relative] [-adult]
(3). Niece = [+human] [-male] [relative] [-adult]

There are two related reasons for identifying such components. Firstly, according to Lyon (1996) they may allow an economic characterization of the lexical relations. Secondly, they form part of our psychological architecture: that they provide us with a unique view of conceptual structure.

1.2. COGNITIVE SEMANTICS

1.2.1. Definition

According to the Wikipedia Encyclopedia (2006), Cognitive semantics is part of the cognitive linguistics movement. The main tenets of cognitive semantics are, first, that grammar is conceptualisation; second, that conceptual structure is embodied and motivated by usage; and third, that the ability to use language draws upon general cognitive resources and not a special language module.

As part of the field of cognitive linguistics, the cognitive semantics approach rejects the traditional separation of linguistics into phonology, syntax, pragmatics, etc. Instead, it divides semantics (meaning) into meaning-construction and knowledge representation. Therefore, cognitive semantics studies much of the area traditionally devoted to pragmatics as well as semantics.
1.2.2. Cognitive Semantics in Contrast with Other Approaches

As stated in the Wikipedia encyclopedia (2006), as a field, semantics is interested in three big questions: what does it mean for units of language, called lexemes, to have "meaning"? What does it mean for sentences to have meaning? Finally, how is it that meaningful units fit together to compose complete sentences? These are the main points of inquiry behind studies into lexical semantics, structural semantics, and theories of compositionality (respectively). In each category, traditional theories seem to be at odds with those accounts provided by cognitive semanticists. Classic theories in semantics have tended to explain the meaning of parts in terms of necessary and sufficient conditions, sentences in terms of truth-conditions, and composition in terms of propositional functions. According to these traditional theories, the meaning of a particular sentence may be understood as the conditions under which the proposition conveyed by the sentence hold true. Lexical units can be understood as holding meaning either by virtue of set of things they may apply to (called the "extension" of the word), or in terms of the common properties that hold between these things (called its "intension").

Meanwhile, cognitive semantic theories are typically built on the argument that lexical meaning is conceptual. Meaning in cognitive semantics “is based on conventionalized conceptual structures, thus semantic structure, along with other cognitive domains, reflects the mental categories which people have formed from their experience of growing up and acting in the world.” (Saeed, J., 2005: 44) One of the conceptual structures and processes given special attention to in cognitive semantics is conceptual metaphor.

1.3. CONCEPTUAL METAPHOR

Conceptual metaphor in cognitive semantics will be relevant to my study in which experiential structure will be applied to the corpus of analyses. As a result, this part will be started with the definition of conceptual metaphor. Afterwards, its two aspects, target and source domain and its most important characteristics, systematicity, will be introduced. The basis for the construction of metaphors, image schemata will be discussed at the end of this section.
1.3.1. Definition of Conceptual Metaphor

Originally, *metaphor* was a Greek word meaning "transfer". The Greek etymology is from *meta*, implying "a change" and *pherein* meaning "to bear, or carry". (Merriam-Webster Online Dictionary, 2006) During the first half of the twentieth century, metaphor was just studied at the level of literal referents (referentialist view) or changing of meaning or sense (descriptivist view). In the late 1970s, linguists such as George Lakoff, Mark Johnson, and Michael Reddy began to realize that metaphor was not only extremely common, but also related to thought and action. Indeed, they claimed that "*our conceptual system...is fundamentally metaphoric in nature*”. (Lakoff and Johnson, 1980) Furthermore, metaphor is not particularly about language at all, but rather about thought. Therefore, they defined metaphor as "*the expression of an understanding of one concept in terms of another, where there is some similarity or correlation between the two*” or the “*understanding and experiencing one kind of thing in terms of another*” (Lakoff, G., 1980)

Take for example the metaphorical concept ARGUMENT IS WAR that Lakoff and Johnson explained in the Metaphor We Live by (1980). ARGUMENT is expressed in terms of WAR because there is a correlation between these two expressions. Expressions like *Your claims are indefensible; He attacked every weak point in my argument; His criticism was right on the target...* are examples of the metaphors which reveal the above underlying metaphorical concept. We see the person we are arguing with as an opponent. We attack his positions and we defend our own. We gain and lose ground. We plan and use strategies. If we find a position indefensible, we can abandon it and take a new line of attack. Many of the things we do in arguing are partially structured by the concept of war. Though there is no physical battle, there is a verbal battle, and the structure of an argument: attack, defense, counter-attack, etc… reflects this.

It is very important to make a distinction between *metaphor* and *simile*. These two tropes are often mentioned together as examples of rhetorical figures. Metaphor and simile are both terms that describe a comparison: the only difference between a metaphor and a simile is that “*a simile makes the comparison explicit by using "like" or "as"." (The Wikipedia
Encyclopedia Online, 2006) The Columbia Encyclopedia, 6th edition, also explains the
difference as:

\[ \text{a simile states that } A \text{ is like } B, \text{ a metaphor states that } A \text{ is } B \text{ or substitutes } B \text{ for } A. \]

According to this definition, then, "You are my sunshine" is a metaphor whereas "Your eyes
are like the sun" is a simile. However, the deletion of the word like makes metaphor and
simile seem to have different assertive power. Firstly, whereas simile explicitly describes a
comparison, metaphor asserts an identity. Secondly, using a simile as opposed to a
metaphor can clarify an analogy by calling out exactly what is being compared. "He had a
posture like a question mark" (Corbett, E. & Connors, R., 1971: 497) has one possible
interpretation, that the shape of the posture is that of a question mark, whereas "His posture
was a question mark" has at least a second interpretation, that the reason for the posture is
in question.

1.3.2. Target Domain and Source Domain of Conceptual Metaphor

Conceptualist views consider metaphor as a cognitive mechanism used to structure our
knowledge in the mind by means of one domain of experience understood in terms of
another domain. The nature of this metaphor is explained following a mapping process
from a source domain onto a target domain. “The domain that is mapped is called the
source domain, and the domain onto which the source is mapped is called target domain.”
(Lakoff & Johnson, 1987) Richards, I. A. (1936) calls them the tenor and the vehicle. The
mapping process can be shown in the following model that is called cross-domain mapping
model:

Model of Cross-Mapping (Rheinfrank, 1990)
Take the metaphor “That woman is a witch” for example. The source domain in this example is a witch and the target domain is that woman. Normally, a witch is thought of as an ugly and cruel woman having magic powers and doing evil things. That woman is seen to share some common features with a witch such as ugly, cruel, doing evil things. The metaphor is formed on this basis.

