



UNIVERSITI PUTRA MALAYSIA

**A COGNITIVE SEMANTIC ANALYSIS OF METAPHORS OF INNOVATION
IN EDUCATION IN LIM KOK WING'S WRITINGS**

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By

NOR ASIAH BINTI RAZALI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Master of Arts**

July 2020

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Master of Arts

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July 2020

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In this day and age, innovation is not an alien concept. It is prevalent in our spheres of life and it has been discussed in varied disciplines, including education. The discussion on innovation in the context of education has been published in various documents, such as educational magazines, books and blogs. One example of such a documentation is the writings on innovation by a renowned figure associated with innovation in education, namely, Tan Sri Dr Lim Kok Wing, compiled in a book titled "*The Future is Coming*". In education, innovation is required to transform the education system to prepare the future generation to be future-ready for innovation-driven economy. In this light, various studies were conducted to examine the importance of innovation towards people, society, organisation and the world. Despite the importance of innovation, people are still struggling to adopt and adapt innovation in their life due to the lack of comprehension toward the concept. Therefore, it is important to examine the concept of innovation particularly through the metaphorical expressions in order to investigate peoples' conception, perspectives and belief toward the concept of innovation specifically in the current education landscape of Malaysia. This study investigates the conceptualisation of innovation in the context of education through the writings of Tan Sri Dr Lim Kok Wing. Specifically, it aimed 1) to unravel the conceptual metaphors of innovation in the context of education and 2) to examine how the unravelled metaphors reflect his conceptions of innovation in education.

In total, 42 written texts on innovation by Tan Sri Lim Kok Wing, published in the book "*The Future is Coming*" were included as data of the study. The data were analysed using Lakoff and Johnson's (1980) Conceptual Metaphor Theory. Findings of the study unravelled seven salient conceptual metaphors underlying the expressions related to innovation in education. These metaphors involve the mappings of the source domains of JOURNEY, WAR,

OBJECT, HUMAN BEING, SPORT, BUILDING, and FORCE to the target domain of INNOVATION. In addition, two salient conceptual metaphors, namely, INNOVATION IS A JOURNEY and TO INNOVATE IS TO MOVE were identified. The unravelled metaphors underlying the writings on innovation suggest that innovation is conceived as a long process which requires careful planning. It is also conceived as a sport, in which the aspects of competition, teamwork and effort are highlighted. The findings of the study provide insight into how innovation is conceived, specifically from the lens of Lim Kok Wing which would be beneficial for the audience to have a better comprehension on innovation.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sastera

ANALISIS KOGNITIF SEMANTIK PENGGUNAAN METAFORA INOVASI DALAM KONTEKS PENDIDIKAN DALAM PENULISAN LIM KOK WING

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Pada hari ini, inovasi bukan lagi satu konsep yang asing. Inovasi merangkumi kehidupan seharian kita dan juga telah dibincangkan dalam pelbagai disiplin ilmu termasuk dalam bidang pendidikan. Perbincangan mengenai inovasi di dalam konteks pendidikan telah pun diterbitkan di dalam pelbagai dokumen seperti majalah pendidikan, buku-buku dan juga melalui blog. Satu contoh dokumentasi ini ialah penulisan mengenai inovasi yang diterbitkan oleh seorang tokoh yang terkenal dalam bidang inovasi pendidikan iaitu Tan Sri Lim Kok Wing di dalam bukunya yang bertajuk "*The Future Is Coming*". Di dalam konteks pendidikan, inovasi diperlukan untuk mengubah sistem pendidikan bagi melahirkan generasi yang bersedia untuk ekonomi berlandaskan inovasi. Ke arah matlamat ini, pelbagai kajian telah dijalankan untuk membuktikan kepentingan inovasi terhadap manusia, masyarakat, organisasi, dan juga dunia. Namun, orang ramai masih bergelut untuk menerimapakai inovasi ke dalam hidup mereka kerana kekurangan pemahaman terhadap konsep tersebut. Oleh itu, konsep inovasi haruslah dikaji melalui ekspresi metafora untuk menyiasat konsepsi, perspektif dan kepercayaan seseorang terhadap konsep inovasi terutamanya dalam landskap pendidikan semasa di Malaysia. Kajian ini adalah untuk menentukan metafora konsepsi inovasi dalam konteks pendidikan menerusi penulisan Tan Sri Lim Kok Wing. Secara khususnya, ianya bertujuan untuk 1) mengkaji penggunaan metafora konsepsi inovasi dalam konteks pendidikan dan juga 2) untuk mengkaji bagaimana metafora konsepsi inovasi mencerminkan konsepsi Tan Sri Lim Kok Wing terhadap inovasi dalam pendidikan.

