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**A Cognitive Semantic Analysis of Metaphorical and
Metonymical Expressions in Selected Political
Discourse about COVID-19**

A Thesis

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of the Requirements for the Degree of Master in
English Language and Linguistics**

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1444 A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿فَاصْبِرْ لِحُكْمِ رَبِّكَ وَلَا تَكُنْ
كَصَاحِبِ الْحُوتِ إِذْ نَادَى وَهُوَ
مَكْظُومٌ 48﴾

صدق الله العظيم

(سورة القلم : الآية 48)

48. So wait with patience for the command of thy Lord, and be not like the companion of the fish - when he cried out in agony.

(Al Qalam, Verse 48)

(Ali: 2001)

Supervisor's Declaration

I certify that this thesis entitled (**A Cognitive Semantic Analysis of Metaphorical and Metonymical Expressions in Selected Political Discourse about COVID-19**) has been prepared by Ola Esam Abd Al-Hussein under my supervision at the College of Education for Human Sciences, University of Babylon, as a partial fulfillment of the requirements for the degree of Master in English Language/Linguistics.

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Dedication

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.

My humble effort I dedicate to my sweet and loving family.

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Abstract

The study is an attempt to investigate the conceptual metaphors and conceptual metonymies used in political discourse about COVID-19. The problem of this study is that metaphorical and metonymical expressions help in conveying the meaning successfully and effectively if they understood well by audience. But receiving the metaphorical and metonymical expressions wrongly may lead to misconception of the intended messages. The main questions that the study tries to answer are related to the extent to which metaphors and metonymies are relevant in perceiving the messages in Joe Biden and Boris Johnson's speeches during COVID-19 and how conceptual metaphors and conceptual blending theories can help people to understand the messages in political speeches.

This study aims at identifying how metaphors and metonymies are relevant to understand the messages in Joe Biden and Boris Johnson speeches and to find out how conceptual metaphors and conceptual blending theories can help people to understand the messages in the political speeches about COVID-19. Moreover, it tries to point out that conceptual metaphors in addition to the types of blending networks are common in political speeches about COVID-19. The study hypothesizes that conceptual metaphors and conceptual blending theory are powerful tools for investigating the intended messages in Biden and Johnson's speeches and there are different processes of blending networks and conceptual mapping that enable the listeners to identify the messages in Biden and Johnson's speeches.

This study conducts qualitative and quantitative analyses of twenty speeches about COVID-19. Ten speeches are said by Joe Biden and ten

speeches by Boris Johnson. The selected data have been tackled from the cognitive-semantic perspective by choosing an eclectic model represented by: Conceptual Metaphor Theory, and Conceptual Blending Theory.

The study concludes that Conceptual Metaphor Theory and Conceptual Blending Theory are applicable to the analysis of metaphors and metonymies in political speeches. Their mechanisms can enable listeners to analyze and understand these speeches. Also, the listener can identify and understand the intended meaning in Biden and Johnson's discourse about COVID-19 by using different conceptual networks or conceptual mappings. In addition, choosing appropriate statements via conceptualizing the structure of metaphorical and metonymical expressions based on background knowledge is the key to revealing the intended meaning behind metaphorical and metonymical expressions. Finally, the study concludes that the structural metaphor and double scope networks are the most common types of metaphors and cause – effect double networks are the most common types of metonymy.

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List of Abbreviations

Abbreviations	Names
AC	Abstract Concept
BT	Blending Theory
CBT	Conceptual Blending Theory
CC	Concrete Concept
CIN	Conceptual Integration Network
CM	Conceptual Metaphor
CMT	Conceptual Metaphor Theory
CME	Conceptual Metonymy
CMEB	Conceptual Metonymy Blending
Doub.	Double-scope network
Fig.	Figure
GC	Generic Concept
ICM	Idealized Cognitive Model
NHS	National Health Service
Onto.	Ontological
Orin.	Oriental
Pers.	Persuasive
PM	Prime Minister
SD	Source Domain
Sin.	Single-scope network
Spe.	Speech
Stru.	Structural
TD	Target Domain
Tot.	Total

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Chapter One

Introduction

1.1 The Problem

COVID-19 pandemic shades a light on the political leaders of the world. Differences in how leaders communicate messages during a pandemic might promote better confidence and create an effective response in a community.

For example, Boris Johnson (British prime minister) used the metaphorical expression (invisible killer) to refer to Corona, and the metonymical expression historical event to refer to COVID-19. Also, Joe Biden (President of United States) referred to COVID-19 as a person by using (in the face of COVID-19).

This study tries to analyze and investigate how the conceptual metaphors and metonymies in Biden and Johnson's speeches about coronavirus are constructed since metaphorical and metonymical expressions help in conveying the meaning successfully. They are important in conveying the intention correctly and effectively by adding emphasis to the content expressed.

If they are clearly understood, readers will get the message successfully. Conversely, if metaphorical and metonymical terms are not effectively understood by readers, there could be a problem of misunderstanding the messages. The present study is an attempt to solve this problem by answering to the following questions:

1- To what extent metaphors and metonymies are relevant in the formation of the messages in Joe Biden and Boris Johnson speeches during COVID-19?

- 2- How can conceptual metaphors and conceptual blending theories help people to understand the messages in political speeches under analysis?
- 3- What are the cognitive semantic frames structured by metaphors and metonymies in the selected speeches?
- 4- What kinds of conceptual metaphors, metonymies, and integration networks are common in Biden and Johnson's speeches related to COVID-19?

1.2 The Aims

This study aims at:

- 1- Identifying how metaphors and metonymies are relevant to understand the messages in Joe Biden and Boris Johnson's speeches.
- 2- Finding out how conceptual metaphors and conceptual blending theories can help people to understand the messages in political speech about COVID-19.
- 3- Identifying the cognitive semantic frames that are structured by metaphors and metonymies in the selected speeches.
- 4- Pointing out the kinds of conceptual metaphors, metonymies and integration networks that are common in Biden and Johnson's speeches related to COVID-19.

1.3 The Hypotheses

It is hypothesized that:

- 1- Conceptual metaphors and conceptual blending theory are powerful tools for investigating the intended messages in Biden and Johnson's speeches by readers and hearers.
- 2- There are different processes of blending networks and conceptual mapping that enable the listeners to identify the messages in Biden and Johnson's speech.

- 3- The double-scope and single scope networks are common in political speeches under analysis.
- 4- War frame is the most common conceptual frame of metaphors and metonymies.
- 5- Structural metaphor and double-scope networks are the most used types of metaphors, as well object for action relation and double scope network are the most common types of metonymies.

1.4 The Procedures

The following procedures will be adopted in order to achieve the aims of the study and verify its hypotheses:

- 1- Reviewing the literature about cognitive semantics, metaphor and metonymy.
- 2- Collecting data which are related to COVID-19 political speeches by Biden and Johnson.
- 3- Adopting an eclectic model to analyse the data. This eclectic model consists of conceptual metaphor theory (CMT) which started with George Lakoff and Mark Johnson's book, *Metaphors We Live By* (2003), Conceptual Blending Theory (BT) by Fauconnier and Turner's (2002).
- 5- Conducting the qualitative and quantitative methods of analysis.
- 6- Discussing the results of the analysis.
- 7- Coming out with conclusions, stating recommendations and suggestions for further studies.

1.5 The Limits

The framework of this study is cognitive linguistics, mainly cognitive semantics. The study is based on two cognitive semantic theories, namely,

conceptual metaphor theory (CMT) by George Lakoff and Mark Johnson in their book *Metaphors We Live By* (2003), and Conceptual Blending Theory (BT) by Fauconnier and Turner's (2002). The data are limited to twenty selected speeches by Joe Biden and Boris Johnson about COVID-19.

1.6 The Value

It is hoped that this study presents valuable knowledge to the researchers who are interested in cognitive semantics and metaphorical and metonymical expressions. Additionally, it could be useful socially and linguistically. Socially in the sense in which it may help people to have good information about semantic expressions which are related to COVID-19 while linguistically it may help researchers to identify and analyze texts semantically.

1.7 key Terms

Here are definitions of common terms that are used widely in cognitive semantics:

- **Abstract domain:** A domain that is not immediately founded in embodied experience such as MARRIAGE and LOVE. Although such domains are essentially formed from embodied experience, they are more complicated in nature (Kerevičien, 2009:1).
- **Basic Domain:** In contrast to an abstract domain, a basic domain draws directly from human lived experience. The basic domain is generated from both sensory and subjective experience (Kerevičien, 2009: 3).
- **Conceptual blending:** is a group of cognitive processes for blending the meaning of words, images, and ideas in a network of "mental spaces" (Fauconnier and Turner, 2002: 89).

- **Cross-domain mapping:** The species of mappings central to *Conceptual Metaphor Theory*. Mappings of this kind persist in long-term memory and serve to structure conceptual domain, the target domain, in terms of another domain, the source domain (Kerevičien, 2009:6).
- **Frame:** It is a schematization of experience (a knowledge structure) that is represented conceptually and stored in long-term memory, and it connects components and entities linked with a specific culturally embedded scenario, situation, or event from human experience (Evans, 2007:85).
- **Image schema:** They are abstract visual mental images that consist of dynamic spatial patterns that underlie the spatial relations and movement found in actual concrete images (Gibbs, 2017: 91).
- **Mental space:** Mental spaces are small conceptual packets constructed as we think and talk, for purposes of local understanding and action (Fauconnier and Turner, 2002:40).

Chapter Two

Theoretical Background

2.0 Introductory Remarks

This chapter introduces cognitive semantics. It is apt to mention in this chapter the contributions and different views of scholars concerning cognitive semantics. The concepts of conceptual metaphor (henceforth CM) and conceptual metonymy (henceforth CME). The theories of Conceptual metaphors and metonymies (henceforth CMT), image schema and Conceptual Blending (henceforth CBT) theories are presented in this chapter because they are the core of cognitive semantics.

2.1 Cognitive Semantics: An Overview

This section provides a general overview of cognitive semantics and sets its differences from traditional semantics.

2.1.1 Cognitive and Traditional Semantics

Cognitive semantics started in the 1970s as a reaction against the **objectivist world-view** assumed by the Anglo-American tradition in philosophy and the related approach. **Truth-conditional semantics**, developed within formal linguistics, was described by Eve Sweetser, a leading cognitive linguist (Evans and Green, 2006:156), as: *"By viewing meaning as the relationship between words and the world, truth-conditional semantics eliminates cognitive organization from the linguistic system"* (Sweetser, 1990:4).

In contrast, cognitive semantics considers linguistic meaning as a result of conceptual structure and this is what makes it a unique approach to linguistic meaning (Sweetser, 1990:4).

Cognitive semantics concentrates on the way people conceptualize the world. So, it is not different from logical semantics or generative grammar, which also concentrates on the propositional, referential, or ideational function of language. But cognitive semantics differs from the other approaches in that it stresses the active role of the human mind in representing the world (Niemer and Dirven , 1997:15).

The study of cognitive semantics focuses on conceptual organization, and hence on content experienced in consciousness. That is, the primary area of the study for cognitive semantics is qualitative mental phenomena as they occur in consciousness. Cognitive semantics is therefore a subfield of phenomenology, especially the phenomenology of conceptual content and its organization in the language (Talmy, 2000:4).

Kertesz (2004:22-23) defines *cognitive semantics* as a subfield of cognitive linguistics that investigates the meaning of linguistic expressions being part of cognition by using empirical methods trying to answer the question of the nature of knowledge and mind.

One of the central tenets of traditional theories of meaning is that firstly, it is mind-independent, objective, and widely accessible. Secondly, the meaning of a word corresponds with things in the world, and third, the meaning of a phrase is based on truth conditions: a statement is true if the words fit the current state of events in the world (Lakoff and Johnson 1999 cited in: Benczes, 2006: 42).

While the core idea of cognitive semantics is that meanings of expressions are mental, it could be seen as a mapping from the linguistic expressions to cognitive structures; therefore, language itself is seen as

part of the cognitive structure, and not as an entity of independent standing. Cognitive semantics is concerned with lexical meaning rather than the meaning of utterances (Gärdenfors, 1999:20).

The study concludes that the cognitive semantics is concerned with the study of how meanings are conceptually formed; it considers language is part of our cognition. So it holds that there is a direct relation between human mind and the language.

2.2 The Tenets of Cognitive Semantics

The view of cognitive semantics is contrasted with the view of traditional or (real) semantics in the sense that cognitive semantics states that meaning is cognitively orientated as in the following:

a- Meaning is conceptualization in a cognitive model.