Similarity may be concluded mistakenly to be the basis for the formation of metaphors. However, to look more deeply into the nature of metaphor, cognitive linguists find out that the original basis of metaphor is our conceptual structure. Now let us have a look into the nature of conceptual structure.

We have known that conceptual metaphors are “not just linguistic expressions of a specific kind, but conceptual structures.” (Leezenberg, M., 2001: 135) Such structures are an irreducible part of the way in which we conceptualize the world. According to Lakoff and Johnson (1980), conceptual structure is “embodied’ in so far as it rises from “preconceptual experience”. Preconceptual experiences, again, are structured in terms of Basic-level structure is associated with basic-level categories which are characterized by gestalt perception, mental imagery, and motor movements and roughly correspond to “image schemas”. These schemas have to do with forms of our experience and how these forms structure our thoughts. Image schemas are skeletal images that we use in cognitive operation. We have many image schemas. These schemas are discussed in more detail in the next part because they relate directly to my analysis.

Most of the metaphors are based on our basic knowledge of concepts. It suggests that our experience is preconceptually structured at this level. Our basic level concepts correspond to the preconceptual structure and are understood directly in terms of it.

1.3.3 The Systematicity of Conceptual Metaphor

According to conceptualist views, we think and act in terms of conceptual system. Our conceptual system is largely metaphorical in nature; therefore, metaphorical concept is systematic and the language we use to talk about that aspect of the concept is systematic,
too. The systematicity here refers to “the way that a metaphor does not just set up a single point of comparison: features of the source and target domain are joined so that the metaphor may be extended, or have its own internal logic”. (Saeed, J., 2005: 348)

It can be seen in the ARGUMENT IS WAR metaphor that expressions from the vocabulary of war, e.g., attack a position, indefensible, strategy, new line of attack, win, gain ground, etc., form a systematic way of talking about the battling aspects of arguing. It is no accident that these expressions mean what they mean when they are used to talk about arguments. A portion of the conceptual network of battle partially characterizes file concept of an argument, and the language follows suit. (Lakoff and Johnson, 1980)

To make it more apparent, let us consider another metaphorical concept suggested by Lakoff and Johnson (1980) TIME IS MONEY. Time in English culture is a valuable commodity. It is a limited resource that they use to accomplish their goals. Because of the way that the concept of work has developed in modern Western culture, where work is typically associated with the time it takes and time is precisely quantified, it has become customary to pay people by the hour, week, or year. Corresponding to the fact that they act as if time is a valuable commodity, a limited resource, even money, they conceive of time that way. Thus they understand and experience time as the kind of thing that can be spent, wasted, budgeted, invested wisely or poorly, saved, or squandered. Therefore, the conceptual network of money characterizes the concept of time and it is realized in many linguistic expressions:

TIME IS MONEY:

You're wasting my time.

This gadget will save you hours. I don't have the time to give you.

In the above way, Lakoff and Johnson were able to identify many metaphorical concepts underlying English about time, events, motion, spaces, and emotions…, for example:

LOVE IS A JOURNEY:

Our love has hit a dead-end street.
We may have to go our separate ways.

AFFECTION IS WARMTH:

She gave me a warm welcome.

It took me a while to warm up to the subject.

HAPPY IS UP, SAD IS DOWN.

I’m feeling up.

I’m feeling down

1.3.4. Image Schema in Conceptual Metaphor

According to experientialist with Lakoff and Johnson as the most typical representatives, image schemas structure many of our metaphorical concepts. They are basic units of representation, grounded in the experience of human body.

An image schema is considered “an embodied prelinguistic structure of experience that motivates conceptual metaphor mappings”. (Lakoff and Johnson, 1980)

The above definition confirms the fact that image schemas are an important form of conceptual structure. The basic idea is that “because of our physical experience of being and acting in the world - of perceiving the environment, moving our bodies, exerting and experiencing force, etc. - we form basic conceptual structures which we then use to organize thought across a range of more abstract domains”. (Saeed, J., 2005:353) In brief, metaphors are formed by the expansion of image schemas by a process of metaphorical extension into abstract domains.

Lakoff and Johnson (1987) provided a list of image schemas. Among them, the major ones (introduced by Saeed, 2005: 353-357) include:
• **Containment Schema** (C): we have experiences of being physically located ourselves within bounded locations like rooms, beds, etc. and also putting objects into containers. This result is an abstract schema, of physical containment, which can be represented by a very simple image:

![Containment Schema](image)

This schema of containment can be expanded by a process of metaphorical extension into abstract domains. For example, THE VISUAL FIELD IS CONTAINER, as in:

*The ship is coming into view.*

*He is out of sight now.*

*There’s nothing in sight…*

• **Path Schema** (P): everyday, we move around the world and experience the movements of other entities. Our journeys typically have a beginning and an end, a sequence of places on the way and direction. Other movements may include projected paths, like the flight of a stone thrown through the air. Path schema based on such experience contains a starting point, an end point, and a sequence of contiguous locations connecting them:

```
   A                    B
   \     /              \     /
   \   /                \   /
    \ /                  \
     \                    
```

Path

E.g.: The metaphorical concept LIFE IS A JOURNEY derives from this schema:

*Giving the children a good start in life.*

*Are you at a crossroad in your life?*
Her career is at a standstill.