Secara keseluruhannya, terdapat 42 teks mengenai inovasi yang ditulis oleh Tan Sri Lim Kok Wing di dalam bukunya yang bertajuk "*The Future Is Coming*" telah disertakan sebagai data kajian. Data terkumpul telah dianalisis berdasarkan Lakoff dan Johson's (1980), Teori Metafora Konsepsi. Dapatan

kajian ini menunjukkan terdapat tujuh metafora konsepsi yang berdasarkan ekspresi metafora inovasi dalam pendidikan. Metafora-metafora ini memetakan domain sumber, PERJALANAN, PEPERANGAN, OBJEK, MANUSIA, SUKAN, BANGUNAN dan DAYA kepada domain sasaran INOVASI. Tambahan lagi, dua metafora konseptual iaitu PROSES INOVASI IALAH SATU PERJALANAN dan UNTUK MENGINOVASI IALAH UNTUK BERGERAK telah dikenalpasti. Metafora dalam penulisan Tan Sri Lim Kok Wing mengenai inovasi mencadangkan bahawa inovasi dianggap sebagai satu proses yang memerlukan satu perancangan yang rapi. Ia juga dianggap sebagai sukan, dimana aspek persaingan, kerjasama dan usaha ditekankan untuk memenangi sukan tersebut. Kesimpulannya, hasil kajian ini memberi gambaran bagaimana konsep inovasi difahami, khususnya dari kaca mata Lim Kok Wing yang boleh memberi manfaat kepada pembaca untuk mendapatkan pemahaman yang lebih terperinci mengenai konsep inovasi.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

CM	Conceptual Metaphor
CMT	Conceptual Metaphor Theory
CMA	Critical Metaphor Analysis
ME	Metaphorical Expression
MIP	Metaphor Identification Procedure
KWIC	Key Word in Context

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Metaphor was traditionally regarded as a language ornament until Lakoff and Johnson (1980, 2003) claimed that metaphor is more than a piece of literary tool which is pervasive in our everyday life. In the book *Metaphors We Live by*, Lakoff and Johnson (1980) discussed that metaphor reflects our conceptual system. As such, metaphor acts as a reasoning tool that is routinely used to make sense of abstract and unfamiliar concepts by drawing knowledge and experiences from concepts that are easier to comprehend (Singh, 2010; Bougher, 2012; Landau, Robinson, & Meier, 2014). For instance, understanding the abstract ideas about morality in terms of physical experience with dirt and cleanliness (Zhong & House, 2014).

In accordance with this perspective, metaphor is described as a cognitive mechanism whereby a target domain is mapped onto a source domain by making association between the two domains. Simply put, “the essence of metaphor is understanding and experiencing one kind of thing in terms of another” (Lakoff and Johnson, 1980, 2003: 5). In the light of this view, this cognitive mechanism structures our understandings of a complex concept through the mapping of a simpler and more familiar concept. For instance, mapping life onto the domain of a journey as evoked by the conceptual metaphor LIFE IS A JOURNEY, enables life to be talked in terms of journey (e.g. *to be at the crossroads, to stray from the path*).

The pervasiveness of metaphor is attested in both scientific and non-scientific writings (Robson, 1985). On the one hand, in scientific writing, metaphor is used in establishing terminologies, expressing abstract concepts and developing hypothesis (Robson, 1985). Such examples include *the lifetime of a chloride, polypeptide chain, electron cloud, wormhole* and *a cDNA library*. Such complexities and unfamiliar terms were simplified using more familiar terms namely, lifetime, chain, cloud and library which generate images that heightened our understandings of the concepts.