According to Allwood and Gärdenfors (1999:19), the primary phrase for cognitive semantics is: Meanings reside in the head. They demonstrate that a language's semantics is viewed as "a mapping from the expressions of the language to some mental entities".

The cognitivist approach, which contradicts many philosophical semantic theories, has the conclusion that no kind of truth conditions of an expression is required to define its meaning. The truth of expressions is seen as secondary because the truth is concerned with the relationship between the mental structure and reality. To put it succinctly: Meaning precedes truth (Allwood and Gärdenfors, 1999:19).

Furthermore, Evans and Green (2006:182) propose that meaning is generated at the conceptual level: conceptualization is a dynamic process in which language units act as prompts for a variety of conceptual operations and the employment of prior knowledge. It follows from this

that meaning is a process rather than a definite 'thing' that language may 'package'.

b- Cognitive Models are Mainly Perceptually Determined.

Evans and Green (2007:7) point out that the nature of the human body, especially the neurological system, causes man to have a species-specific sense of reality in the external world. As a result, the nature of our experience is greatly influenced by our embodiment. As a result, our experience is embodied since it is shaped in part by the nature of our bodies, and it has implications for cognition.

c- Semantic Elements are Based on Spatial or Topological Objects.

In contrast to the Mentalese of Fodor and others, the mental structures applied in cognitive semantics are the meanings of the linguistic expressions. The conceptual schemes that are used to represent meanings are often based on geometric or spatial constructions. Examples of quality dimensions are color, pitch, temperature, weight, and the three ordinary spatial dimensions. A conceptual space consists of several quality dimensions. Quality dimensions are closely related to what is produced by our sensory receptors, but there is also a dimension that is of an abstract non-sensory character (Allwood and Gärdenfors, 1999:22).

d- Cognitive Models are Primarily Image-Schematic.

Metaphoric and metonymic processes affect image-schemas (which are treated as exceptional features in the traditional view). An image schema is the most significant semantic structure in cognitive semantics. Image schemas have a spatial structure by definition. According to Lakoff and Johnson (1987), schemas like "container,"

"sourcepath-goal," and "connection" are among the most fundamental bearers of meaning. They also suggest that the majority of image schemas are strongly related to kinesthetic experiences (Lemmens, 2015:8).

Metaphors and metonymies have long been notoriously difficult to deal with in realist semantic theories. Such linguistic figures have been considered a deviant phenomenon that has been ignored or included via unique stylistic guidelines in these theories. In contrast, they are given prominent places in cognitive semantics (Allwood and Gärdenfors, 1999:23).

e- Semantics is Primary to Syntax and Partly Determines it.

This theory is fundamentally opposed to the Chomskyan tradition in linguistics. Grammar, according to Chomsky's school of thought, is a formal calculus that may be defined by a set of rules that are created irrespective of the meaning of the linguistic expressions. Semantics is a secondary independent component that is introduced to the grammatical rule system. Similar assertions are made about pragmatic aspects of language (Allwood and Gärdenfors, 1999: 24).

f- Concepts Show Prototype Effects.

Cognitive semantics aims to account for idea prototype effects. An idea is frequently expressed in the form of an image schema, and such schemas, like concepts, can exhibit changes. This kind of phenomenon is much more difficult to model using traditional symbolic structures ((Lemmens, 2015:11).

2.3 The Concepts of Metaphor and Metonymy

One of the tenets of cognitive semantics is the emphasis on figurative language as a fundamental theme. Unlike structuralist linguistic

approaches, phenomena such as metaphor and metonymy are regarded as simply rhetorical or semantically marginal devices. Metaphor and metonymy, according to cognitive semantics, are basically "conceptual phenomena" that appear only afterward in linguistic formulations. Until recently, there has been a lot of attention on the role of metaphors and metonymies as a conceptual mechanism that structures a lot of our knowledge in the subject of cognitive semantics (Kurt Feyaerts, 1999:309).

The language without metaphor and metonymy is dead; these two forces are inherent in the basic structure of human speech (Ullman, 1979: 223). In the traditional point of view, metaphor and metonymy are merely figures of speech, but cognitive linguistics appeals that they are effective cognitive tools for thinking of human beings as is illustrated by Jakobson's when he refers to the metaphoric and the metonymic poles as the two basic modes or ways of thought reflected in general human behavior and in language. The metaphor is based upon substitution and similarity, the metonymic upon predication, contexture and contiguity (Jackobson, 2002: 41).

The importance of metaphor and metonymy becomes prominent when Lakoff and Johnson publish their book *Metaphors we Live by* in 1980, which effectively launched the cognitivist (or "experientialist") movement. To this day, Lakoff and Johnson (1980) remain the most influential and popular among the "widely cited classics" produced by theorists of this stripe (Redeker/Janssen 1999: 1). Lakoff and Johnson's work on metaphor has also exerted a strong influence on the cognitivist approach to metonymy, which in recent years has become a major focus of research in the discipline.

2.3.1 Metaphor: Definitions and Views

The word “metaphor” is originally derived from the old Greek word “metaphora” and the study of metaphor returns to the ancient Greek Philosopher Aristotle (384 B.C.—322 B.C.). In Aristotle’s *Poetics* (cited from Lan Chun, 2003: 5), he refers to metaphor as consisting in giving the thing a name that belongs to something else; so the transference being either from genus to species, or from species to genus, or from species to species, or on the ground of analogy. Aristotle appeals that the greatest by far is to have a command of metaphor. This alone cannot be imparted to another: it is the making of genius, for to make a good metaphor implies an eye for resemblance (Lan Chun, 2003: 6).

CM is a key term in cognitive linguistics which refers to the process of building cognitive connections and mappings between various concepts (conceptual structures) from various domains. "Understanding and experiencing one kind of object in terms of another"(Lakoff and Jonson 1980:5).

Kövecses (2002: vii) refers to metaphor as “a figure of speech in which one thing is compared to another by saying that one is the other, as in ‘He is a lion’ ”. It may imply the metaphor exclusively refers to phrases with a subject, a verb "to be" and a predicate. A statement such as 'the lion' will not be a metaphor, whereas 'Lion' applies to 'a specific orator.'

Wilkinson (2008: xi) refers to metaphor as “a means of expressing one thing in terms of something else as if someone were to say ‘it’s no use crying over spilt milk’ to a friend uselessly lamenting something lost beyond recall”. As well, a conceptual metaphor is a unidirectional mapping of conceptual content structures from one domain (as in War) to

another, known as the target domain (Argument). When we say the mapping is unidirectional, we mean that the construal is asymmetric: these usages interpret Argument events as War or Combat events, rather than War as verbal debate or Argument (Dancygier and Sweetser, 2014:14).

Kovecses's (2020:2) definition of the CM is:

" A conceptual metaphor is a systematic set of correspondences between two domains of experience".

This is what it means to "understand one domain in terms of another, or the mapping from one domain, the "source domain," to the other domain, the "target domain (Kovecses's, 2020:2).

In these views, metaphors are conceptualized as a 'literary way' of expressing ideas. Besides, in these definitions there is no clear-cut distinction between simile and metaphor; there is overlap between them.

Kovecses (2010:4) explains that source is the domain from which we draw metaphorical expressions, and the target domain is the domain from which we conceive the use of the source domain. as when we talk and think about life in terms of a journey, about arguments in terms of war, about theories in terms of buildings. We can apprehend this view of metaphor in a convenient shorthand way: CONCEPTUAL DOMAIN (A) is CONCEPTUAL DOMAIN (B), which is what is called a conceptual metaphor as in the following figure:



Fig. (1) The Mapping of CM adopted from (Evans, 2007:53)

The small circles in Figure (1) signify concepts and the connecting lines signify cross-domain mappings (Evans, 2007:53).

Lakoff (1987:303) considers that both domains do not have preconceptual structure so that the metaphor can work i.e. CM is based upon two conceptual domains namely the target domain and source domain, and it does not depend on preexisting similarities between the two domains as it could be noticed in the case of traditional views. Lakoff and Johnson (1980:53) refer to metaphor as a conceptual phenomenon that is associated with people's thinking and behaviors, in their book *Metaphors we live by*, metaphor is studied systematically in the light of cognitive semantics.

Lakoff and Johnson (1980 :4-5) assert that most CMs are part of the cognitive unconscious, and are learned and used automatically without awareness. Metaphor is prevalent in everyday life, not just in language but in thought and action and in our conceptual system, what we think and act is fundamentally metaphorical in.

The current study agrees with the claim made by Lakoff and Johnson (2003:6) that is metaphor is not just a matter of language, but it is, of mere words. They assert that human thought processes are highly metaphorical. Consequently, the human conceptual system is metaphorically structured and defined.

As a result of what has been stated above, we may conclude that metaphors are not icing on the cake, in the sense that they are not only figures of speech, but are fundamentally part of our conceptual system, as it is a process of cross-mapping between two separate domains (source and target domain).

2.3.2 Classifications of Conceptual Metaphors

According to Lakoff and Johnson (2003:7-32), CMs can be classified into three types according to their cognitive function: structural metaphor, ontological metaphor and orientational metaphor.

The structural metaphor refers to the metaphor where the source domain provides a relatively rich knowledge structure for the target concept. Therefore, the cognitive function of these metaphors is to enable speakers to understand target A by employing the structure of the target concept, there are some mappings between the source domain and the target domain (Lakoff and Johnson, 2003: 7 -32)

Kovecses (2010:37) affirms that "enabling speakers to understand target A by means of the structure of source B is the cognitive function of structural metaphor in which "The source domain provides rich knowledge structure for the target domain".

The structural metaphor is based on two domains, the source domain and the target domain. Consequently, the source domain explains the origin of metaphorical expression formed while the target domain explains the application of the metaphorical expression meaning. In the example of ARGUMENT IS WAR. The source domain is WAR while the target domain is ARGUMENT (Knowless and Moon, 2006: 15).

The second kind of CMs is the ontological metaphor which is identified by Lakoff and Johnson (2003:14-18) as the metaphor that "organizes a whole system of concepts concerning one another".

This metaphor understands human experiences through the objects or the substances drawn from certain aspects based on the experience to make a distinct entity (Lakoff and Johnson, 2003:25).

Ontological metaphors consider events, emotional activity, and ideas as being and substance are ontological metaphors. In other words, this metaphor considers the abstract nouns as concrete nouns. Ontological metaphor is not a comparison of two concepts but as a transfer of the nature of the source domain to the target domain. The structure of human understanding of abstract concepts and experiences with physical objects and substances in the reality is helped by conceptualizing this metaphor (Hurford, 2007:336).

On the other hand, this kind of metaphor has a slighter cognitive structuring for target concepts than structural metaphors do (Kövecses, 2010: 37). They provide a crude, yet, fundamental understanding for target concepts. This understanding function is a basis for other (structural) metaphors. So, it can be said that their cognitive job is merely giving an "ontological status to general categories of abstract target concepts."

An example of such metaphor is (1) *The happiness is a family*. By this personification metaphor we can conceptualize the abstract idea of happiness in terms of a family (a more concrete entity), but what it means depends on whether we choose a particular individual with a certain situation, such as a sad or good situation. Another example can be (2) *Anger is heat* which can be expressed in various linguistic realizations such as: (3) *boiling* with anger and (4) *He exploded* in my face. With this metaphor we can map the characteristics of heat (the source domain) to

emotion (the target domain) thus, for example, we can map the degree of heat to the degree of anger, the amount of heat to the amount of anger, etc. The number of mappings one exploits is usually less than all the potential mappings that can be used (web source 1).

The third one is orientational metaphors which are related to spatial orientation and organize a whole system of concepts with respect to one another (Lakoff & Johnson, 2003: 14). Such as *up-down*, *in-out*, *on-off*, *central- peripheral*, among others. Further, orientational metaphors are not arbitrary. They arise from human's physical and cultural experience and each spatialization metaphor has an internal systematicity to define a coherent system rather than random cases as in GOOD IS UP CM which can be expressed in linguistic expressions like (5) "I feel *high*", (6) "My heart *leaps up*" (7) "She *flew* with happiness" (Kövecses, 2010: 38).

Some of the following examples are mentioned by Lakoff and Johnson (2003:14) to represent the mappings of orientational metaphors:

- HAPPY IS UP: SAD IS DOWN

The physical basis of this space is a drooping posture accompanied by sadness and depression and an upright posture with a positive emotional state.

In the expressions

(8) "You're in *high spirits*, my *spirits rose*; I'm feeling *down*, I fell into a *depression*; He's really *low* these days. My *spirits sank*. .