- **Force Schema (F):** this schema are held to arise from our everyday experiences as we grew as children, of moving around our environment and interacting with animate and inanimate entities. This schema includes:
  - **Compulsion** is the basic force schema where a force acts on an entity as shown in the following figure:

    ![Force Diagram](image)

    In the above diagram, the essential element is movement along a trajectory: the dashed line represents the fact that the force may be blocked or may continue. If the force meets an obstruction, it can acts in various way: being diverted or continuing on by moving the obstacle or passing through it. These implications are evidenced in the metaphorical concepts LOVE AS A PHYSICAL FORCE:

    *I was magnetically drawn to her.*

    *They gravitated to each other immediately.*

    *His whole life revolves around her.*

    *They lost their momentum.*

- **Counterforce:** A counterforce schema is a force schema that involves the active meeting of physically or metaphorically opposing forces. For example, the experiences of football players and participants in a head-on auto collision.

- **Blockage:** is a force schema in which a force is physically or metaphorically stopped or redirected by an obstacle. For example, the experience of a crawling baby encountering a wall is stopped or redirected by the wall. The following figure is the representation of this schema:
- **Removal of Restraint**: is a force schema that involves the physical or metaphorical removal of a barrier to the action of a force, or absence of a barrier that was potentially present. This schema is represented as followed:

- **Part-Whole Schema (PW)**: this schema of our body is connected with the experience of our own bodies as organized wholes including parts. According to Lakoff, G. (1987) a part-whole schema is an image schema involving physical or metaphorical wholes along with their parts and a configuration of the parts. For example, our body is the physical whole together with its parts. This experience leads to the metaphorical concept that Company is whole and its member are parts:

> A framework for the political body.

> He is the head of Human Resource Department.

> That company is the business and finance heart of the city.
• **Source-Path-Goal Schema (SPG):** is connected with the concept of oriented motion and consists of an initial place called source and a destination called goal connected by a path. This schema underlies the abstract metaphorical valued concept of purpose, which is grounded in our experience of reaching a goal.

• **Orientation Schema (O):** this schema relates to the structure and functioning of the body in its form. We are oriented in three dimensions: the up-down orientation, the front-back orientation, and the right-left orientation. The orientation up, front, and right usually associated with positive values and vice versa, the orientation down, back, and left usually relate to negative values. That is the explanation for such metaphors as:

  *He is the head of state.*

  *The scientists are putting a good face on their troubles.*

### 1.4. NAUTICAL TERMS

With two main island and a lot of small ones, The United Kingdom has a very long coastline. Its maritime may have been developed as early as 45,000 years ago marked by the first seaworthy boat. The long-standing history of Maritime is also shared by many other English speaking countries including America and Australia whose first settlers were sea-born immigrants. If you happen to visit an English speaking country and listen to their conversation, you will soon deduce the fact that the inhabitants were of an essentially sea-faring stock because language is the great mirror of a nation’s habits and history. Although the soldier, the farmer, the lawyer, the hunter, the merchant, and many others have contributed liberally from their special vocabularies to the common storehouse of daily speech, the wealth of English words and phrases supplied by the sailor is enormous.

Nautical terms are the terms relating to sea, ship, and sailing. However, not just learners of English but even native speakers who know little about sailing will find some nautical expressions completely idiomatic. They use these words and phrases or nautical terms as called in this paper in their daily life without knowing that they were woven into land from the sea. For example, the common adjectives “*first-rate*”, “*second-rate*”… come down to
us from the five rates or sizes of warships, a classification which was in use as early as the Restoration. Even before that time, “flotsam” (floating wreckage) had been coupled to “jetsam” (cargo thrown overboard) in the well known equivalent for odds and ends. The complaint we usually hear in the times of high prices “to make ends meet” originates in the troubles of the sailor who tried to keep the ends of all ropes securely whipped with twine. According to Batchelder (1929), three-fourth of the sea terms in our conversation are used in total unconciousness of their meaning and origin. If we trace back to their original meaning, we will easily find that the meanings of these words were formed due to the trope called metaphor.

Nowadays, besides the old ones, many new terms have come into life through the process called metaphor. The new metaphors own their existence to sailors and those who know a bit about sailing. A learner of English if can gain understanding of these expressions will find such nautical terms much richer and more interesting than otherwise, and certainly more memorable, too.
CHAPTER 2: THE STUDY

In this chapter, first of all, the research question mentioned in the previous part is reverted in a more detailed manner. Afterwards, the design of the research is introduced. The core part of this paper including the results, the data analysis, and some comparisons between metaphorical concepts in English and in Vietnamese finishes this chapter.

Before going into detail, I would like to revisit the idea that image schemas are the motivations for conceptual metaphors. Not excluded, metaphors in nautical terms also derive from the conceptual structures of experience in the minds of those people who work in maritime field, from sailors to economists or journalists… Another important point I would like to reconfirm is that whenever the word ‘metaphor’ is used in this paper, it should be understood as metaphorical concept. Linguistic expressions called metaphorical expressions are the data for the metaphorical process. In other words, they are used to realize metaphorical concepts.

2.1. RESEARCH QUESTIONS

“What image schemata motivate metaphors in nautical terms?” is the major question that this paper is aimed to answer. This major question will be answered by answering the following specific questions in turn:

- What are the image schemata of each metaphorical expression chosen for the study? The answer to this question is found in the answer to the two question: what concrete structures of experience in the working environment of the people who work in marine field build up these image schemata and what metaphorical concepts are formed from this structure of experience?
- What is the frequency of each image schema extended in the sixty-five expressions?

2.2. RESEARCH DESIGN
2.2.1 Data Collection

Firstly, sixty-five nautical terms are selected with three main topics: the ship (including four small groups), the sea, and sailing. This choice has its dependence on the textbook “A Course of English for Seafarers” taught in Navigation Department, VIMARU. This book is evaluated to supply learners with the basic ESP vocabulary of maritime. Due to the limitation of a minor thesis, only the terms with high frequency in the conversation of seafarers and in being used to realize metaphorical concepts are chosen. The sixty-five sentences are collected from marine websites, newspapers, magazines, books... In this way, the natural and practical manner of the material will reinforce the accuracy of the results.

2.2.2 Analytical Framework

The theory of image schemata by Lakoff and Johnson (1980) is applied to categorize metaphors in the nautical terms chosen. Firstly, the experiences depended on to form the image schema are given. Secondly, the metaphorical concepts raised from the experiences are shown. Finally, the kinds of image schema that the metaphors belong to are stated. For example, let us have a look at the term “to throw overboard” used to express the state of “being sacked” in the following sentence “He has been thrown overboard due to his inability for the work.”

