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Money and money-related metaphors in business English

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Abstract

The paper deals with the metaphorical aspect of business and economic texts with special focus on money metaphors. According to cognitive linguistic approach metaphors are clustered in different conceptual categories. The paper is structured around Conceptual Metaphor Theory and it analyses the mapping and conceptualisation of money metaphors by means of cognitive linguistic categories: *money is liquid*, *money is solid*. Out of the business metaphors we selected the money and money-related ones. We also analyse the means by which these categories are obtained: verbs, idioms, pre- and post-modifiers, etc.

Keywords: Business English, metaphor, money;

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1. Introduction

The approach of metaphors and metaphoric features of business English requires taking into account two perspectives:

1. The linguistic perspective;
2. The pedagogical one.

We consider that the best way to identify money metaphors is the corpus-based approach. This method implies amassing large corpora made up of specialized texts and extracting the headwords and identifying their general and conceptual mappings. There are arguments both for and against the corpus-based research: the arguments for the corpus-based approach refer to the fact that researchers work with larger volumes of data, while arguments against refer to lack of validation, corpus-based approach to conceptual mapping needs validation. Corpora enable the identification of groups of data that cannot be considered significant, they become significant only after validation, in our case identification of some conceptual mappings of money in different metaphorical patterns. Corpora have the advantage that they enable researchers to analyse language in use. On the one hand, some of the results of this corpus-based approach to conceptual mappings need to be quantified and evaluated from a statistical point of view. On the other hand, some of the results of this corpus-based approach do not have a theoretical foundation as they do not comply with any theoretical background of conceptual mappings, they are examples discovered at random. The researcher can resort to several methods of identifying metaphors: sampling, introspection, clustering. Metaphors can be extracted either manually, this task is very difficult because corpora are very limited or automatically, with the help of concordancing programs. The concordance programs show the more or less decontextualized chunks of texts. The chunk contains a span of several words known as the node. Manual annotation for conceptual mappings does not represent a valuable resource for corpus-based research.

According to the linguistic point of view metaphors are clustered into different categories: market-related metaphors fall into animate metaphors (bull market, bear market) and inanimate metaphors, money metaphors are liquid or solid.

A metaphor-based teaching approach is very difficult to implement in the teaching of English to business English students. It also raises students' awareness of the importance of metaphors, this approach requires that the teacher has access to large corpora.

3. Purpose of study

The aim of this paper is to analyse and make an inventory of money and money-related metaphors in Business English. The findings are clustered according to the categories proposed by cognitive linguistics. We also draw on the pedagogical aspect of teaching business metaphors, as a good command of business metaphors offers students a refined knowledge and an in-depth perspective on language.

4. Methods

Our approach relies on amassing small parallel corpora of Business English texts and headlines. The first stage relies on identifying the texts to be incorporated. The sources of the texts to be included in the corpora are represented by financial newspapers and publications, websites and online sources. The second stage refers to establishing the headwords: *money*, *cash*. The next stage is the hand-coding and automated coding of metaphors with the help of concordancers. Corpus -approach into metaphor has to begin with attested linguistic expressions. In our case the headwords include *money* and *cash*. The entailments which establish between Source Domain and Target Domain are: basic and conceptual. The same conceptual categories of money and money-related metaphors will be

identified both in TD and SD. It is not the scope of this paper to translate identified business metaphors into Romanian. The final stage includes the interpretation of results as well as the contrastive analysis of the cognitive categories identified in both TL and SL. The findings are subject both to quantitative (the number of occurrences within a text) and qualitative analysis, comparisons and interpretations.

Usually the noun money collocates with the following verbs: to save, to spend, to invest, to raise, to withdraw, to pay in. The general mappings for money are:

1. Money is liquid
2. Money is solid
3. Money is food

In both cases money is associated with Source Domain waste, wealth, property, assets, resource. Common collocations include: to throw away money, to save money. Money performs many functions: as a medium of exchange, a unit of account, a means of payment.

Table 1 General and conceptual mappings for money

1. Money is liquid	
The general mapping money is waste can appear in metaphors such as:	Money down the drain.
Within the Source Domain wealth and the Target Domain money , we can identify the general mapping is wealth is money .	Flood of money. Money is rolling in. Money flows.
Within the Source Domain corruption the general mapping is Money is corruption :	Money laundering. Dirty money.
Money is fuel:	To pump money into the economy. To inject money into the economy.
Money is an investment:	But if fundamental stock values are weakening, and investors pour money in anyway, the bears are likely to see this as a sign of a market.
Money can circulate, Conceptual mapping Money is a vehicle :	There is still plenty of money floating around.
2. Money is solid	
Money can be printed: banknotes	e.g. Thus when traders piled into the Swiss franc in the early years of the financial crisis, seeing it as a sound alternative to the euro's travails and America's money-printing , the Swiss got worried.
Within the source domain waste , the general mapping is money is wasted :	To shovel the money out of the door.
Within the Source Domain wealth and the Target Domain money , the general mapping is Wealth is money :	A pot of money.
Within the Source Domain movement/ transportation , the general mapping is Money circulates , the conceptual mapping is Money is a means of transport .	Money circulates.
The specific relation which establishes is Money is a	Money scurries into emerging-market property.

vehicle:

Money cannot move:

*Depositors also faced the risk of having their **money trapped** for weeks.*

Within the general mapping **Money can be seen**, the conceptual mapping is **Money is colour/ Colour is money**.

To see the colour of money.

Within the conceptual mapping **More is up** there are:

***Down with the dollar. Why the dollar is falling**-less is down.*

*On the days when risky assets fall, **the dollar tends to go up**- more is up.*

Money is an investment:

Investors **are plowing money** into apartments.

Table 2 General and conceptual mappings for cash

1. Cash is solid

Less is down:

It would be difficult to get politicians **to stump up cash**.

Within the Source Domain **wealth** the general mapping is **Wealth is cash**:

That actually depends on how the aggregate **cash hoard** and debt burden is divided.

Companies are too scared to invest their **cash mountains** to expand production.

At the other financial pole, the **cash-rich** and debt-free (by definition savers not spenders) might well spend little.

People typically do not have both large debts and **piles of cash**, since it would make sense to use the latter to pay off the former.

Cash as container:

*The **stock of cash** is a bit smaller than the stock of debt.*

2. Cash is liquid

Cash circulates:

Cash flow, cash inflow, the flow of cash

Cash as investment:

Automakers are likely to be at the epicenter of a rebound in manufacturing in coming months as assembly lines speed up after the government's **cash-for-clunkers plan** left showrooms bare

5. Pedagogical implications

From a pedagogical point of view, metaphors represent an important tool, however it is difficult for every teacher to embark upon the teaching of business English with the help of metaphors. Among the advantages of resorting to metaphors during the teaching process, mention should be made on:

1. The teacher can devise lexical drills;

2. Metaphors encourage fluency in teaching and better comprehension of a written message.

The effects of using metaphors are beneficial for the students, as these tools encourage the development of fluency in oral skills, facilitate comprehension of a written message, equipping the students with an intercultural outlook. The students get in contact with authentic texts. As regards the teaching approach adopted by teachers, this is similar with the one adopted in teaching vocabulary: metaphors are taught in context, not isolated.

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