- CONSCIOUS IS UP; UNCONSCIOUS IS DOWN

The physical basis of this space is the general capture of humans and most other mammals lying in sleep and standing awake. In the expressions, wake up. I'm up already. He dropped off to sleep. He sank into a coma. Consequently, human concepts are structured based on one or more space-oriented metaphors, there is an internal system for each orientational metaphor, and the orientational metaphor is rooted in physical and cultural experience (Lakoff and Johnson, 2003:18).

Another CM is the *container metaphor* which is correlated with ontological metaphors in which bounded objects including human beings and other physical objects, such as rooms, houses, land areas, etc., are *containers with in-out orientation*. For example, *a room* is viewed as a container in the following sentence (Lakoff and Johnson, 2003:30):

(9) *He is moving out of the room.*

Kövecses(2012: 144) introduces different examples of container metaphor, such as body is a container (10)*He was full of anger* . The event is a container (11) *What are you hoping to get out of it?* The country is a container (12)*which we can go into*, and time is a container (13)*She did it in three minutes*). Thus, the container metaphor is one of the important and well-established metaphors in human cognition.

2.4 The Concept of Metonymy

The emphasis on metaphor resulted in a flurry of research in the 1980s and 1990s, with only sporadic discussion of metonymy. Metonymy, in terms of its relationship with metaphor or its boundaries with metaphor and literal uses of language, was thus seen to be worth researching (e.g. Goossens 1990, Dirven 1993 and Croft 1993).

However, in the late 1990s, several researchers began to emphasize the usefulness of metonymy in terms of its frequency of occurrence and widespread manifestation across linguistic description areas.

To answer the question “What is metonymy?” we may find different views among linguists, Emanatian(1991) points out that, the term of metonymy in the literature refers to at least three things: 1) *the connection between one meaning and another*, 2) *the motivation for such a connection between meanings* and 3) *a process of semantic extension, especially in the context of historical semantics* (cited in Stadler and Eyrich, 1999: 147).

Lakoff and Johnson (1980:36-37) point out that metaphor and metonymy are not purely linguistic figures of speech but they are a part of the conceptual system which are built-in human thinking and experience. Then, that metaphor and metonymy comprise distinct conceptual mapping processes: metaphoric mapping takes place across distinct conceptual domains while metonymic mapping is intra-domain as in the following Figure (2):

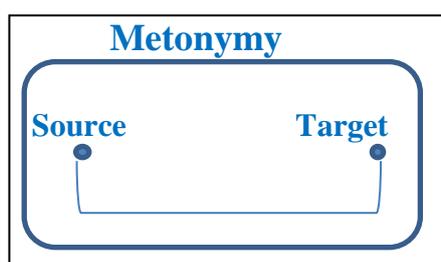


Fig. (2) The Mapping of Metonymy

(Based on Lakoff and Johnson (1980:36)

This view was accepted by Radden and Kövecses (2002:145) when they define metonymy as:

“Metonymy is a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same domain, or idealized cognitive model (ICM)(i.e structures that represent speakers)’

ICM comprises people’s encyclopedic knowledge of a certain domain as well as the cultural models of which they are part of it. Many kinds of ICMs have been identified, e.g. physical entities (in which a part of an entity represents the whole or vice versa), constitution (in which the material that a particular object is made of is used to refer to the object itself), events (in which a part of an event refers to the event as a whole) (Radden and Kövecses, 2002:145)

Littlemore (2015:21) indicates that the meaning of a metonymical expression could vary between different situations and languages, depending on the context, Littlemore (2015:21) provides the following metonymical expressions to reveal an action of CME discussed by Radden and Kövecses (1999:28), i.e. MANNER FOR ACTION:

*(14) I rose to my feet and **tiptoed** through the hall.*

*(15) A man from a different company **sprang out** of his office.*

Littlemore (2015:21) illustrates that the metonymies in (1-2) are more common in English but nearly non-existent in other languages. This could be credited to the fact that different languages encode information relating to the manner of movement differently.

The vehicle entity is the entity that directs attention or offers mental access to another entity, while the target entity is the entity to which attention or mental access is delivered. As in the case when one

word *Shakespeare*, the author or producer, “stands for” another kind of entity, such as the one referred to by the expression *one of Shakespeare’s works*, the work or product.

In the same way, we get the place for the event, the place for the institution, the controller for the controlled, whole for the part (as in, (16) *America is a powerful country*”; instrument for action as in, (17) *She shampooed her hair*. Effect for cause as in (18) *It’s a slow road*. Place for action as in, (19) *America does not want another Pearl Harbor*”) and so on. Thus, *Shakespeare*, *Washington* would be vehicle entities in the foregoing cases, whereas one of Shakespeare's works, the capital of the United States, would be target entities. (This is not to be confused with the term "target domain" as it pertains to metaphor) (Kovecses, 2010:173).

The fact that metonymically related vehicle and target entities are "near" in conceptual space is a fundamental aspect. As a result, the producer is conceptually "close" to the product (because he is the one who makes it), the location of an institution is conceptually "close" to the institution itself (because most institutions are located in specific physical locations), baseball players are conceptually "close" to gloves (because some baseball players wear gloves), and so on. This property of metonymy is stated in the classic view of metonymy by the argument that the two things are contiguously related, or that they are in close proximity to each other (Kovecses, 2010:173).

In the traditional view of metonymy, this feature of metonymy is expressed by the claim that the two entities are contiguously related, or that the two entities are in each other’s proximity. This claim is accepted and maintained in the cognitive linguistic perspective, but with a more

precise formulation: it is suggested that a vehicle entity can provide mental access to a target entity when the two entities belong to the same domain, or, as Lakoff puts it, the **Idealized Cognitive Model (ICM)**.

An author and his works, for example, belong to the ICM known as the production ICM, which contains a variety of entities such as the producer (author), the product (works), the location where the product is made, and so on. Because they co-occur so frequently, they constitute a coherent whole in our perception of the world. Some of the entities can be used to indicate—that is, to afford mental access to—other entities within the same ICM since their experiences are so closely linked (Kovecses, 2010:173), as in the following figures:

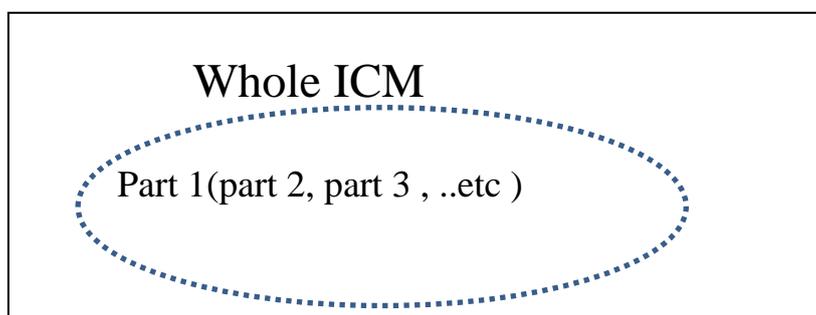


Fig. (3) Whole ICM and Its Parts (Kovecses, 2010:178)

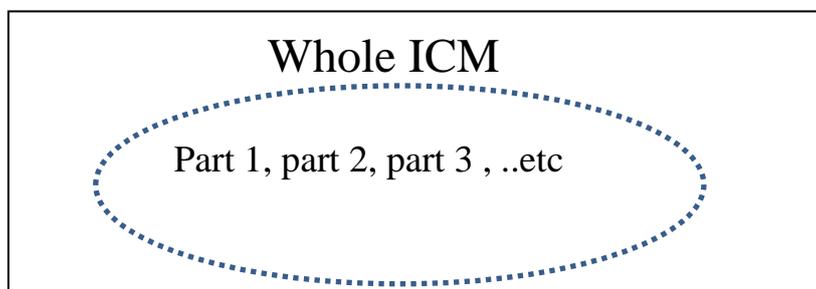


Fig. (4) Parts of an ICM (Kovecses, 2010:178)

A conceptual domain, or ICM, can be thought of as a whole made up of pieces; more specifically, the conceptual entities, or components, are the parts that make up the ICM. Metonymies can emerge in two ways when looking at ICMs in this way: (1) a whole stands for a part or a part stands for a part, or (2) a part stands for another component. In Figure (3), the parentheses around the various parts indicate that *metonymy* emerges between the whole and a part (part1), rather than between a part and another part. While In Figure (4), the parentheses surrounding the entire ICM show that *metonymy* emerges between a part and another component, rather than between a whole and a part (Kovecses, 2010:173).

Figure (3) shows that we access a part of an ICM through its whole (e.g., the whole for the whole) or a whole ICM through one of its parts (e.g., a part for the full); further, Figure (4) may result in metonymies in which we access a part through another part of the same ICM (e.g., the producer for the product)(Kovecses, 2010:173).

Therefore, cognitive linguistics and traditional view of metonymy are different in the sense that the former view metonymy as is the process of using a word in place of another to refer to related entities, while the latter indicates that metonymy is conceptual in process and it provides mental access through one conceptual entity to refer to another; it is based on ICMs with the specific conceptual relationship among their elements (Kövecses, 2002: 160).

Metonymy is part of our conceptual system, it is a form of the Idealized Cognitive Model and it allows us to make a connection between two related concepts in the same domain, i.e. source and target domains.

And the metonymical connection depends heavily on the background knowledge of the audience and their ability to draw the intended messages behind the metonymies.

2.4.1 Classifications of Conceptual Metonymy

Lakoff (1987: 78) defines metonymy as a stand-in relationship that exists in only one ICM. A conceptual domain, or ICM, can be thought of as a whole made up of pieces; more specifically, the conceptual entities, or elements, are the parts that make up the ICM. The "stands for" relation that may exist between two components A and B, such that one element of the ICM, B, may stand for another element A, is one of the background conditions of a given ICM. Given this perspective, ICM's metonymies can appear in one of two methods: (1) a whole can stand in for a part or a part can stand in for a whole. (2) a part stands in for another part (Kövecses, 2002: 150).

Metonymy is systematic and it could be identified in the following metonymic models (Lakoff and Johnson, 1987: 37-39):

a. THE PART FOR THE WHOLE

E.g. *There are a lot of good heads in the meeting.*

b. PRODUCER FOR PRODUCT

E.g. *He's got a Picasso.*

c. OBJECT USED FOR USER

E.g. *The buses are on strike.*

d. CONTROLLER FOR CONTROLLED

E.g. *A Mercedes rear-ended me*

e. INSTITUTION FOR PEOPLE RESPONSIBLE

E.g. *Chanel has raised its prices again.*

f. THE PLACE FOR THE INSTITUTION

E.g. *The White House is not saying anything.*

g. THE PLACE FOR THE EVENT

E.g. *Remember the Alamo*

Metonymy aims to provide mental access to a conceptual domain using the same domain, proposing that metonymy has a referential function through a STAND FOR RELATIONSHIP, e.g. a part stands for the whole or a part stands for another part within one conceptual domain, as in the following example: "an increase in body heat stands for love " reflected in the sentence "I felt hot all over when I saw her" (Kövecses 2000 cited in (Kövecses, 2008:381).

On the other hand, Ruiz de Mendoza (2000:109) identifies three main types of metonymy: target-in-source, source-in-target, and part-for-part. According to Panther and Thornburg (2003:3), several CMEs relations, such as PART-WHOLE, CAUSE-EFFECT, PERSON-ROLE, etc., are used to understand and produce metonymies. These CMEs can be found not only in language (linguistic metonymies), but also in other semiotic systems, indicating their near-universality. However, this does not rule out the possibility of linguistic variances in metonymy between languages. On the other hand, due to differences in linguistic structures, various languages may have the same CMEs but produce different linguistic ones.

Panther and Thornburg (2005:37-49) divide metonyms into five: (referential, predicational, illocutionary, constructional and lexical) metonyms. Based on language properties and truth-conditionality of metonymies, Warren (2006:5) categorizes metonyms as referential or

propositional. Referential metonymy, she claims, connects one entity to another, but propositional metonymy connects two propositions. As well, Warren (2006:41) mentions that the traditional classification of metonymy differs in the number of types in addition to the degree of generality. Some of the categories of metonymy are pretty general, such as (part stands for the whole), others are more specific (clothing for person).

2.5 Comparison between Conceptual Metaphor and Conceptual Metonymy.

Neither metaphors nor metonymies are considered figures of speech, as they are considered by some traditional approaches (Halliday, 1985: 319-20). Relatively, they are considered to be the means by which it is possible “to ground our conceptual systems experientially and to reason in a constrained but creative fashion” (Johnson, 1992:351).