- **Actual experience forming the schema**: the metaphor in this case is motivated by the experience: people are physical objects contained on board ships. Being thrown overboard is a bad luck and, to sailors, is a kind of punishment.

- **Metaphorical concept**: a ship is a company, the containment for employees. So that being thrown overboard (out of the containment) is being sacked from the company.

- **Motivating schema**: metaphors formed in this way, according to Lakoff and Johnson (1980) are motivated by containment schema.

Similar analyses are done to the sixty-five expressions to classify their image schemata. The theory of componential analysis is also utilized to facilitate the analyses of metaphors.
in those terms such as when identifying the sense of the original terms or explaining the meanings of metaphorical used terms.

2.3. RESULTS

Sixty-five tokens were analyzed. These tokens were divided into six groups. The first group, terms relating to ship and sailor’s movement, includes sixteen terms. The second group, terms relating to ship’s maneuver includes eighteen terms. The third one, terms relating to ship’s position and situation includes eight terms. Five terms were analyzed in the fourth group, terms relating to ship’s structure and organization. Ten terms relating to the sea and the weather were analyzed. The final group, terms relating to ship’s structure and organization, includes nine terms. In the following six sub-parts, the results of the analyses done to each group are presented.

2.3.1. Terms Relating to Ship and Sailor’s Movement

Sixteen terms relating to the movement of ship and sailor in sixteen sentences were analyzed in this part. The occurrence of each image schema in this group is shown in table 1 below:

<table>
<thead>
<tr>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>9/16</td>
<td>56%</td>
</tr>
<tr>
<td>P</td>
<td>8/16</td>
<td>50%</td>
</tr>
<tr>
<td>F</td>
<td>1/16</td>
<td>0.6%</td>
</tr>
<tr>
<td>PW</td>
<td>0/16</td>
<td>0%</td>
</tr>
<tr>
<td>SPG</td>
<td>0/16</td>
<td>0%</td>
</tr>
<tr>
<td>O</td>
<td>0/16</td>
<td>0%</td>
</tr>
</tbody>
</table>

Containment schema is expanded the most frequently in this group (56%). Terms relating to ship and sailor’s movement are mainly verbs which show the movement of physical
objects on to or out of ship and the movement of the ship at sea. These experiences mainly raise the image of containers. For example, in the following sentences taken from a website, sea is regarded as another space the website. Website users moving inside the web page are considered ships moving at sea:

*Ahoy lads! Where do you want to go?*

*Homeport*

*Go Astern*

*Full Ahead: Next nautical Yarn Sriram’s Home on the net*

*Cruise back* to Sailorschoice.com

(http://www.angelfire.com/journal2/sr/page27.html)

A ship goes astern means that it goes towards its stern. A website user goes astern in the web page means that he goes backward to the previous page. Similarly, he/she goes to the next page is to go full ahead. The image of ship cruising back to a place that it berthed raises the image of a website user to the webpage that he/she retrieved. So that, the webpage is the container for the website user, just as the sea is the container for the ship to move in. The process of forming these metaphorical concepts can be explained as followed:

- *Actual experience forming the schema*: ships are physical objects moving at sea just as moving in a container.
- *Metaphorical concept*: many other spaces such as websites are the containers as the sea. The people moving in these spaces are ships.
- *Motivating schema*: Containment

The schema that occupies the second biggest percentage of occurrence in this group is path schema (50%). This fact is owing to a very similar experience among seafarers: each voyage has its starting point (departure), end point (arrival), and a sequence of contiguous locations (ports of call, islands…). This process of a voyage gives seafarers the image of life or love as in the following sentences:

*Our love is making headway.*

*They don’t know where their life will drift.*

*Our love relationship is swinging with wind and tide.*

*She has always had brains, looks and luck. She has just sailed through life.*
A ship making headway means that it is moving ahead smoothly. A love is making headway means that it is in good progress. In Vietnamese, it is normally said "tình yêu của chúng tôi đang tiến triển tốt". If a ship is drifting, it is moving along the water current without control. A life which has no orientation or direction is conceptualized as a ship drifting at sea. "Họ không biết cuộc sống của họ sẽ rơi đặt về đâu" is a possible translation for the above sentence. In the last sentence, love, again, is conceptualized as a ship in rough sea. We can see the similar cognitive process among Vietnamese people "tình yêu của chúng tôi đang chao đảo trước gió." However, tide is not conceptualized as the difficulty for love among Vietnamese people. A ship sails through life mean that it sails with great ease. If a person sails through life, he/she can make progress in life with little effort. Unlike English, Vietnamese people use the image of a kite born by the wind in this case such as in the phrase "lên Như điều gặp gió". Below is the process forming the metaphors of the above terms:

- **Actual experience forming the schema:** the image of sea voyages: each voyage has its starting point (departure), end point (arrival), and a sequence of contiguous locations (ports of call, islands…)

- **Metaphorical concept:** love and life are voyages. Implementing a work is taking a voyage. When two persons fall in a passionate love, they sink into it. Their love may make headway (make progress), drift (break), or swing with wind and tide (have difficulty). A person may make progress in life with great ease (sail through life). A project has its starting point when it is embarked and then it gets under way, which means that all the steps are taken to implement it.