On the other hand, in non-scientific writing a huge number of metaphorical expressions were discovered in news reports, speeches, brochures, advertisements and diaries on a broad spectrum of subjects. For instance, in the field of economy, business discourse is often analysed to investigate how economists perceive economy through the use of metaphor such as in the diachronic study conducted by Burgers and Ahrens (2020). In their study, they

examined the change in metaphorical framing of the economic metaphors describing TRADE in a corpus of 225 years of US State of the Union Addresses (1790-2014). Its finding revealed five source domains of trade that are predominant, namely, PHYSICAL OBJECT, BUILDING, CONTAINER, JOURNEY, and LIVING BEING. The findings of the study revealed that the systematic mappings between the domains are mostly stable and only the CONTAINER source domain change during the period.

Meanwhile, in a case study by Guo (2013) who examined fifty Chinese news reports on Geely's (Chinese global automotive company) acquisition of Volvo suggested that the acquisition of Volvo is perceived as MARRIAGE by the Chinese media which indicated the dominance of Geely over Volvo. Besides economic discourse, political speeches have also been examined to find out how metaphor was used by politicians to persuade citizens, as those demonstrated in Semino and Masci (1996), Ghazali (2004), Zurina et.al. (2014), and Rajandran (2013). In addition, studies of metaphor in the social sphere ranged from topics of health such as medicine (Warren, 1991), cancer (Semino, 2008; Semino et. al., 2018), and others, namely, immigration (Ana, 1999; Musolff, 2015; Nguyen & McCallum, 2015) and environment (Skinnemoen, 2009).

There has been an increasing amount of literature on metaphor research in different areas. Most research on metaphor has been carried out to investigate how metaphor is used in conceptualising abstract concepts, such as EMOTION (Kövecses, 1990; Luo, 2016; Fatemeh, Imran & Norsimah, 2014), LOVE (Kövecses, 1986; Lv & Zhang, 2012; Gavelin, 2016; El Amin, 2017) and TIME (Santiago et.al, 2007; Hamdi, 2010). For example, in many cultures, TIME is conventionally understood as MONEY. Metaphorical expressions such as *'you're wasting my time'*, *'this gadget will save your hours'*, *'can I borrow your time?'* *'I've invested a lot of time on you'* and *time is priceless'* suggest that TIME is understood and experienced as something valuable which is MONEY. The conceptualisation of TIME IS MONEY is pervasive and systematic, it connects concepts that are abstract, vague or unknown to concepts that are familiar through personal, shared or cultural experience (Lakoff & Johnson, 2003).

In addition, metaphor has also been studied in the political field examining politicians' ideologies, perspectives and attitudes towards certain concepts (Semino & Masci, 1996; Mio, 1997; Charteris-Black, 2004; Zurina et.al, 2014). Adding to the literature on metaphor research, this study focuses on the conceptualisation of INNOVATION in the discourse of education.

1.1.1 Concept of Innovation

In recent years, there has been renewed interest in innovation. A vast scholarly literature has emerged on various aspects of innovation (Fagerberg, 2004).

Innovation has been discussed and widely used as a slogan in many social and political fields. According to Godin (2015), innovation has become a value per se which gains veneration and publicity. However, due to its increased popularity, the term innovation has often been incorrectly used and overexploited to the extent of diluting its meaning in the process (Hyndman, 2018). As a result, “innovation has lost its descriptive function where it now means anything, everything and nothing” (Godin, 2015, p.8).

There are many definitions that have been used to describe innovation. For instance, “the term innovation is used to refer to the concept of change or a specific type of change that is human-made and deliberate” (Godin, 2015, p.2). Godin explains that many terms come under the umbrella of innovation, such as change, novelty, reformation, revolution and invention. This is in line with *Oxford Advanced Learners Dictionaries’* (2020) definition of innovation as a process of innovating, a new method, idea or product. Focussing on the aspect of commercialisation, Feldman (2004) termed innovation as the commercial realisation of the value of the invention or the receipt of an economic return. In a simpler word, innovation is about doing things in new and clever ways that engender efficiency and value (Barkoczy & Wilkinson, 2019).