Because the ideas of metaphor and metonymy are so similar, it's difficult to make a clear distinction between the two concepts. To shed light on the origins of this continuum, several researchers have undertaken studies on both metaphor and metonymy interpretation. Goossens (1990:383) coined the word "metaphtonymy." He refers to the case when a metonymy operating in the target domain is embedded inside a metaphor ("metonymy within metaphor").

Further, Radden (2000:15) claims that a large number of metaphors are experientially founded on metonymies, which he refers to as "metonymy-based metaphors." This metonymy-based metaphor concept can be applied to the analysis of polysemous word heads. The word "head" is very polysemous, not only because it refers to this physical part,

but also because it can be applied to a wide range of situations. The word "head" can also imply "upper" or "summit." In these circumstances, the term "head" does not relate to a physical area of the body; rather, it refers to its position in relation to the body. As a result, we may claim that this is a BODY PART FOR LOCATION metonymy example. We could term this metonymy HEAD FOR EXTREMITY metaphor if we wanted to be a little more specific (Radden, 2000:15)

As well, Kovecses (2002: 157-158) mentions that the CM (seeing is knowing) may include a metonymic concept because in many cases, we have to see something to identify it, evaluate it, or make conclusions about what to do next (Kovecses, 2002: 157-158). The concepts of metaphor and metonymy differ in several aspects. According to Lakoff and Johnson (1980:39):

“Metaphor and metonymy are different kinds of processes. Metaphor is principally a way of conceiving of one thing in terms of another and its primary function is understanding. Metonymy, on the other hand, has primarily a referential function, that is, it allows us to use one entity to stand for another. But metonymy is not merely a referential device. It also serves the function of providing understanding”.

So metaphor works by substituting a concept with another concept, while a metonymy selects a related term (the same domain). That is to say, metaphor is for substitution and metonymy is for the association as illustrated in Figures (1&2).

Another difference is that metonymy is established on contiguity whereas metaphor is based on similarity (Fass, 1997:94). Contiguity and

similarity are two kinds of association. Contiguity refers to a state of being connected or touching for example *the beginning of the journey is related to the same journey*, whereas similarity refers to a state of being alike in essentials or having characteristics in common as in *time is money*, which are two different entities (Fass, 1997:94).

The other essential difference between metaphor and metonymy, according to Ruiz de Mendoza (1997: 283), is the domain-internal and domain-external form of the mapping, because both metaphor and metonymy can be applied either referentially or predicatively. In this sense, the pig is waiting for his bill (the pig represents the customer) and Wall Street is in crisis (the street represents the institution) are examples of referential metaphor and metonymy. Correspondingly, I have control over him (CONTROL IS UP) and He is a (real) brain are examples of predicative metaphor and metonymy.

From the perspective of the mapping process, according to Ruiz de Mendoza (2000:109), there are two forms of metaphor. We can find one correspondence metaphors (where there is only one correspondence between the source and target domains; for example, *people are animals*, where animal behavior is mapped onto human behavior) and many-correspondence metaphors (where there are several correspondences between the source and target domains; for example, LOVE IS A JOURNEY, where the lovers are the travelers, the couple's shared goals are identified with the destination, and so on)

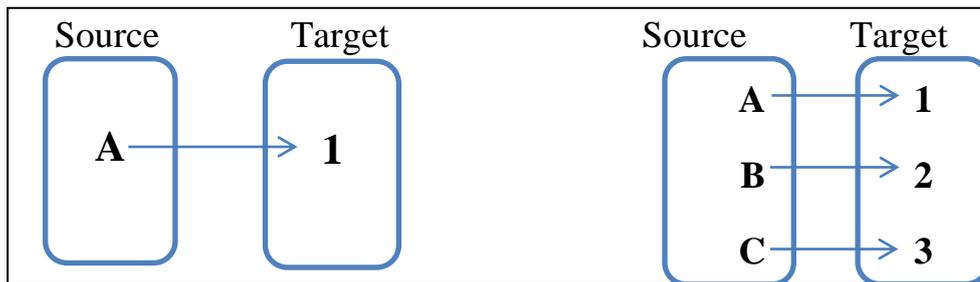


Fig. (5) One-correspondence and many-correspondence metaphors.

Based on (Ruiz de Mendoza ,2000:109)

Metonymies, on the other hand, could be described as instances of one correspondence mappings, have been divided into *target-in-source* (the source domain stands for a target sub-domain) and *source-in-target* (a source sub-domain stands for a target domain) metonymies (Ruiz de Mendoza and Diez, 2003:122-123).

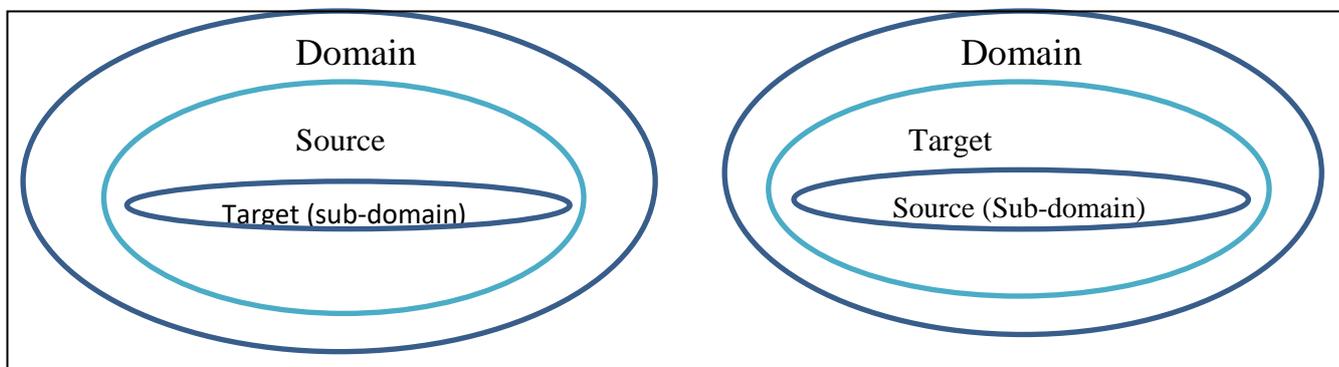


Fig. (6) Target-in-source and source-in-target metonymies.(based on

Ruiz de Mendoza and Diez ,2003 :123)

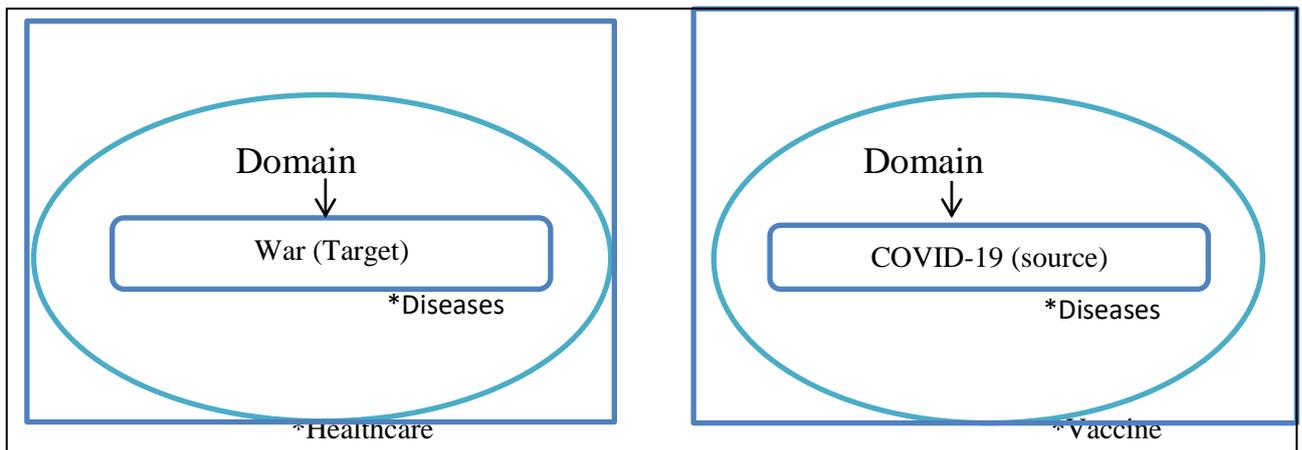


Fig. (7) Examples about Target-in-source and source-in-target metonymies (based on Ruiz de Mendoza and Diez, 2003:123).

From the previous discussion, it has been concluded that metonymies, as well as metaphors, are not only figures of speech, but they are an essential part of our conceptual system that enables us to hold the ideas and identify the intended meaning of the speaker by making a mapping between two domains as in metaphors, whereas metonymies involve the process of making mapping within the same domain. The following table summarizes what is mentioned earlier:

Table (1) Comparison between Conceptual metaphor and Conceptual Metonymy

Metaphor	Metonymy
<ul style="list-style-type: none"> • Metaphor is a cognitive process which involves a set of corresponding or cross mapping corresponding between different domains. 	<ul style="list-style-type: none"> • Is a cognitive process of understanding one conceptual entity by using another entity in the same domain.
<ul style="list-style-type: none"> • Metaphor is primarily a technique of conceptualizing one thing in terms of another, and its fundamental function is comprehension. 	<ul style="list-style-type: none"> • Metonymy serves primarily as a referential function, allowing us to utilize one entity to stand in for another.
<ul style="list-style-type: none"> • Metaphor works by substituting a concept with another concept . 	<ul style="list-style-type: none"> • Metonymy selects a related term (the same domain).

<ul style="list-style-type: none"> • Metaphor is based on similarity . like , <i>time is money</i> , which are two different entities. 	<ul style="list-style-type: none"> • Metonymy depends on contiguity , for instance ,<i>the beginning of the journey is related to the same journey.</i>
<ul style="list-style-type: none"> • There are two types of CM. One correspondence metaphors (where there is only one correspondence between the source and target domains; for example, people are animals, and animal behavior is mapped onto human behavior) and many-correspondence metaphors (where there are several correspondences between the source and target domains; for example, LOVE IS A JOURNEY, where the lovers are the travellers, the couple's shared goals are identified with the destination, and so on). 	<ul style="list-style-type: none"> • Metonymies can be assigned as instances of one correspondence mapping and are classified as target-in-source (the source domain stands for a target sub-domain) and source-in-target (a source sub-domain stands for a target domain) metonymies

2.6 Theories of Conceptual Metaphors and Conceptual Metonymies

This section presents some of theories that are related to CM and CME.

2.6.1 Image Schema Theory

Schemas as “fixed templates” for generating meaningful representations, and the Greek origin of the term schema and its plural schemata refer to the meaning of ‘form’ or ‘figure’, schema provided Greek and Roman rhetoricians with a name for a class of linguistic devices for generating or embellishing arguments. Rhetorical schemas were often contrasted with tropes and figures of thought ,for example, metaphor and metonymy primarily because schemas exploit formal syntactic patterns, while tropes do not . As well, the notion of schema is

now a permanent addition to the anthropology and cognitive science lexicons. Even though researchers look slightly differently at the notion of schema and related concepts like “script,” “scene,” and “scenario,” a definition of the schema as “a cognitive representation comprising a generalization over perceived similarities among instances of usage” (Kemmer and Barlow 2000: xviii) would likely elicit widespread agreement among them (Oakley, 2007: 216).

A schema has been historically defined as a fixed template for ordering specific information, whereas an image has been defined as a representation of specific patterns capable of being rendered schematically. As a composite notion, image schemas are neither fixed nor specific, even as they manifest characteristics of each (Oakley, 2007:217). Many image schemas have “topological” characteristics, insofar as they constitute “spaces” sectioned into areas without specifying actual magnitude, shape, or material. Lack of specificity and content makes image schemas highly flexible pre-conceptual and primitive patterns used for reasoning in an array of contexts (Johnson, 1987: 30).

Image schemata work at a level of mental organization that lies between abstract propositional structures, on the one hand, and particular concrete images, on the other (Johnson, 1987:29). In the cognitive linguistics literature, these generic non-propositional gestalts, which are frequently generalizations over basic sensations of space and motion, have been utilized to provide well-motivated descriptions of various aspects of language and conceptual structure (Santibanez, 2002:184).

According to cognitive semanticists, the asymmetry of the body's vertical axis is significant for humans because of how we interact with our surroundings. Unsupported things, for example, fall to the ground due to gravity; because of the asymmetry of the human vertical axis, we must kneel to pick up fallen objects and look in one direction (downwards) for falling objects and another (upwards) for rising ones. In other words, our physiology ensures that the way we connect with our surroundings gives rise to meaning for our vertical axis, which interacts with gravity (Evans and Green, 2006:178).