- **Motivating schema:** Path

Besides, some terms expressing the movement ship, which are motivated by containment schema, can also be motivated by force schema. Therefore, force schema also occupies a certain percentage though very small (0.6%) in this group. As I mentioned above the term *to swing with wind and tide* was motivated by containment schema. However, the below explanation shows that it is also motivated by force schema:

- **Actual experience forming the schema:** the force of the wind and tide makes the ship at sea swing.
- **Metaphorical concept:** relationships are ships which are also affected by the force of the wind and tide.
- **Motivating schema:** Force

### 2.3.2. Terms Relating to Ship’s Maneuver

Eighteen terms relating to ship’s maneuver in eighteen sentences are dealt with in this part. The frequency of each image schema in this group is shown in the below table:

<table>
<thead>
<tr>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>0/18</td>
<td>0%</td>
</tr>
<tr>
<td>P</td>
<td>0/18</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>0/18</td>
<td>0%</td>
</tr>
<tr>
<td>PW</td>
<td>0/18</td>
<td>0%</td>
</tr>
<tr>
<td>SPG</td>
<td>18/18</td>
<td>100%</td>
</tr>
<tr>
<td>O</td>
<td>1/18</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

One hundred percent of the metaphors in this group are expanded by source-path-goal schema. The process of manoeuvring a ship has its source from the point that the ship berths. Different techniques of navigation make up the image of a path, and the last port of call is the goal that marks the success of the maneuver. The first technique that new sailors have to memorize is *Learning the ropes* (*learn the whole rope system of the ship*). However, if a recruit of any company learns the rope, it means that he/she tries to get familiar with the job. This metaphor is only utilized in English. In Vietnamese, only the term “học việc” or “tập việc” is used. The sailor who is in the bridge and steers the wheel is *taking the helm* or *at the helm*. In the following sentences, the two terms *take the helm* and *at the helm* respectively carry the metaphorical meanings: to take control and to be the boss.

*We cannot take the helm because there are too many competitors.*

*Only he can make decision whether to sell the product because he is at the helm.*
Vietnamese people also share this process of cognition. The following sentences that we often hear in daily conversation among Vietnamese people are the proofs: “Chúng ta không thể lây được tình hình vì có quá nhiều đối thủ cạnh tranh” or “Chị ơi ta mới có thể quyết định có bán sản phẩm hay không vì anh ta là người cảm lạy.” The last technique that a helmsman has to perform to finish the voyage is to berth the ship. If he berths the ship successfully, it means that he achieves the goal. Therefore, if we say, “the development of the company berthed on the shore”, we mean that the company achieved its goal of development. In Vietnamese, it is said “Sự phát triển của công ty đã đến được bên bờ mong ước.” The process of constructing the above metaphors can be explained as below:

- **Actual experience forming the schema:** the process and different techniques and action taken to maneuver the ship from the departure port to the arrival port. The goal to achieve is to maneuver the ship safely to the last port.

- **Metaphorical concept:** implementing a work is maneuvering a ship. Leading a life is also maneuvering a ship. The boss is the helmsman. He has the right to set the sails and pick the course. A recruit must learn the ropes. The work may go on smoothly and the company can operate on its own steam. Sometimes, there may be difficulties and another tack must be tried. If the company successes, it means that it berths the shore. Your life is also maneuvered. It may be steered on course (on the right way) or off course…

- **Motivating schema:** Source-Path-Goal

The analyses to the terms in this group also reveal an interesting point that source-path-goal schema is usually combined with orientation schema. For instance, in the case of the term **on course** and **off course**, which are used to denote the direction of a ship, in the following sentences:

*Regardless of where you were headed before, it is never too late or too early to get your life on course.*

*That unfaithful man steered her life off course.*

During the voyage, which serves as the path of the schema, the helmsman steers the ship and keeps it **on course** (on the direction that has been fixed), not let it off course. However,
on course and off course are also the terms that denote the orientation. In the above sentences, on course and off course are conceptualized as the lifeline. A life on course is a good life (một cuộc đời đi đúng hướng), vice versa, a life off course is a bad life (một cuộc đời di chuyển hướng). So that these two metaphors are motivated by two image schemata at the same time: source-path-goal and orientation. This explains a small percentage that orientation schema occupies in this group (0.6%). The formation of those metaphors can be clearly explained as followed:

- Actual experience forming the schema: the direction that the ship must keep to during the voyage.
- Metaphorical concept: good is on course, bad is off course.
- Motivating schema: Source-Path-Goal, Orientation

2.3.3. Terms Relating to Ship’s Position and Situation

The analyses were done to eight terms in this section to find out the frequency of each image schema. The results are presented in table 3:

<table>
<thead>
<tr>
<th>Number</th>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>2/8</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>0/8</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>0/8</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>PW</td>
<td>4/8</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>SPG</td>
<td>0/8</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>O</td>
<td>4/8</td>
<td>50%</td>
</tr>
</tbody>
</table>

Metaphors in this group are motivated by both part-whole and orientation with equal percentage (50%). Containment schema also plays a rather important in the metaphors of this group (25%). Let us have a look into the detailed analyses of some terms in this group.

The term athwardships means across the widest part of the ship. This term is used metaphorically in the sentence “What are the issues athwardships your economy at the
moment?” This metaphor is formed by the motivation of two schemata, which are explained below:

- **Actual experience forming the schema:** the distance across the ship from side to side, different position on board ships.

- **Metaphorical concept:** economy is containment as ship, across the ship is alongside the economy. Athwardships is prevailing.

- **Motivating schema:** Orientation, Containment

This metaphor can only be understood as “văn đề xuyênsuốt nền kinh tế” in Vietnamese, which means that only the containment schema is utilized in Vietnamese to form this metaphor. This example, once more, confirms the spontaneous appearance of containment schema and orientation schema in a metaphor. Similar case is also found in the term **on deck** in the sentence “The baseball umpire calls the next batsman on deck.” The batsman on deck is the man that must get ready for the next ball. In Vietnamese, “on deck” is not conceptualized in metaphorical way as in the above sentence. Vietnamese people hardly say “Trọng tấigọi cầu thủ bóng chạy tiếp theo lên boong”. Instead, they say “Trọng tấigọi cầu thủ bóng chạy tiếp theovào vị trí”. The motivation process of the two image schemata in this term is shown below:

- **Actual experience forming the schema:** on an important position on board ship

- **Metaphorical concept:** baseball field is containment as ship, on deck is on the position ready to do the task given.

- **Motivating schema:** Containment, Orientation

Some other terms which are also motivated by orientation schema including **athwardships**, **on deck**, **aloft**, and **bottom of the ship’s social ladder**. The formation of metaphors using these terms can be:

- **Actual experience forming the schema:** different positions on board ships.