The significance of innovation has been reported in studies on economic growth and development (Fagerberg, 2004; Feldman, 2004; Cooter et al., 2011; Bryce, 2014; Ranchordás, 2015; Schmutzler et al., 2017; Barkoczy & Wilkinson, 2019; Broughel & Thierer, 2019). According to Schmutzler et al. (2017), innovation is regarded as the foundation of success in modern economy at regional and national levels. They asserted that innovation and innovative practices have been documented in a large body of academic literature as it is a catalyst for a sustainable economic growth. On top of economic growth and technological development, innovation has substantially improved human’s well-being and living standards as well as changed our culture (Broughel & Thierer, 2019).

For this reason, innovation is regarded as an endowment that everyone should have. In the foreword of *The Future is Coming* (2012), Dato’ Seri Panglima Maximus Johnity Ongkili, the former Minister of Science, Technology and Innovation of Malaysia asserted that innovation is becoming more vital among the Malaysian society and emphasised that every Malaysian needs to embrace innovation as a way of life. Thus, the society should be aware of the importance of innovation, particularly, in education because it is very critical in this rapidly evolving environment. According to *Malaysia Education Blueprint* (2013: 229), innovation and creativity spirit should be integrated in the Malaysian education system for it to stay relevant in the future. In order to generate new possibilities and to create new knowledge, the modern societies need to acquire high-order thinking skills, i.e., creative thinking and innovation which are greatly needed in order to replace the traditional and less effective ways in both scientific and non-scientific sectors. In a speech on the *Eleventh Malaysia Plan* (2015), the sixth Prime Minister Dato’ Sri Najib Razak emphasised a strong association between

innovation and productivity. These two aspects capable of determining the success and survival of an organisation.

Even though innovation has been the subject of many writings, especially in the sphere of business and technology, Godin (2015) criticised the lack of research that focus on the most important part of innovation that is the concept itself. In his book *Innovation Contested*, he lucidly discussed the meaning of innovation and its representation over time as well as explaining the chronology of when the word first emerged and changed according to different contexts.

In recent years, innovation has been discussed in many different contexts (Winthrop et.al., 2016). The concept is not only popular in scientific and technical sectors, but also in the field of social sciences and humanities. For instance, Lim (2012) emphasised that innovation must not be limited to business and technology but beyond in order to create an innovative nation. In education, innovation is often deliberated to find a new way to deliver knowledge effectively whereby a lack of it may affect the teaching and learning process as well as hinder students' creativity. Because of its importance, innovation study has received substantial attention across a number of discipline in recent years. Similarly, this study focuses on the concept of innovation and its conceptualisation.

1.1.2 Innovation in Education

In the context of education, innovation is a critical component in making sense of learning experiences (*Developing the Cambridge Learner Attributes*, 2018). It has a pivotal role in transforming the education system in order to prepare the human capital needs for innovation-driven industries in the future (*Malaysia Education Blueprint*, 2013: 64).

Considering the importance of innovation in many fields as politics, business, science and technology, it would be relevant to focus on the concept of innovation within the field of education. Specifically, the current study focuses on the metaphor of innovation in education and how they reflect the user's conception of innovation within the discourse.

1.1.3 Innovation in Lim Kok Wing's Writings

In the Malaysian education context, innovation is an aspect that is strongly linked to Tan Sri Lim Kok Wing who frequently discusses innovation in his speeches and blog writings. Being the founder of Limkokwing Creative University, he is renowned for his innovative ideas, and has been bestowed the title *Father of Innovation in Creative Education* by the Malaysia government, recognising his

ingenuity in turning Malaysian education into a global brand (QS Asia News Network, 2017). This award reflects his unique approach to education i.e., a 'pioneering educational model' (QS Asia News Network, 2017). He has changed the landscape of education in his university by breaking the tradition and changing the way knowledge is delivered and acquired. Apart from being awarded with the title *Father of Innovation in Creative Education*, he is also appointed as the Technical Education and Vocational Training (TVET) advisor due to his significant contribution to the development of TVET in Malaysia (Mohd Husni, 2018). Lim Kok Wing's creative approach in education is not only recognised in Malaysia, but also worldwide in which the current Botswana president, Mokgweetsi Masisi regards Lim Kok Wing's approach to tertiary education as unique and refreshingly different (Kanono, 2020).