Johnson (1987: 126) lists the most important image schemas as follows (rendered according to convention in small capitals): *container; balance; compulsion; blockage; counterforce; restraint removal; enablement; attraction; masscount; path; link; center-periphery; cycle; near-far; scale; part-whole; merging; splitting; full-empty; matching; superimposition; iteration; contact; process; surface; object; collection.*

CM Theory put forward the idea that some meanings are image-schematic in origin (e.g. Lakoff 1987, 1990, 1993). Image schemas, according to both Lakoff and Johnson, could serve as source domains for metaphoric mappings. It could be clarified by Evans and Green (2006: 300) points of view, they state image schemas are information constructions that originate clearly from pre-conceptual embodied experience. These structures have meaning (at least on a conceptual level) because they are based on the degree of directly relevant physiological experience. For example, our image schema COUNTERFORCE was inspired by the lack of progress we've experienced when a certain opposition resists our efforts to move forward.

From the point of view of metaphor, image schemas for FORCES act as source domains for more abstract domains like CAUSES. The fact that abstract thought and reasoning, supported by metaphor, are considered to have an image-schematic and embodied base, leads to this extension of image schema theory to CMT (Evans and Green, 2006:301).

As well, a schematic image is very important in constituting ICM. Image schemas by including, for example, the fact that objects can be contained (the container schema), objects can form part of other objects (part-whole schema) and things can be central or peripheral (centre-periphery schema); that objects can be countable or uncountable (the mass-count schema) and that objects and people can move from one place to another along a sequence of continuous locations (the source-path-goal schema). Schemas such as these are heavily involved in metonymy production and comprehension (Littlemore, 2015:13).

In addition, the schematic image plays a critical role in the formation of ICM. The fact that objects can be contained (the container schema), that objects can be parts of other objects (part-whole schema), that things can be central or peripheral (the center-periphery schema), that objects can be countable or uncountable (the mass-count schema), and that objects and people can move from one place to another along a sequence of continuous locations (source-path-goal schema) are all examples of image schemas. Metonymy production and comprehension are highly influenced by schematic images (Littlemore, 2015:13).

2.6.2 Conceptual Metaphor Theory

Metonymy and metaphor have been considered rhetorical devices since the time of Aristotle (384-322 BC), but Lakoff and Johnson (1980)

changed the concepts of metonymy and metaphor in their book *Metaphors We Live By*. They discovered that metonymy and metaphor are more than just rhetorical strategies, as many people believe. Instead, they function in people's conceptual systems and have a profound impact on how they think and act. They are the tools that allow us to experimentally root our conceptual frameworks and reason in a limited but creative manner (Johnson, 1992: 351).

"Human conceptual systems are pervasively structured by metaphor, metonymy, and other kinds of imaginative structure" as mentioned by Lakoff and Johnson (1980:65). Later, Lakoff (1993:203) redefined "metaphor" as "a cross-domain mapping in the conceptual system." Both are the most common ways in which people interpret the word. Metaphor and metonymy are similar in that they both work by allowing one object to be perceived or viewed through the terms of another.

Lakoff (1987:219-221) indicates that the cognitive model can be divided into metaphorical and metonymical models. The term "metaphorical pattern" refers to the projection of one proposition or picture pattern onto the structure of another cognitive domain that has a strong explanatory capacity for conceptualization, comprehension, and reasoning about abstract concepts. The metonymy pattern is based on the metaphor pattern, which connects two components.

2.6.2.1 Metaphor

From the standpoint of this theory, metaphor is constituted by a variety of interacting aspects or components (Kövecses, 2005: 5):

- a. Source domain.
- b. Target domain
- c. Experiential basis
- d. Neural structures corresponding to (1) and (2) in the brain.
- e. Relationships between the source and the target
- f. Metaphorical linguistic expressions
- g. Mappings
- h. Entailments
- i. Blends
- j. Non-linguistic realizations
- k. Cultural models.

CMT constitutes "a central sub-discipline of the field of cognitive linguistics" (Lakoff and Johnson, 1980: 270). It is a theory whose claims have stricken the core of assumptions about the nature of meaning, language, and thought that date back centuries by proving the traditional theory of literal meaning and objectivist reality to be wrong. Thus, the claim to build an account of knowledge and concepts on literal and objective bases can hold no more (Lakoff and Johnson, 1980:273).

Ortony (1993:208-209) states that the essential principle of cognitive theory by Lakoff and Johnson is that metaphor takes place at the stage of the mechanism of thinking. Kovecses (2010: 4) states that CMs are used to understand a conceptual domain by linking it with another conceptual domain at the level of mental processes.

Two CM spaces are available in the CMT, the *source domain* and the *target domain*. Humans use the source domain to catch the abstract concept in the target domain. The source areas are commonly found in

daily life and are more real, while the target areas are abstract. The relationship between what is implied in a certain object produces an understanding of the context of the other object, and this is organized by metaphor (Lakoff & Johnson, 1980: 3). For example, People often disagree with others. The sentence: “I have never *won* an argument with him” comes out from the experience of the debate. This sentence is known as fighting.

As well, human physical and socio-cultural experience provides many bases for metaphors, so the choice of metaphors may be different from culture to culture (Lakoff & Johnson, 2003: 20). For example, in Western culture *argument* is viewed in terms of *war*, as in the following various linguistic expressions, among others, which reflect the CM "ARGUMENT IS WAR" (Lakoff & Johnson, 2003:5):

- a. Your claims are *indefensible*.
- b. I have never *won* an argument with him.
- c. You disagree? Okay, *shoot!*
- d. He *attacked every weak point* in my argument.
- e. His criticisms were *right on target*.

Lakoff and Johnson (2003:5-6) do not ignore the interaction between metaphor and culture. They point out that, in other cultures, *arguments* may not be viewed in terms of *war*, but in terms of *dance*. In such a culture, people will view *arguments* differently.

In the human mind, ARGUMENT IS WAR results in a conceptual method. The concept forms the basis for the emergence of the other metaphorical terms, as in the following sentence; “he *attacks* in every weak point my argument, and you disagree?”, “Okay, *shoot!*” The terms

attacks and *shoot* are part of the concept of the WAR, in which the actors attack and shoot at each other (Rahmaniyah, 2018: 14).

Kövecses (2010:289; 2015:54-55) states that, in political arguments, metaphor is used to appropriate the speaker's intentions for persuading others. It can be significantly changed and turned against the original user. As well, Kövecses mentions the metaphor used by Tony Blair provided by Semino (2008: 81-83). Tony Blair uses a metaphor in one of his speeches after he decides to support the US foreign policy to attack Iraq and participate in the war (2003). He says, "Forward or back. I can only go one way. I've not got a reverse gear." Blair tries to present himself as a forward-looking politician who has progressive goals. In setting up this image, he uses the CMs PROGRESS IS MOTION FORWARD and PURPOSEFUL ACTIVITIES ARE JOURNEYS. He portrays himself as a *car without a reverse gear*. A car without a reverse gear cannot move backward but only forward. Politician, in the same way, can only move forward. He can only do things in the name of progress (Semino 2008: 288). Following the speech of Blair using the "car without reverse gear" image, a newscaster on the BBC evening news remarks, "But when you're on the edge of a cliff, it is good to have a reverse gear." The "edge of a cliff" symbolizes a difficult and dangerous situation, where it is a good thing to have a car with reverse gear (Semino 2008:289).

Few concepts, according to CMT, are founded on actual physical experience. Hunger, temperature, pain, physical orientation, and so on is examples of these. The majority of our abstract conceptions are built on CMs that originate from direct physical experiences and the "embodied" concepts that go along with them. Heat and cold, the absence and

presence of the mother or other caregiver, hunger and thirst, pain and pleasure, eating and drinking, light and sound, physical orientation (up/down, front/back), and controlling things are among the most basic embodied notions that arise in early infancy. These sensory experiences serve as the foundation for CMs that represent abstract notions such as love, care, and need or desire in terms of basic physiological experiences, such as bodily wants and their fulfillment. In addition to physical proximity (and warmth), hunger, as in 'starved for attention' and 'hungry for affection,' is a need or want (Ritchie, 2013:70).

2.6.2.2 Metonymy

Metonymy is a type of idealized cognitive model as described by Lakoff (1987) or ICM. An ICM is a knowledge domain that is organized conceptually and results from the activity of a structuring principle. Lakoff and Johnson (1980: 39) defined metonymy as a cognitive process that "allows us to conceive one object by way of its link to something else." This definition, however, is insufficient to comprehend the nature of the phenomena and its relationship to metaphor. Further, Lakoff and Turner (1989:35-40) have described metonymy as a conceptual mapping within a single domain that involves a 'stand-for' relationship and has mainly a referential function.

In *Metaphors We Live By* (2003:36), Lakoff and Johnson indicate that Metaphor and metonymy are two different *kinds* of processes. Metaphor is primarily a means of thinking about one thing in terms of another, and its primary purpose is to aid comprehension. Metonymy, on the other hand, serves largely as a referential tool, allowing us to substitute one entity for another. Metonymy, on the other hand, is more

than a semantic construct. It also acts as a means of conveying information. Various parts that can stand for the whole in the metonymy THE PART FOR THE WHOLE, for example, which part of the entire we focus on is determined by which component we choose.

For instance, we use the term "good heads" to refer to "clever people" when we say we need some smart heads on the project. The purpose is not only to utilize a part (head) to represent a whole (person), but to highlight a specific trait of the individual, especially intelligence, which is linked to the head. Other types of metonymies are the same way. When we remark that The New York Times has not arrived for the press conference yet, we mean that "We're using "The Times" to denote not only the prominence of the organization that the reporter represents, but also the importance of the reporter himself. As a result, "The Times has not yet come for the press conference" indicates something different than "The Times has not yet arrived for the press conference." "Steve Roberts is still on the way. So "The Times has not yet arrived for the press conference" means something different from "Steve Roberts has not yet arrived for the press conference," even though Steve Roberts maybe the Times reporter in question(Lakoff and Johnson, 2003:37).

Metonymy is frequently regarded as a type of domain highlighting in cognitive linguistics, whereas metaphor is regarded as a type of domain mapping. For example, the domain matrix of "book" includes domains such as physical objects, artifacts, authorship, reading, and so on, and a speaker might emphasize any of these domains in the domain matrix (e.g., "Proust is a thick book," "Proust is difficult to read," "Proust is out of print"). Similarly, the domain matrix of "trumpet" includes sound

domains as in "We all heard the trumpet" and player domains as in "The trumpet could not arrive today"(Gibbs, 2017:43).

Metonymy is often seen as primarily having a referential function, but it also plays a major role in drawing pragmatic inferences within discourse. By noting an important part of the sequence in fulfilling a request, speakers lead listeners to infer the large pragmatic reason for stating the specific question. Thus, when someone simply states "John walked into a restaurant," people will typically access a "restaurant script" that specifies that John likely wishes to eat, will get a table, order food, eat the food, pay the bill, and exit(Gibbs, 2017:44).

2.6.3 Conceptual Blending Theory (CBT or CIT)

Fauconnier and Turner (1994; 1998) provide a more contemporary paradigm that aims to explain the conceptual phenomenon of metaphor and metonymy. Many characteristics of CMT are shared by this framework, which is also known as the theory of blending, CB, and conceptual integration (CIT) (Grady et al.1999:101).

Both theories, for example, treat metaphor as a conceptual phenomenon rather than a purely linguistic phenomenon; both involve the systematic projection of language, imagery, and inferential structure between conceptual domains; both suggest restrictions on this projection; and so on. There are, however, significant distinctions between the approaches: CMT proposes a projection between two mental representations, but blending theory (BT) allows for more. CMT defines metaphor as a purely oriented phenomenon, but BT does not; BT emphasizes blending as an on-line process that both instantiates entrenched metaphors and can provide short-lived and innovative

conceptualizations to support them, whereas CMT analyses are articulated in terms of entrenched conceptual links (Grady et al. 1999:101).

CBT is identified by Turner and Fauconnier (2002:469) as the following:

Conceptual integration - also known as "blending" is a basic mental operation whose uniform structural and dynamic properties apply over many areas of thought and action, including metaphor and metonymy. Conceptual integration creates networks of connections between mental spaces. Some of these mental spaces serve as inputs to a new, blended mental space that typically develops emergent meaning not contained in the inputs. In the case of metaphor, a source and a target serve as inputs to the blend. Creating the blend often involves the exploitation of metonymies.