- **Metaphorical concept:** athwardships is prevailing, on deck or aloft is good, and at the bottom is bad.

- **Motivating schema:** Orientation
Part-whole schema also prevails in this group. The terms *shipwreck, to run aground, to float, and to sink* are motivated by this schema as followed:

- **Actual experience forming the schema:** different elements in the state of a ship.
- **Metaphorical concept:** state of a ship is state of a relationship or an economy.
- **Motivating schema:** Part-Whole

This schema seems also popular in metaphors which use these terms in Vietnamese. For example, English people say “The big ship of US economy *runs aground*”, the equivalence in Vietnamese is “Con tàu của nền kinh tế Mỹ đã *mắc can*” or “The options are either to fix exchange rates permanently or to *float*” is equal to “Có hai sự lựa chọn là hoặc ổn định tỷ giá hộ đầu hoặc thuộc *thả nổi chùng*”…

**2.3.4. Terms Relating to Ship’s Structure and Organization**

Five terms were studied and brought about the below results:

<table>
<thead>
<tr>
<th>Number</th>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>0/6</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>0/6</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>0/6</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>PW</td>
<td>5/6</td>
<td>83.3%</td>
</tr>
<tr>
<td>5</td>
<td>SPG</td>
<td>0/6</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>O</td>
<td>1/6</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

Part-whole is still the pervasive schema in this group (83.3%). Besides, only another schema extended in the metaphors in this group is orientation (16.6%). This is due to the concept that ship is a complete object and its organization is in a very neat order. The formation of the metaphorical concepts in this group is pointed out below:

- **Actual experience forming the schema:** the ship as a whole and the function of its different parts and manning.
- **Metaphorical concept**: the organization of ship’s manning is that of a nation. The functions of different parts of a ship are the functions of things in life
- **Motivating schema**: Part-Whole

Take the term *figurehead* whose literal meaning is carved wooden decoration, often female or bestial, found at the prow of ships for example. This term shows an object in the whole structure of a ship. In metaphorical sense, it is used as in the following sentence:

*In parliamentary systems, presidents are figureheads at times of peace*

In this case, the presidents are compared with wooden statues that only have decorative function for ships. In Vietnamese, they are usually said to be “bung xung”. This means that Vietnamese people do not conceptualize the figurehead of a ship to be a person who holds an important title or office yet executes little actual power. Instead, Vietnamese people conceptualize them as puppets.

Only one metaphor in this group is motivated by orientation schema *portside* (the left-right side of a ship). The orientation schema motivates the metaphor using this term in the following way:

- **Actual experience forming the schema**: the left-right side of a ship
- **Metaphorical concept**: left side (portside) is minor, right side (starboard side) is major.
- **Motivating schema**: Orientation

That concept leads to the metaphor in the below sentence:

*Those of us on the portside of the political ship might ask a similar question about the effect of division and enmity in the national discourse.*

A possible translation into Vietnamese is:

*Chúng ta những người đúng bên ngoài chính thường cũng có thể đặt ra một câu hỏi tương tự về ảnh hưởng của sự chia rẽ và thù địch đối với ngôn từ của quốc gia.*

### 2.3.5. Terms Relating to the Sea and the Weather
Ten terms were analyzed in this part, which brings to the following results:

Table 5 Image Schemata in Sea and Weather Terms

<table>
<thead>
<tr>
<th>Number</th>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>4/10</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>0/10</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>5/10</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>PW</td>
<td>2/10</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>SPG</td>
<td>0/10</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>O</td>
<td>0/10</td>
<td>0%</td>
</tr>
</tbody>
</table>

Force schema occupies half of the metaphors in this group. Four over ten terms are used to realize metaphorical concepts in the following way:

- *Actual experience forming the schema:* physical force of the seawater and the weather (wind, rain…)
- *Metaphorical concept:* feeling is physical force of the seawater and the weather
- *Motivating schema:* Force

To make it clear, let us have a look at the following example:

*The power and energy of love waved into everyone.*

The image of the force of seawater washing the shore raises the metaphorical concept about love among seafarers. The force of love is conceptualized as the physical force of the seawater. As a result, it waves into everyone. Vietnamese people have similar cognition in the following sentence “Sức mạnh của tình yêu tràn vào tất cả mọi người”.

Containment schema also plays a crucial role in motivating metaphors in this group (40%). The process of forming those metaphors is shown below:

- *Actual experience forming the schema:* large and deep spaces where ships sail.
- *Metaphorical concept:* the image of a container with a great amount of things inside.
- *Motivating schema:* Containment
The large sea and ocean raise the image of great quantity as in the phrases “An ocean of sound” and “A river of words”. Some other objects are also conceptualized in this way are island, sea… In Vietnamese, this way of conceptualization also happens, however, the terms used to realize this concept are normally ocean, sea and stream. For instance, “một biển nguồn”, “một đại dương âm thanh”, “một suối thơ”…

Part-Whole schema occupies 20% of the schemata in this group. Its motivation can be explained as followed:

- Actual experience forming the schema: different images of the sea and its water
- Metaphorical concept: different sea states are different feelings.
- Motivating schema: Part-Whole

This process can be seen in the below metaphor:

Few pages feel wavy at touch like someone read it with wet hands.

It centers around the stormy marriage of a young couple.

Wavy is a state of the seawater. In the above sentence, it is used to denote a kind of feeling that in Vietnamese it is called “mấp mờ”. In this case, an abstract target domain felling is conceptualized in terms of a physical object wave. The second term stormy is in the same situation as the term wavy. Vietnamese people also conceptualize a difficult marriage in the virtue of stormy weather, so that they usually say “một cuộc hôn nhân đầy bão tố”.