Innovation is the thrust of Limkokwing Creative University envisioned by Tan Sri Lim Kok Wing as outlined in its vision and mission, i.e., to produce graduates who are creative, innovative and exposed to the global business climate. Lim Kok Wing designed the university as a hub for innovation and capacity-building that trains human capital for developing countries. This is in line with his ambition to empower people with skills, knowledge and mindset that will transform developing countries into innovative nations. The vision and mission of the university reflect Tan Sri Lim Kok Wing's passion in changing the education scenario, i.e., to be more innovative and future-ready.

Numerous speeches and articles were delivered by him in multifarious conferences, seminars and workshops to express his views and idea on the subject of innovation. Thus, in this regard it would be insightful to investigate how this concept is perceived by Tan Sri Lim Kok Wing in the discourse of education.

1.2 Statement of the Problem

Within the area of cognitive semantics, researchers have focused on the study of conceptual metaphor in various discourse, such as immigration, war, politics, crime, environment and healthcare. Such interest is motivated by the recognition that metaphor is more than just a figure of speech but also a figure of thought (Lakoff, 1986), hence metaphor does not only belong to language but also to reasoning.

The pervasiveness of metaphor is attested in our everyday life with the number of metaphors that exists around us. People utilised metaphors either consciously or unconsciously in communicating their mind. Since metaphor is capable of simplifying complex and abstract concept into a concept that is simpler and more familiar, people often resort to metaphor without even noticing them. Therefore,

many concepts have been discussed using metaphors such as CANCER, EMOTION, EDUCATION et cetera.

The pervasiveness of metaphor in everyday life has fuelled various studies on multifarious concepts to shed light on how the mind works. Metaphor studies has been regarded beneficial in understanding the cognitive framework on how people view their world (Tracy, 2019). The cognitive aspect of metaphor has revealed the underlying conceptual metaphor that governs our thinking through the use of metaphorical expressions. In this regard, metaphors structure our perception and are capable of reflecting people's conception, belief and perspective of a particular concept.

One of the concepts that has often been discussed in today's world is innovation. This buzzword can be found almost anywhere and everywhere. Innovation is regarded integral in every organisation in order for it to stay relevant and evolving. In education, innovation is related to the transformation of the education system to prepare the future generation to be future-ready for innovation-driven economy. Towards this goal, many prominent figures have discussed the concept of innovation to educate the society on the idea of innovation and its importance. Various studies were conducted to document the importance of innovation for people, society, organisation and the world.

Such is the importance of innovation that it has been one of the aspects focused on in research in the educational context (Kovacs, 2017; Biasi et al., 2020; Noor Hanim, 2020; Barichello et al, 2020). Within the Malaysian education scenario, innovation is often linked to a figure of Leadership of Innovation and Globalisation in Education, Tan Sri Lim Kok Wing. His "craft in innovative education yields tens of thousands of industry-ready youth"(https://www.limkokwing.net/malaysia/news/article/tan_sri_limkokwing_named_global_leader_in_innovative_education_and_philanthropy), and his aspirations and accomplishments in transforming education are depicted in his speeches and writings. In this light, it would be enlightening to examine innovation in the context of education from the lens of a successful mastermind of innovation in education documented in his speeches. Moreover, investigating how the concept of innovation is conceived can be approached using the cognitive semantics approach, which focuses on the use of metaphorical expressions to reveal peoples' conception, perspectives and belief toward the concept of innovation. The unravelled metaphors underlying expressions related to innovation in education are capable of simplifying a complex and abstract concept such as innovation, and would be useful in understanding its complexity.

To date, there is hardly any published study on metaphor of innovation in education, particularly on how innovation is conceived in education. Thus, bearing this gap in the literature in mind, this study seeks to examine how

innovation is conceptualised in discourse related to innovation in education by Lim Kok Wing, the father of innovation in creative education.