As well, they indicate that the structure-mapping from a source (or base) to a target has been central to contemporary theories of metaphor and analogy. These mappings might take advantage of the existing common schematic structure between domains or project new structures from the source onto the target. Studies on CB have revealed that, in addition to such mappings, there are dynamic integration processes that create new "mixed" mental spaces. Such spaces acquire emergent structures, which is elaborated in the on-line production of meaning and acts as a key focus of cognitive activity (Turner and Fauconnier, 2002: 470).

Fauconnier and Turner recognize that, in many cases, meaning construction arises from a structure that is not present in the language or conceptual structure and serves as the input to the meaning creation operation. BT emerges as a result of this fact. The following example is

metaphorical, however, it cannot be explained only by CMT (cited in Evans and Green, 2006: 401-402):

- *That surgeon is a butcher.*

That surgeon is a butcher, according to CMT, is explained by a mapping from a source domain to a target domain. As a result, the target domain surgeon often interpreted metaphorically. The source domain butcher is used to understand the target domain surgeon. A butcher, a cleaver, and an animal carcass that the butcher dismembers are all part of the source domain. The target domain, on the other hand, involves a surgeon, a scalpel, and an unconscious, but still alive patient for whom the surgeon performs an operation (Evans and Green, 2006: 401-402). as illustrated in Figure(8) :

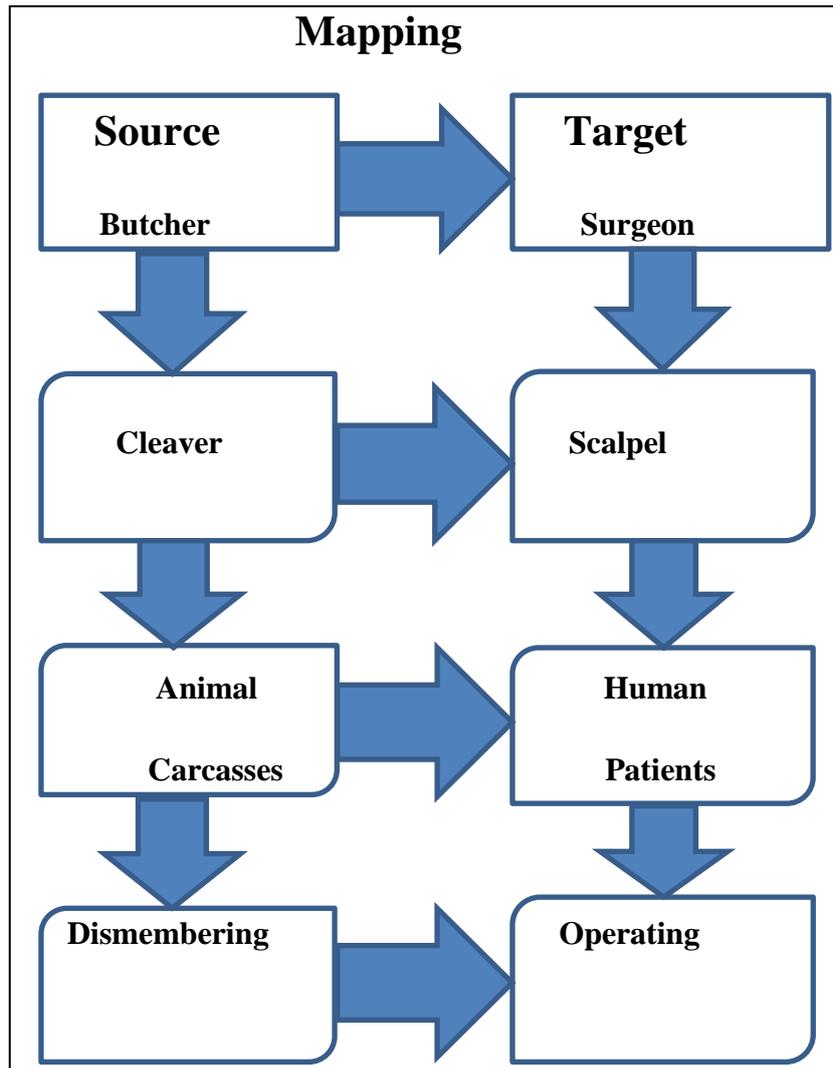


Fig. (8) The Mappings for Surgeon is a Butcher

That surgeon is a butcher, in reality, carries a negative assessment, and this is the challenge that CMT faces. Of course, butchery is a job that demands a high level of skill, such as knowledge of the anatomy of certain animals, knowledge of how to cut meat, and so on, but if listeners or readers rate the surgeon as a butcher, this indicates that he is incompetent (Evans and Green, 2006: 401-402).

This is a dilemma for CMT because the unfavorable assessment does not come from the source domain butcher. If metaphor is based on mapping between pre-existing knowledge systems, CM cannot explain

the formation of a new meaning as a result of this mapping process. The question is how negative judgment (incompetence) results from thinking or imagining one highly skilled occupation in terms of another. This example illustrates the powerful aspects of human cognition (Evans and Green, 2006: 401-402).

Meaning production cannot be based solely on constructing one conceptual region in terms of another, as in CMT, or on creating connectors or linkers between counterparts in mental regions. Fauconnier and Turner, on the other hand, suggest that Blending Theory can account for emergent meanings. They hold that emergent structure is involved in the production of meaning: meaning that is greater than its component elements (Grady et.al, 1999: 101, 124). A surgeon frame, for example, expands the general frame with the values filled in one way, but a butcher frame expands the general frame with the values filled differently (Lakoff, 2008:33). So, we may say

- i. My lawyer presented my case with surgical skill.
- ii. My lawyer butchered my case.

In the first, the lawyer was careful and skillful, with beneficial results. In the second, the lawyer was careless, sloppy, and heavy handed with messy results (Lakoff, 2008:33).

2.6.3.1 Key Terms in Conceptual Blending Theory.

To understand this theory, it is helpful first to define some key terms. The most important definitions for our purposes are the following:

2.6.3.1.1 Mental Spaces

These are little conceptual packets that we build while we think and speak for the purposes of local cognition and action. They develop as thought and speech change, but they can also become embedded in long-term memory. They are organized by frames and cognitive models. They are incomplete constructions containing knowledge and information acquired from various sources. The primary sources are as the following (Fauconnier and Turner, 2002: 40):

- a. The set of conceptual domains that people are already familiar with, such as eating and drinking, buying and selling, social discourse, and so on. Knowledge from diverse fields can be combined to form a single mental space.
- b. Immediate experience.
- c. What people say to us?

Evans (2007: 134) refers to mental spaces as the spaces that are constructed on the basis of "generalized linguistic, pragmatic and cultural strategies for recruiting information"

2.6.3.1.2 Cross-Space Mapping

Fauconnier and Turner (2002: 41) refer to partial cross-space as the mapping that connects analogues in the input's mental spaces. Consider the house-boat blend, in which the passenger of the boat is mapped to the

liver of the house, and the travel relation between the passenger and the boats is mapped to the live-in relationship between the liver and the house.

2.6.3.1.3 Generic Space

This space contains what the input spaces have in common. Elements in the generic space map on to their counterparts in the input spaces. For example, the mapping between passenger and resident in the *house-boat* blend suggests a generic space with a concept person that generalizes the concepts of passenger and liver (Fauconnier and Turner 2002: 41).

2.6.3.1.4 Frames

Long term schematic structure – things we “already know about” – to which mental spaces are connected and which organize mental spaces (Fauconnier and Turner 2002: 102-103).

According to Fillmore (1982:111), a frame is a system of concepts that are related to one another. When one of the concepts is introduced into writing or a discourse, the others become available automatically. Situations can be understood based on the mental background frame.

2.6.3.1.5 The Blend

This is also a mental space, but it is the one created by projections from the input spaces. Projection from the input spaces is selective, i.e. not all elements of the input spaces are projected into the blend, and in fact there are quite strong constraints on projections from the input spaces into the blend (Fauconnier and Turner 2002: 41).

For example, blending *house* and *boat* to *house-boat* requires to select the concept *water* from the *boat* input space, but not the concept *land* from the *house* input space (Fauconnier and Turner 2002: 47).

2.6.3.1.6 Emergent Structure

It is the structure that does not exist in any of the input areas. It is created through **composition** (the joining of elements that are not present in the input spaces), **completion** (the addition of additional structure to the blend, such as when completing a pattern), or **elaboration** (the "running" of the blend, i.e. treating a blend as a simulation and running it imaginatively) (Fauconnier and Turner 2002: 42).

2.6.3.1.7 Vital Relations

They are the conceptual relations that appear repeatedly in compression and mixing. They are connections between items in the input spaces that are compressed within the blend. Change, Identity, Time, Space, Cause-Effect, Part-Whole, Representation, Role, Analogy, Disanalogy, Property, Similarity, Category, Intentionality, and Uniqueness are the most common vital relations seen (Fauconnier and Turner 2002:106).

So the processes of CB could be illustrated in the following diagram:

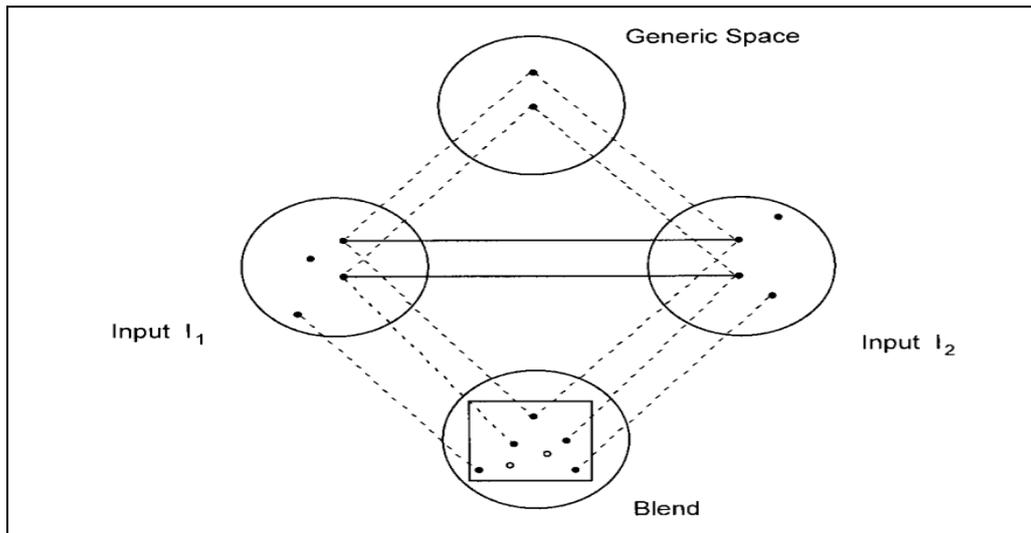


Diagram 1: The Blending Processes (adopted from Fauconnier and Turner (2002: 46))

The circles in this picture represent the spaces, while the solid lines reflect the matching and mapping across spaces between the inputs. Dotted lines represent links between inputs and generic or blended spaces. The emergent structure is represented by the solid square in the blended space (Turner, 2007: 379). The diagram, while a useful method of representation, should always be interpreted as a picture of the imaginative and complex movement, which may include the activation of prior connections or the reframing of earlier spaces, among other alternative acts (Turner, 2007: 379).

2.6.4 Conceptual Metaphor Theory and Conceptual Blending Theory.

The relationship between (CM) and (CB) theories is illustrated by their shared views about the mapping between the source and the target domains in the sense that the two theories agree that the metaphorical

language is a process of emerging from certain kinds of cross-domain mappings.

Turner and Fauconnier (2000: 133) indicate that the work on CB has shown that there are processes that build up new "blended" mental spaces. Such spaces develop an emergent structure which is elaborated in the on-line construction of meaning. This is an important locus of cognitive activity and serves as a key locus for understanding human language.

As well, the two-domains model of CMT(source and target domains) as described by (Kövecses 2002/2010 Lakoff 1993; Lakoff and Johnson 1980, 1999) should give way to the "network model" that comprises several input spaces, a generic space, and the blended space. In this view, the idea of metaphor as structure mapping from source to target in CMT should be supplemented by blended mental spaces (Kovecses, 2020:134).

Fauconnier and Turner (2008: 53) state that:

Conceptual products are never the result of a single mapping. What we have come to call "conceptual metaphors," like TIME IS MONEY or TIME IS SPACE, turn out to be mental constructions involving many spaces and many mappings in elaborate integration networks constructed by means of overarching general principles. These integration networks are far richer than the bundles of pairwise bindings considered in recent theories of metaphor.

That is to say that the examples of CMs are suggested to be the products of "elaborate integration networks" rather than "pairwise bindings." In reality, all mental metaphors are blends (Kovecses, 2020:134).