2.3.6. Terms Relating to Ship Building and Ship’s Procedure

The analyses are done to eight terms in this part to find out the frequency of each image schema. The results is shown in table 6:

Table 6 Image Schemata in Ship Building and Ship’s Procedure Terms

<table>
<thead>
<tr>
<th>Number</th>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>0/8</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>0/8</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>1/8</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
The process of building a ship with many steps structures the source-path-goal schema in this group. That is the explanation for the 50% that this schema occupies. The detailed explanation is presented below:

- *Actual experience forming the schema:* steps in the process of building a ship.
- *Metaphorical concept:* the process of building a ship is the process of implementing a project.
- *Motivating schema:* Source-Path-Goal

All the preparations for building a ship make up the source of the schema. For example, the ship is built on the stock first, then she is launched into water. This experience brings to the metaphors in the following sentence:

*The project that had long been on the stocks was finally launched.*

If a project is on the stocks, it is on the preparation stage. When that project is launched, each step of the project is implemented. However, in Vietnamese, it is not common to say “Đự́n dồ́́ đọ́ ng ớ́ trẹ́n gί́án tạ́u và́ sà́p được ḡà́ thụ́y”. Actually, the sentence should be “Đự́n dồ́́ đọ́ ng ṭrọ́ng gỉ́ái đọ́án c hǻọ̄n bį́ và́ sà́p sỉ́a được ḡứa v辖区内̄c thực hiệ́n”.

Part-Whole schema occupies nearly 40% of all the schemata in this group. It mainly relates to the terms of ship’s procedure. Its motivation is carried out as below:

- *Actual experience forming the schema:* procedure relating to the clearing in or clearing out of ships.
- *Metaphorical concept:* the function of each procedure is the function of people in life
- *Motivating schema:* Part-Whole

In the case of the terms *pilot* and *port* in the following sentence:

*God is my pilot.*

*I will rest in the port of God forever.*
Pilot is the person who helps the ship into or out of port. God is conceptualized as a pilot because in maritime, the role of the pilot is very important. Port is place that can release seafarers after many difficulties of each voyage. Therefore, port is conceptualized as heaven. In this case, the sentence can be understood as “Chúa là người dẫn đường chỉ lối cho tôi” and “Tôi sẽ nghĩ ngồi bên bên cảng của Chúa mãi mãi”.

Another schema expanded in the group, though seldom, is force schema (12.5%). It motivates the formation of metaphor in the below sentence:

The irate father threatens to give his young a keelhauling.

The work of hauling the keel of a ship with a scraper is very hard and energy consuming. The keel of the ship is like the spine of a person. Therefore, the act of cleaning the keel of a ship is compared to that of a spine. A father threatens to give his young a keelhauling means that he threatens to give him very savage punishment. In Vietnamese, parents sometimes threaten to give their young savage punishment “tuổi xuống sông”. In this case, Vietnamese and English people share the same image schema but use different source domain. The motivation of force schema in this term can be seen below:

- Actual experience forming the schema: the force used to make the ship’s keel clean
- Metaphorical concept: the force used to do the hard work is the savage of the punishment.
- Motivating schema: Force

2.4. DATA ANALYSIS AND DISCUSSION

2.4.1. Data Analysis

In the previous part, the terms chosen were analyzed in terms of image schemata. The frequency of each schema in each group of term was summed up. In this part, before going into detail each image schema, I would like to have a look at the overall picture of image schemata used in the sixty-five nautical terms chosen. Two tables below designed to supply readers with a better view. The first one is the sum-up of the frequency of each kind of
image schema. The second is the sum-up of the frequency of image schema in each group of term.

Sum-up Table 1:

<table>
<thead>
<tr>
<th>Number</th>
<th>Image schema</th>
<th>Terms used /Total</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>15/65</td>
<td>23%</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>8/65</td>
<td>12.3%</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>10/65</td>
<td>15.3%</td>
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<tr>
<td>4</td>
<td>PW</td>
<td>14/65</td>
<td>21.5%</td>
</tr>
<tr>
<td>5</td>
<td>SPG</td>
<td>22/65</td>
<td>33.8%</td>
</tr>
<tr>
<td>6</td>
<td>O</td>
<td>6/65</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Sum-up Table 2:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<td></td>
<td></td>
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<td>%</td>
</tr>
<tr>
<td>1</td>
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<td>9/15</td>
<td>60%</td>
<td>2/15</td>
<td>13%</td>
<td>0/15</td>
<td>0%</td>
</tr>
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<td>P</td>
<td>8/8</td>
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<td>0/6</td>
<td>0%</td>
</tr>
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<td>3</td>
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<td>4/14</td>
<td>29%</td>
</tr>
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<td>0%</td>
<td>18/22</td>
<td>82%</td>
<td>0/22</td>
<td>0%</td>
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<td>1/6</td>
<td>17%</td>
<td>4/6</td>
<td>67%</td>
</tr>
</tbody>
</table>

2.4.1.1. Containment Schema

According to the data in the sum-up table, this schema stands at the second position after Source-Path-Goal schema in the virtue of frequency (23%). It means that the image of the
sea and the ship as containers has great effect on the concepts of seafarers. This schema is mainly extended in terms relating the movement of the ship and the sailor (60%), terms relating to the sea (27%), and terms relating to ship maneuver (13%). The reason is that ship moving or maneuvered at sea is moving or maneuvered in a container. Sailors moving onto or out of ship, a container for them. As a result, the source domain for metaphors motivated by this schema is mainly ship and sea. That’s the reason why we have such metaphorical concepts as SEA IS CONTAINER and SHIP IS CONTAINER.

2.4.1.2 Path Schema

Path schema takes 12.3% among six image schemata analyzed. Terms relating to the movement of ships and sailors during a voyage are the main device to extend this schema. In marine field, the image that gives the deepest impression of a path is a sea voyage. This image is the source domain for many metaphorical concepts, for example, LIFE IS A SEA VOYAGE and LOVING RELATIONSHIP AS TRIP AT SEA, which are realized in six chosen expressions of ship and sailor’s movement (to make headway, sink, drift, swing, sail through life, sail against the wind, embark, and get under way). Besides, the target domains of these metaphors are mainly abstract domains (life, loving relationship…)

2.4.1.3 Force Schema

The force of the sea is the main experience structuring the force schema extended in nautical terms-based metaphors. Metaphorical concepts motivated by force schema are realized by 72% of the terms relating to strength of the seawater. This source domain is normally used to conceptualize abstract target domain, such as love in the concept LOVE IS SEA or emotion in A SOUL TROUBLED BY EMOTION IS STORMY SEA and HUMAN EMOTION IS SEA, or attitude in OUR ATTITUDE IS FATE OF THE SEA.

