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LAURE Essay

In the Making of "Metaphors We Love By"

Last spring, when I drafted my application for the Dean's Scholars Program, I began a research journey that has challenged me in ways I never would have expected and pushed me to develop as a researcher. When I received the letter notifying me that I was accepted into the Dean's Scholars Program I was ecstatic and looked forward to starting my project, which would also be a Departmental Honors Thesis in Linguistics. What began with intensive background research, has developed into an extensive project which offers a cognitive linguistic analysis of conceptual metaphors of love in both English and French based on corpora linguistic data. My work is deeply indebted to library resources, from the beginning of my paper, which situates my research within the relevant literature, and outlines its theoretical and methodological underpinnings, to my final analysis and discussion of my findings. There are multiple literatures from which my project pulls: corpora databases, theoretical texts of cognitive linguistics, and other relevant literature on the topic, ranging from translation studies to ethnolinguistics and cultural studies, all of which I have been able to access through the library. In all, the library and its resources have played a fundamental role in my project from the beginning of my research, to discussing my findings with my advisor.

After gathering my background data on linguistic metaphors from corpora databases, I moved on to completing further research which would help me interpret and contextualize this data. However, as I began looking for similar projects, I discovered that there was very little literature which compared conceptual metaphors of love in both French and English. Through the website catalogue and search engines like EBSCOhost, I was able to find some of articles

which addressed translations of conceptual metaphor. However, these texts were difficult to find at times. I remember at one point turning to the help of a library employee through the online chat feature of the library website. Together, we were able to determine that the article I was looking for was not available through the library's normal journal subscriptions and so I was directed to the library's Inter-library loan system, ILLiad. Through ILLiad I was able to get not only this article, but another text which helped me situate my research, the graduate thesis of Gloria Stoyanova Valeva-Gueorguieva, a Cornell student.

Furthermore, my usage of the library's physical collections helped me advance of understanding of the topic and also resulted in some unexpected discoveries. For example, I was able to check out a textbook on cognitive linguistics which helped further familiarize me with the conventions of cognitive linguistic research. Yet as my research progressed, I began looking for more literature to help me contextualize my findings. To this end I discovered the work of James Underhill, whose book offers a cultural comparison of love in French and English culture and has been incredibly helpful in the chapter of my work which explores the similarities and differences between conceptual metaphors of love in French and English. However, the most important discovery I made over the course of my research was ironically enough an accident. While locating a book by Zoltán Kövecses suggested to me by my advisor in the library, I discovered, on the same shelf, a book by the same author which was specific to conceptual metaphors of love in English. This book has become pivotal to my research, and I never would have found it had I not accidently stumbled across during my research. From this book, I have been able to show how my research deepens the understanding of English metaphors of love and adds to this discussion within linguistic research. In all, thanks to the extensive reach of the library's physical collections and online journal subscriptions, I was able to gain not only a better

understanding of my topic but also show the ways in which my research is responding to gaps in current research.

However, my research journey doesn't stop there. Over the process of my project I met with my advisor to discuss my research, and further develop my work. Many of these meetings took place in the study rooms which the library makes available to students and faculty. I would reserve the room for a half-hour before our weekly meeting to review my research and prepare for the meeting. Being able to access a space where I could work without distractions and meet with my professor has been a great help as my research has progressed.

In all, completing my thesis has been challenging. I found myself searching through the library shelves and online databases for more information to guide my research. Thankfully, I was able to find it. By completing this project, I have been able to experience life as an academic researcher and reflect on my research interests. This knowledge has been indispensable in my decision to continue my education at the graduate level and apply to PhD programs this fall. I greatly appreciate of the resources the library makes available, and the ways in which they have helped guide my research.