1.3 Objectives of the Study

This study aimed to examine the use of metaphors of innovation in education as conceived by Tan Sri Dato' Paduka Dr Lim Kok Wing. Specifically, the study sought to achieve the following objectives:

1. To identify and analyse the conceptual metaphors which underlie the metaphorical expressions related to innovation in Lim Kok Wing's writings.
2. To examine how the unravelled conceptual metaphors reflect Lim Kok Wing's conception of innovation in education

1.4 Research Questions

This study is guided by the following research questions:

1. What are the conceptual metaphors which underlie the metaphorical expressions related to innovation in Lim Kok Wing's writings?
2. How do the unravelled conceptual metaphors reflect Lim Kok Wing's conception of innovation in education?

1.5 Scope of the Study

This study focuses on the metaphors related to the concept of innovation in the context of education as manifested in Tan Seri Lim Kok Wing's writings. It also deals with how the unravelled conceptual metaphors reflects his perspective of innovation in the aforementioned context. The limitations of the study are as follow. First, this study is situated within the paradigm of cognitive semantics that emphasises how Lim Kok Wing conceived innovation based on the unravelled metaphorical expressions.

Second, this study is restricted to the metaphors used by Tan Sri Lim Kok Wing in his writings. Thus, the selected writings are related to the concept of innovation in education conveyed in English. In this regard, the sources of the data for this study are also limited to those extracted from a book by Tan Sri Lim Kok Wing entitled *The Future Is Coming* (2012) and his personal blog that can be accessed via the link <http://founder.limkokwing.net/blog/>.

Third, this study aims to examine how Lim Kok Wing conceived innovation based on the unravelled conceptual metaphors, however, this study does not focus on the persuasive aspects of the metaphor. In this light, the study does not concern the persuasive aspect of metaphor, i.e. how the metaphor influences the readers' thinking towards some course of action.

1.6 Significance of the Study

This study focuses on the conceptual metaphor of innovation in the context of education as manifested in Lim Kok Wing writings. It contributes to the cognitive semantic research by elucidating how innovation is conceptualised in metaphorical expressions as this topic has received little attention from researchers despite its popularity in the media.

Apart from the cognitive semantic analysis, this study uncovers Lim Kok Wing's perspective on innovation based on the metaphors utilised. In this regards, the findings of the study will have insightful implications on how a renowned figure in the field of education conceived innovation as it is essential to understand the concept of innovation through the view of an expert.

Finally, this study is also providing an insight of how the use of metaphors are capable of uncovering peoples' thoughts, ideologies and perspectives. Therefore, this study can be beneficial for people who are interested in the ability of metaphor as a persuasion device and a tool to uncover people's thought.

1.7 Theoretical Framework

This study is grounded on the Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980) which suggests that human conceptual system is largely metaphorical in nature and it constructs our thoughts and actions. The CMT is adopted in the study to elucidate the mappings and the meanings evoked by the conceptual metaphors. Lakoff and Johnson's CMT challenged the traditional view of metaphor by claiming that (1) metaphor is a property of concepts, and not of words; (2) metaphor functions to aid the understanding of certain concepts, instead of fulfilling artistic or aesthetic purpose; (3) metaphor is not always grounded on similarity; (4) metaphor is used effortlessly in daily life by everyone; and (5) metaphor is indispensable in human thought and reasoning (Kövecses, 2002, p.viii).

Essentially, conceptual metaphors involve mappings of aspects from a source domain to a target domain: TARGET DOMAIN IS SOURCE DOMAIN. The domains share one or more characteristics that enables the source domain to be understood in terms of another domain (target) (Lakoff & Johnson, 2008),

namely, the target and source domains. Typically, the source domain is a concrete concept, whereas the target domain is abstract. In other words, metaphor is a cross domain mapping from the source domain to target domain as illustrated in Figure 1.1.