2.4.1.4 Part-Whole Schema

Part-Whole schema is also extended frequently in metaphors using nautical terms (21.5%). This due to the concept that the physical objects used in maritime should be watertight
ones. These objects include many parts organized orderly. The schema is used rather evenly among the terms of six groups. However, the most frequent one is still group four: terms relating to the structure of the ship (36%). This schema is also combined with force schema to form metaphors in marine field (in the case of the term *undertow* and *stormy*). Some common metaphorical concepts that are motivated by this schema are NATION IS A SHIP, ENTERPRISE IS A SHIP…

### 2.4.1.5 Source-Path-Goal Schema

This schema is expanded the most frequently in maritime field because the working environment of seafarers requires the clear identification of the source, the path, and the goal of each task. For example, maneuvering a ship includes identifying obviously where, when, and how to set the sail, which course to pick for the whole voyage, when to reach the port of calls… The main source domain used to form metaphors using this schema is the process of maneuvering a ship, the process of building a ship. Typical metaphorical concepts motivated by this schema are BUSINESS ENVIRONMENT IS SAILING, BUILDING A SHIP IS IMPLEMENTING A PROJECT…

### 2.4.1.6 Orientation Schema

Orientation schema is not expanded very frequently. It is mainly realized by the expressions relating to the ship’s position. This due to the fact that most of the terms used to show the direction of the ship are not marine origins so the numbers of terms showing orientation is not big. However, Orientation schema is normally combined with Source-Path-Goal and Containment schema to motivate metaphors (in the case of the terms *on course*, *off course*, *athwardships*, *on deck*). One typical concept motivated by this schema is STARBOARD SIDE IS MAJOR, PORTSIDE IS MINOR.

### 2.4.2 Comparison between Metaphorical Concepts in English and Vietnamese
From the results of the analyses, it can be seen that image schemata extended among nautical terms-based metaphors are really various. In most of the cases, only a single schema plays the key role in motivating metaphors. However, it is interesting to find that in some cases, the combination of two image schemata is indispensable to construct metaphors. For example, the combination of Part-Whole and Force schema in the terms *undertow* and *stormy*, the combination of Orientation and Containment Schema in the terms *on course* and *off course*…

Some similarities in the cognition of metaphorical concepts between Vietnamese and English can be found. Vietnamese and English seafarers share the way of conceptualizing life as a voyage. Such phrase as “cuộc dời đi đúng hướng/ chênh hướng” (life on course/off course) is so popular in Vietnamese. The following sentences are also the proofs for this similarity: “Cuộc dời có ấy đã chuyển sang một hướng khác”, “Không biết cuộc dời có ấy rồi sẽ ghé vào bên bờ nào.”

However, the cognitive processes of the two peoples also have many differences. English people conceptualize “**athwardships**” (across the ship from side to side at the widest part) as “from beginning to the end”. This is not the case among Vietnamese people. The process of conceptualizing orientation is quite different between English and Vietnamese people. English people conceptualize portside as minor and starboard side as major so they have the sentence as “Those of us on the **portside** of the political ship might ask a similar question…” Vietnamese people do not use the orientation of left-right in this case, they normally use the orientation of front-back to show the major and minor. Bow is major, stern is minor so that Vietnamese people say “Anh ta là người đứng **mũi** chịu sào”

These are only a few examples of the similarity and difference between the cognition of English and Vietnamese people. In this paper, they are discussed only to raise the awareness of learners of English of the different ways that different peoples conceptualize the world.
CONCLUSION

1. MAJOR FINDINGS

In this paper, sixty-five nautical terms have been investigated in the virtue of image schema. The two research questions
- What image schemata motivate metaphors in nautical terms?
- What is the frequency of each image schema extended in nautical terms?
were addressed. The answers are:
a. Image schemata expanded in maritime register to form metaphors are very diversified. All the six image schemata are utilized; however, the frequency is not even. This can be briefly viewed in the following chart:

![Frequency of Image Schemata](chart.png)

Besides, the study also indicates that:
b. The image schema varies due to the minor field of the metaphorical expressions. For example, in the field of shipbuilding, Source-Path-Goal schema pervades but in the field of ship movement, Containment Schema prevails.
c. Two image schemata may be expanded spontaneously to form a metaphor, especially the combination of Containment and Orientation schema.
d. There are many differences in the cognitive process of Vietnamese and English seafarers. This leads to different metaphorical concepts in Vietnamese and English.
2. IMPLICATIONS FOR LANGUAGE TEACHING

The findings of this paper suggest the teachers of ESP in Navigation Department, VIMARU with a new method of teaching metaphors. If teachers are supplied with the information of image schemata in nautical terms, they can make metaphorical expressions much more interesting and memorable to students. For example, instead of only introducing to students the term to give a wide berth can also be used with the meaning to keep a distance with somebody, the teacher may explain the experience structure, the metaphorical concept, and the image schema underlying this metaphorical expression. In this way, students can understand the cognitive process of English seafarers, which can greatly assist their comprehension and utilization of metaphors in English.

3. LIMITATIONS OF THE STUDY

Firstly, the limitation of a minor thesis only allows the analyses of more than sixty terms which is a small number in comparison with the big treasure of nautical terms. Secondly, the cultural factor, which influences the preconceptual experiences, has not been addressed in this paper. Finally, the method of identifying the image schema is limited by the ability to recognize the structure of experience in English people’s mind. Thereby, the issue raised in this paper has still left much to be studied.

4. SUGGESTIONS FOR FURTHER STUDY

Is this the only way to think about metaphor? The answer is not at all. There are many other ways that are enough to keep any researcher occupied for ages. For example, studying metaphors in terms of their categories, doing contrastive analysis between metaphors using nautical terms in English and Vietnamese. Due to the limited sources of information, personal knowledge, as well as scope of a minor thesis, this paper covers only one view of metaphor: conceptualist view. Still, it has left much to be
desired so that all the remarks and comments from the lectures will be highly appreciated.