

Comparison of visual schemas of Arabic and Persian biology inputs based on Johnson's linguistic approach



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Abstract

One of the new scientific fields directly related to the human mind is cognitive science. Visual diagrams, first proposed by Mark Johnson, are one of the most important infrastructures in this field. Due to its psychological nature and direct connection with the mind, vocabulary can be investigated through cognitive studies. Cognitive science and its related disciplines, such as cognitive linguistics, have provided researchers with the necessary tools to conduct cognitive research due to their communicative nature. The goal of this article's authors is to use these tools to decipher the meaning of words. The current research involves a case study of equivalent vocabulary found in Persian and Arabic in biology courses during the first and second terms. The aim is to determine the use of visual schemas in equivalent vocabulary and examine these two languages based on Johnson's linguistic approach. The research method is descriptive-analytical. The study seeks to investigate how far equivalent words in Persian and Arabic in biology lessons from seventh to twelfth grade reach meaning with the application of physical experiences, and whether they have been found in language form. The purpose of this research is to show the prominent role of image schemas as semantic tools in making abstract spaces concrete in people's minds. After analyzing the data, it was found that the volumetric schema has the highest rate in equivalence of words in Arabic language. The Arabic word is not found in the movement schema, but it has an equal contribution as the power schema does in transferring meaning for equivalent words between Persian and Arabic languages.

Keywords: cognitive linguistics, image schemas, corporeality, Persian and Arabic equivalent words. biology book.

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