Blending theory proponents say that CB is the cognitive operation that underlies metaphorical thought. Metaphors (as well as other phenomena like metonymy) are a form of CB and they view metaphor as a projection from a source domain to a target domain fail to appreciate the complexity of many metaphors, much less many non-metaphorical blends, and that it is more useful to examine metaphor via the view of CB (Fauconnier and Turner, 2008: 54, Kövecses, 2020:134).

As well, Fauconnier and Turner (2008:65) argue that “metaphor itself is one particularly important and salient manifestation of conceptual integration” and that “we need to go far beyond the usual focus on cross-domain mapping and inference transfer”.

CMT and CBT operate on different units of analysis and require different degrees of specificity of knowledge. Metaphor theory looks at the relationship between different domains of knowledge. A metaphor is created or utilized when a person views one domain of knowledge, the target domain, in terms of another domain, the source domain. A domain is a fairly broad piece of human understanding, such as “journey” or “heat”.

By contrast, blending operates when mental spaces are fused to create a new mental space, the blend. As Kövecses (2002: 227) points out, "a mental space is always much smaller than a conceptual domain, and it is also much more specific. Mental spaces are often structured by more than one conceptual domain.”

Coulson (1996: 252) indicates that CMT examines recurring patterns, whereas blending theory allows for and supports distinctive particular cases. Blending theory analyzes the dynamic nature of blends,

while conceptual metaphor theory accounts for stable knowledge structures represented in long-term memory.

Grady et.al (1999:14) believe that CMT and BT are complimentary and may be used in combination since they cover various aspects of metaphoric and metonymic cognition. Blending strategies, as well as metaphoric mappings, were critical in the transmission of knowledge from one domain to another.

CBT also employs a more complicated model than CMT. CMT explores the application of knowledge from one domain to another, i.e. two domains altogether, the two domains have a rather consistent interaction with one another (Grady et.al, 1999:110). CBT, on the other side, describes the operation of blending using a multi-space model, or network of spaces. It focuses on "the ability to integrate parts from familiar conceptualizations into new and meaningful ones" as well Kövecses (2002: 228) argues that this is essential to account for the complexity of human mind.

The following table which is based on Grady et al(1999:101-107) will illustrate the comparison between CM and CB theories :

Table (2) Comparison between CMT and CBT

Conceptual Metaphor Theory	Conceptual Blending Theory
<ul style="list-style-type: none"> In the CMT framework, metaphors are analyzed as stable and systematic relationships between two conceptual domains. Grady et al.' examine how the conceptual source domain of "vision" might be utilized to describe a state of understanding in the target domain in the CM "The committee has kept me in the dark about this matter." First, relevant items from the source") and target domains are chosen and integrated using a mapping stored in long-term memory. In this situation, knowledge about vision and seeing corresponds to structures about knowing and awareness. Because this fundamental mapping ties the experience of literally being "in the dark" with levels of ignorance, whereas the sense of visual perception is associated with knowledge. 	<ul style="list-style-type: none"> the primary unit of cognitive organization in BT is the 'mental space,' a partial and temporary representational structure that speakers form when thinking or talking about a perceived, imagined, past, present, or future situation. Mental spaces (or spaces for short) are not identical to domains, but rather depend on them: spaces describe particular situations that are organized by certain domains. For example, a BT account might have a space in which the person is standing in the dark. While this representation appeals to our knowledge of visual experience, the recruited structure is merely a small part of that domain of knowledge.
<ul style="list-style-type: none"> CMT is a two-domain model which are the source and the target domains. 	<ul style="list-style-type: none"> Blending Theory involves four-space model which are two 'input' spaces (which, in a metaphorical case, are associated with the source and target of CMT), in addition to a 'generic' space, representing conceptual structure that is shared by both inputs, and the 'blend' space, where material from the inputs combines and interacts.

<ul style="list-style-type: none"> • CMT fails to consider The emergent structure because it involves two domains only (source and target) as in the example . <i>That surgeon is a butcher</i> which explained earlier on page (34). 	<ul style="list-style-type: none"> • CBT gives an account of emergent structure , The emergent structure which is not in the Inputs—it is part of the cognitive structure in the blend (Fauconnier and Turner 1998:23). Is the idea that meaning construction often results in meaning that are ‘more than the sum of its parts’ (Evans and Green, 2006: 439).
<ul style="list-style-type: none"> • CMT involves unidirectional relation of cross domain mappings between source and target domains (Evans and Green,2006:435) . 	<ul style="list-style-type: none"> • BT involves selective projection of structure from inputs to the blended space because of its limited scope, rather than unidirectional cross-domain mappings (Evans and Green, 2006:435).
<ul style="list-style-type: none"> • CMT emphasizes the conventionality of metaphor system,' in which CMs combine to provide reasonably constant structure to the human conceptual system. Metaphor theorists have been concerned with mapping the conventional patterns entrenched in conceptual structure Evans and Green, 2006:436). 	<ul style="list-style-type: none"> • BT emphasizes the dynamic and mutable aspects of blending and its role in meaning construction, Blending theorists have been more interested in determining the role of conceptual integration in constant meaning formation. This does not mean that blending cannot result throughout conventionalized representations Evans and Green, 2006:436).

2.7 Figurative Language in Political Speeches

During pandemics, as in COVID-19 pandemic, heads of states, presidents, and prime ministers deliver speeches and convene press conferences to address the public, interpret the situation, and provide orders for expected behavior. In such crucial circumstances, politicians become completely aware of the power inherent in the language they employ, and tend to design their statements with great care and accuracy. Figurative language, particularly metaphors and metonymies, dominates political discourse constantly. As a result, politicians' use of metaphors

and metonymies may vary depending on the context, audience and the situation, which must be considered while interpreting the concept.

According to Dittmer (1977: 567), politicians use metaphors to make political events and relationships seem less complex and more explicit to people, i.e. adopting a metaphorical word from our common language provides the message a familiar connotation and allows politicians and journalists to jump from a more abstract to a more concrete level.

Black (2005:14) indicates that metaphor influences our views, attitudes, and values by using language to generate unconscious emotional associations and by influencing the value we place on ideas and beliefs on a scale of goodness and badness. This is accomplished by transferring the positive or negative associations of various source words to a metaphor target.

An important purpose of using metaphors in political rhetoric is to establish the speaker as a legitimate source of authority by ‘sounding right’, and part of this in the democratic tradition is to attack political opponents and their ideas, not with weapons but with words (Black, 2005:14).

Vestermark (2007:21) asserts that CMs are found in the inauguration statements of several American presidents and identifies the following metaphors: the world as a community metaphor; the nation as a person metaphor; and the nation acting as a human metaphor. In her research, she concedes that CMs used in political discourse are highly intentional but not always obvious.

According to Charteris Black (2011: 28), metaphors are widely utilized in political contexts for ideological reasons since they activate unconscious emotional experiences, therefore contributing to myth formation and telling the right story. According to him (2011: 32), the major role of metaphors in political rhetoric is to frame our understanding of political discourse by excluding opposing points of view. As a result, politicians employ metaphors for both positive self-presentation and negative presentations of political opponents who criticize their views.

Warfare metaphors are abundantly used in public communication and in the media to characterize social crises and challenging circumstances (Flusberg et al., 2018:8).

From Hurricane Katrina to COVID-19, warfare metaphors underlie how we talk about social crises and disasters by simplifying the issue, highlighting certain aspects and deemphasizing others. For instance, the drug problem is often framed metaphorically as a disease or in terms of war (or both, as in the headline, “Opioid epidemic: Another drug war failure”; Chapman, 2017 cited from Flusberg et.al, 2018:7).

War metaphors, on the other hand, serve a cognitive purpose by allowing individuals to use what they know—about disease or war—as a mental model for thinking about a complex situation with no straight solution. Metaphors, in this way, fill in gaps in our linguistic and conceptual knowledge (Gibbs and Coulston, 2012:47).

According to Neshkovska and Trajkova's (2020: 108) research, war metaphors in political speeches depict the political respective nations to keep people up to date on the current developments concerning the health crisis. More specifically, in their March speeches, the politicians focused

on the restrictions they were imposing to prevent the virus from spreading; in their April speeches, the emphasis was on the steps their government was taking to lessen the negative effects of the pandemic; and in their May speeches, the politicians focused on their plans to ease the lockdown measures, along with many other things.

So the main goal of these rhetorical expressions is always the same: to generate civil sympathy for COVID-19 restrictions and to promote protective factors.

2.8 COVID-19

On December 31, 2019, a group of people was infected with the new coronavirus in a wildlife animals market in Wuhan, the Chinese Hubei Province. The infection was formally designated COVID-19 (an abbreviation formed from coronavirus disease 2019) by the WHO (World Health Organization) on February 11, 2020. (WHO, 2020a). On March 11, 2020, the WHO declared that "COVID-19 can be classified as a pandemic" (WHO, 2020b).

A pandemic is a label given to an infectious disease that spreads throughout the globe and represents a threat to human life. Throughout history, several pandemics have occurred at various times such as cholera, influenza, typhus, smallpox, measles, TB, leprosy, malaria, yellow fever, HIV, Ebola, and zika killed millions. Currently, the Covid-19 pandemic, which quickly spread to the whole world, is a form of coronavirus and a global epidemic (Taşdemir, 2020: 16).

To date, the virus has spread across all populated continents, killing thousands and infecting millions. Schools have been closed,

children are now being raised at home in many nations, many individuals now work remotely, are confined in their houses, and only out for necessities like grocery shopping and medical care. Many countries have introduced lockdowns and encouraged quarantines to encourage or force inhabitants to stay in their homes to prevent the virus from spreading, and millions of people are experiencing a pandemic for the first time in their lives. As a result, various governments imposed social distancing, allowing a wide range of internet users to voice their issues, opinions, thoughts, and emotions about the current situation via social media (Wicke and Bolognesi, 2020: 1-2).

2.8.1 Metaphors, Metonymies and COVID-19

According to Lakoff and Johnson (2003:4), metaphors are not neutral ways of perceiving and portraying reality since each source domain highlights some elements of the target while hiding others, allowing for differing inferences and judgments.

Further, metaphor is a powerful tool for understanding our world, medicine, and beyond. We acknowledge metaphors, though, at our risk. Metaphors can become a distorted mirror through which unnoticed thoughts and behaviors can be observed if they are not revealed. When it is exposed, its meaning and consequences can be explored. We would be wise to choose both of our metaphors because they symbolize and form our understanding (web source 2).

For example, the war metaphors for illness highlight the need to eliminate it through swift action and background the possibility of adapting to and living with it. As such, in communication, metaphors are

important rhetorical strategies, especially for explanation or persuasion (Semino, 2021:5).

In this regard, it is a useful method to employ metaphors in political discourse to soften the danger of the COVID-19, especially when considering that this virus can lead to death.

One of the common metaphors that are used in the description of COVID-19 is the **War** metaphor. The metaphorical frame of WAR is a traditional one, and it is frequently used subconsciously in discourses surrounding diseases. According to Flusberg et al. (2018: 5), such a concept is useful and widely used since it builds on the basic experience that everyone has, even though this is not first-hand knowledge for most individuals. This frame also perfectly emphasized the necessity for quick action to reach a definitive result, as well as the urgency of a negative situation. The consequences can be classified as either positive or negative. The inner frame layout is straightforward, with warring factions classified as allies and enemies, or in-groups and out-groups.

Semino (2020:2) states that since the beginning of 2020, many politicians, including top figures such as China's Xi Jinping, Italy's Conte, and the United States' Trump, have utilized metaphorical images of the disease as a war (e.g. the "enemy" or "alien invader," the "fight"). These metaphors, however, were extensively condemned for inaccurately depicting the virus as a suspicious adversary, producing unnecessary worry, potentially legitimizing authoritarian governmental actions, and implying that people who died did not fight hard enough. These are two of several newspaper headlines stating these criticisms: "We are not at

'war' with coronavirus" and "Using military terminology to discuss coronavirus is risky."

In discourses about pandemic control, the language of war, frontline, fight, battle, win, etc. are very familiar.

As well the use of metaphor (WAR) does not refer to actual war, but rather to the horrible condition that surrounds us all as a consequence of the COVID-19 pandemic as we will see in the practical part.

Another common metaphor is using terms like 'invisible enemy,' 'phase of conflict,' and 'mugger' to personify Coronavirus which is inanimate virus particle, is the responsible for the pandemic while the governments which are animated, are not responsible (webservice3).