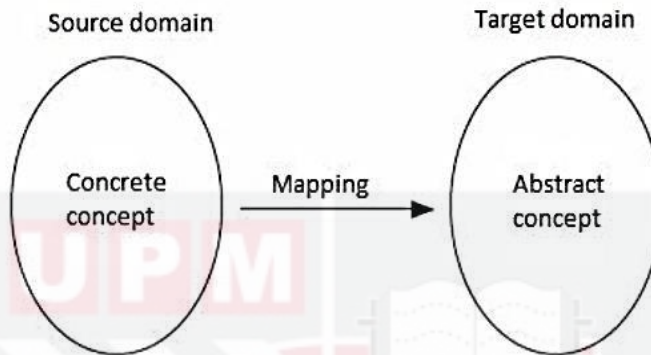


Figure 1.1 : Mapping of Source Domain and Target Domain
(Source: Fang, 2014, p.79)

For instance, in *Women, Fire and Dangerous Things*, Lakoff (1987) conceptualised ANGER AS FIRE using the following metaphorical expressions:

- i. *He was breathing fire.*
- ii. *Those are inflammatory remarks.*
- iii. *She was consumed by anger.*

The source domain FIRE, which is concrete and tangible is mapped onto the target domain ANGER which is an abstract concept. Lakoff and Johnson (1980) termed the lexical unit of utterance used in a text as metaphorical expression while 'conceptual metaphor' is referred to the systematic mapping. Other examples of conceptual metaphors that are conventional are LOVE IS JOURNEY/GAME, ARGUMENT IS WAR/HEAT and LUST IS HUNGER.

1.8 Definition of Terms

The key terms of the study are defined below to assist the readers in having a better comprehension of these terms as used in the study.

Metaphor

The definition of metaphor in this study is from the cognitive view which regards metaphor as result of conceptual mapping that occurs at cognitive level.

Metaphorical Expressions

These refer to linguistic units of an utterance or a text that is used nonconventionally to express an underlying conceptual metaphor. Lakoff (1993) defined them as linguistic expressions that is the surface realisation of crossdomain mapping. The CMT claims that metaphorical expressions are systematically motivated by underlying conceptual metaphors. For instance, metaphorical expressions such as *food for thought*, *half-baked idea*, *let me chew on that for a while*, *digest that information* and *the teacher spoon-fed them the information* are motivated by the conceptual metaphor IDEAS ARE FOOD.

Conceptual Metaphors

Conceptual metaphor is a cross-domain mapping by means of the formula A IS B or A AS B: TARGET DOMAIN IS SOURCE DOMAIN. Lakoff and Johnson (1980) defined conceptual metaphors, as understanding and experiencing one kind of things in terms of another.

Conceptual Domains

A conceptual domain can be described as any coherent organization of experience. According to Radden & Dirven (2007), conceptual domain is the general field that a category or frame belongs in a given situation. There are two main types of conceptual domains used in a conceptual metaphor; source and target domains. The source domain refers to a concept that is used in metaphor studies to provide the means of understanding another concept manifested in the abstract domain (Lakoff, 1987). On the other hand, target domain is the domain that we try to understand through the source domain. Examples of common target domains are life, arguments, love, theory, idea, lust and social organizations while journey, sport, war, building, food, plants et cetera are source domains (Kövecses, 2002, p. 4).

Metaphor of Innovation

The metaphorical expressions used in describing innovation and innovation related concept in the writings on innovation in education. For example, '*we crave for innovation*'. In this example, innovation is conceptualised as FOOD.

1.9 Structure of the Thesis

This thesis is divided into five major chapters. Chapter one discusses the background to the study, justifications of key aspects related to the focus of study, problem statement, the objectives of the study and the research questions that guide the study. This is then followed by a discussion of the significance and the scope of the study as well as definition of terms related to this study. Chapter two constitutes the review of current related literatures. It presents an overview of recent studies conducted on conceptual metaphors. The chapter particularly discusses and present an overview of previous related studies. The third chapter discusses the research methodology. The focus in this section is primarily on the research method, method of data analysis, data collection procedure and data analysis procedure, as well as the pilot study.

Chapter four presents the conceptual metaphors underlying metaphorical expressions identified in the writings on innovation in education, followed by the discussions on how innovation is conceived by Lim Kok Wing. Detailed descriptions alongside the metaphorical expressions found in the writings are provided. Finally, chapter five presents the summary, major findings, limitations and contributions of the study as well as the recommendations for future studies.

1.10 Summary of the Chapter

This chapter has discussed the fundamental aspects of the study, such as the background of the study, statement of the problem, objectives of the study, the research questions, significance of the study and the scope of the study as well as the theoretical framework and terms related to the study. It has elucidated the metaphors of innovation particularly in the writings of education and justified the need for this study.

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