The study of metonymy has focused primarily on its referential and illocutionary roles, but it has other functions as indicated by Littlemore (2015: 65) "*when we look at metonymy in real-world data, we can show that it accomplishes much more than this.*" Littlemore (2015: 65) points that:

Metonymy can be used to support highlighting and construal, anaphoric reference, cohesiveness and coherence, exophoric reference, illocutionary activities, relationship-building, and the establishment of discourse communities.

Littlemore (2015:92) mentions another functions and he refers to them as communicative tasks, including euphemism, vague language, hedging, evaluating and positioning, humor and irony, have gotten surprisingly little scholarly attention.

The choice of expressions by governments play a very important role in controlling the COVID-19 pandemic, linguistic elements of individuals and groups, including metonymy, are affected by this global challenge because choosing appropriate words to communicate what speakers try to share and to represent what they regard or disregard is a fundamental component of communication. For example, the metonymic expressions, virus, COVID-19 and corona can be used to refer to the (novel) coronavirus, the disease, the pandemic etc.

2.9 Previous Studies

1. Tay (2014) Bodily experience as both source and target of meaning-making: Implications from metaphors in psychotherapy for Posttraumatic Stress Disorder

The study's goal is to investigate the source-target equivalence of body perception, which is used in therapy. It focuses on three dimensions of the consequences of metaphor use in psychotherapy: cognitive, discursive, and strategic. CMT is the model in use. It concludes with more programmatic declarations on psychotherapy discourse as a productive research platform for applied metaphor research and applied cognitive linguistics.

2. Kiseleva and N. A. Trofimova (2017) Metaphor as a device for understanding cognitive concepts.

The study examines metaphor as a cognitive-semantic device capable of revealing intuitive mechanisms of the thinking process, thereby filling gaps in the field of logically objective human knowledge and allowing for the description of abstract notions of the human mind in terms. This research demonstrates the cognitive-semantic properties of complex metaphors and substantiates the main possibility of conceptual modeling of the metaphorization process. As well it concludes that different image schemes have different strength of heuristic potential, which determines the fullness of metaphorical descriptions of concepts.

3. Dagher (2017) A Cognitive Linguistic Study of Conceptual Metaphors in British Parliamentary Debates.

This dissertation attempts to apply a cognitive linguistic theory, specifically CMT, to a sample of British parliamentary discussions for critical discourse analysis. It aims to discover the political motivations of these metaphors, and in doing so, it intends to draw attention to the possibilities of using Cognitive Linguistic theories for Critical Discourse Analysis goals. The approach employed comprises the use of the Pragglejaz group's (2007) metaphor identification procedure, followed by a classification, interpretation, and explanation of the identified CMs in terms of Lakoff and Johnson's (1980) CMT. It concludes that CMs of the three types (orientational, structural, and ontological) occur in British parliamentary debates, and that some of these metaphors (particularly those of the ontological type) can clearly be shown to be highly politically motivated because they are used for persuasive and/or manipulative purposes.

4. Jawad and Noori(2021) A Cognitive-Semantic Study of Conceptual Metaphors in English News Reports.

This study aims to carry out a cognitive analysis of CMs used in political news reports and how reports of the two newspapers construe political issues reflected in their reports . It concludes that CMs are pervasive in political news reports, be they from Britain or the United States'newspapers. Noticeably, some CMs are more frequent than the others such as SPATIAL, PERSONIFICATION, and TEMPORAL metaphors respectively.

5. Kozlova(2021) Cognitive Metaphors of Covid-19 Pandemic in Business News .

The study is concerned with COVID-19 pandemic cognitive metaphors presented in English business news. The interpretation of metaphor extends beyond its usual use as a rhetorical device. The approach is associated with a cognitive theory that claims metaphor is a mental tool that reflects how we reason and imagine the world. The data was chosen from The Financial Times, an international daily focused on business and economic concerns. The study's findings demonstrate a number of lexical strategies to represent the dynamic image of the pandemic, with a gradual shift from the military metaphor to variant interpretations.

The current work is different from other studies because most of the previous studies rely basically upon one model of analysis which is the CMT and deal with one notion which is the CM. Also, it differs from other related studies in the sense that it deals with the concepts of the CM and CME separately. As well, the present analysis of the data is not based upon one model only; rather it uses CMT and CBT together to achieve the aims of this study. In addition, this study is not concerned with the conceptual functions; rather it focuses on the intended messages behind the use of the conceptual metaphors and metonymies.

Chapter Three

Methodology

3.0 Introductory Remarks

This chapter is devoted to present the fundamental theoretical framework of the current study and the methods that are used in the analysis of the selected data. This chapter clarifies the method used in collecting the data; the data selected as a sample of the current study, as well the description of the models used in the analysis of the selected data.

3.1 The Data

3.1.1 Data Description and Collection

The data of the current study are chosen intentionally to achieve the aims of the study; therefore, it is limited to twenty speeches about COVID-19. Ten are said by Boris Johnson (in full **Alexander Boris de Pfeffel Johnson**) he is the prime minister of the United Kingdom since July 2019. The other ten speeches are by Joe Biden (in full Joseph Robinette Biden) the current president of the United States. The American data are collected from the following websites:

- <https://www.whitehouse.gov/briefing-room/statements-releases>
- <https://www.usnews.com/news/elections/articles>
- <https://www.vox.com/21556670/biden-president-elect-mask-mandate>

The British data are collected from the following websites:

- <https://www.gov.uk/government/speeches/>
- <https://www.theguardian.com/uk-news>
- <https://www.wbca.org.uk/news>
- <https://www.bbc.com/news/uk-54255898>

3.1.2 Method of Data Analysis

To fulfill the objects of the current study, the data is chosen intentionally and the analysis of the data follows the qualitative and quantitative approaches. By describing each word contains the conceptual metaphor and metonymy qualitatively. Then, the statistical analysis has been used to find out the most common type of conceptual metaphors and metonymies in political speeches. Further, the CMT has been used firstly and then the BT has been used for the analysis of the data concerning the metaphorical and metonymical expression. After all, the study describes how these different theories effect the interpretation of the meaning.

3.2 The Framework of the Study

The analysis of this study depends on two eclectic models, namely conceptual metaphor theory (CMT) by George Lakoff and Mark Johnson in their book *Metaphors We Live By* (2003), and Conceptual Blending Theory (BT) by Fauconnier and Turner's (2002).

3.2.1 Conceptual Metaphor Theory (CMT)

This theory was proposed by Lakoff and Johnson in their book *Metaphors we Live by* (2003), according to this theory metaphor or metonymy are not simply a matter of language, but they are part of human's conceptual system in which human thought processes are largely metaphorical.

Metaphorical mapping involves two domains, source domain and target domain, source domain involves the proprieties of the real concept, it is the sources of the metaphorical expressions. While the target domain refers to the proprieties or qualities are used to describe the source domain.

While metonymical mapping is only one , there is only one domain , the mapping from the source to the target domain (i.e one item in the domain can stand for the other (the referent)).

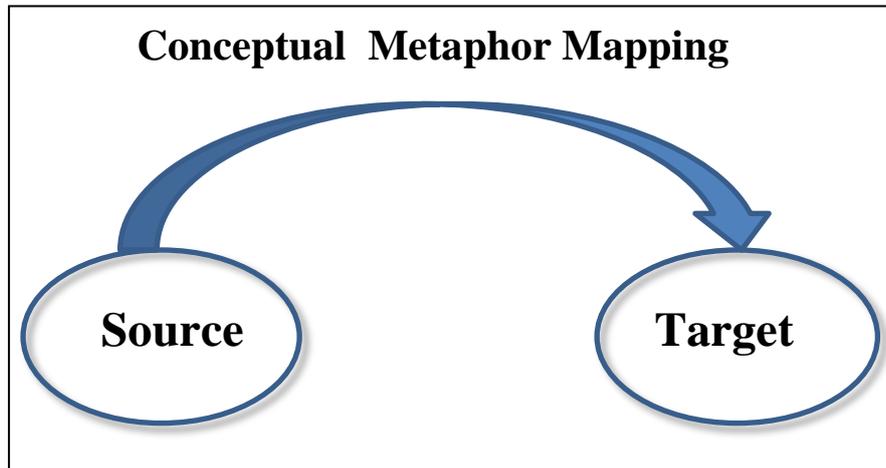


Fig. (9) The framework for conceptual metaphor

(Based on Lakoff and Johnson (2003:36))

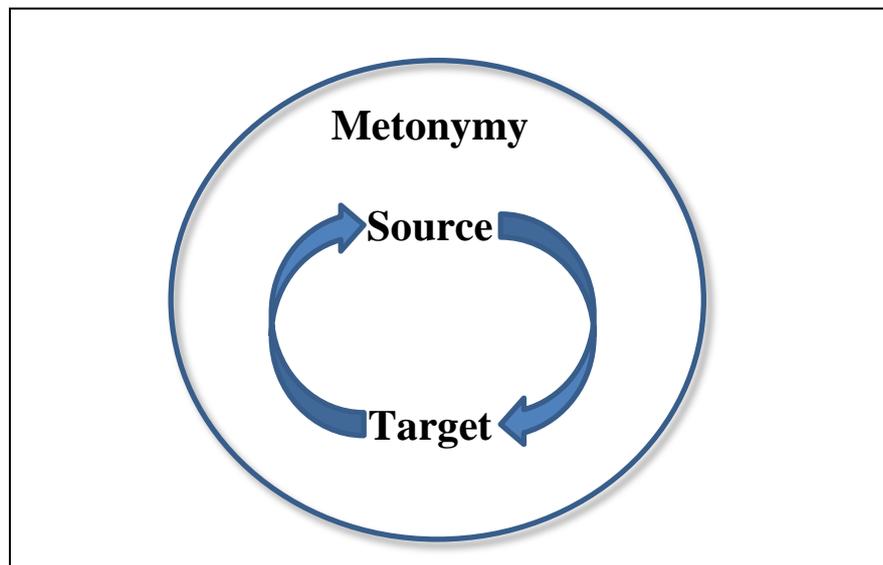


Fig. (10) The framework for conceptual metonymy

(Based on Lakoff and Johnson (2003:36))

3.2.2 Conceptual Blending Theory (CBT)

Conceptual Blending Theory (BT) was introduced by Fauconnier and Turner. They (2002:40) explain Conceptual Blending Theory in terms of:

“Mental spaces, ... are small conceptual packets” connected to “long-term schematic knowledge called ‘frames,’” as well as to “long-term specific knowledge”

This theory introduces a set of cognitive processes and operations to produce conceptual images by using a network of mental spaces and there are four mental spaces which are, two inputs (specific idea or situation), generic space (the conceptualization that is shared by all inputs) and the blend space, which involves the interaction between some elements from the two inputs. In addition, it involves emergent structure which includes multiple directions of elements from the input spaces onto the blended one. And it results because of three processes, composition, completion and elaboration.

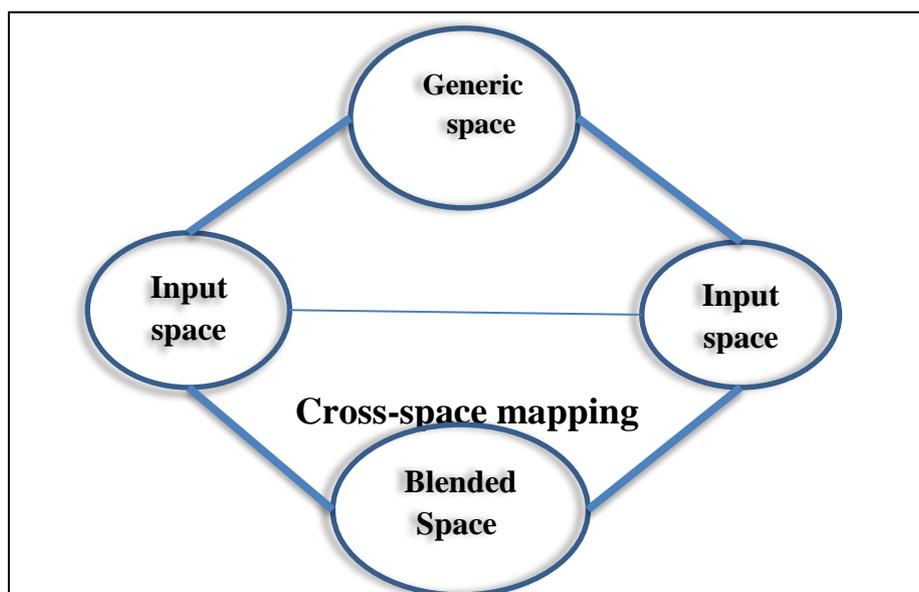


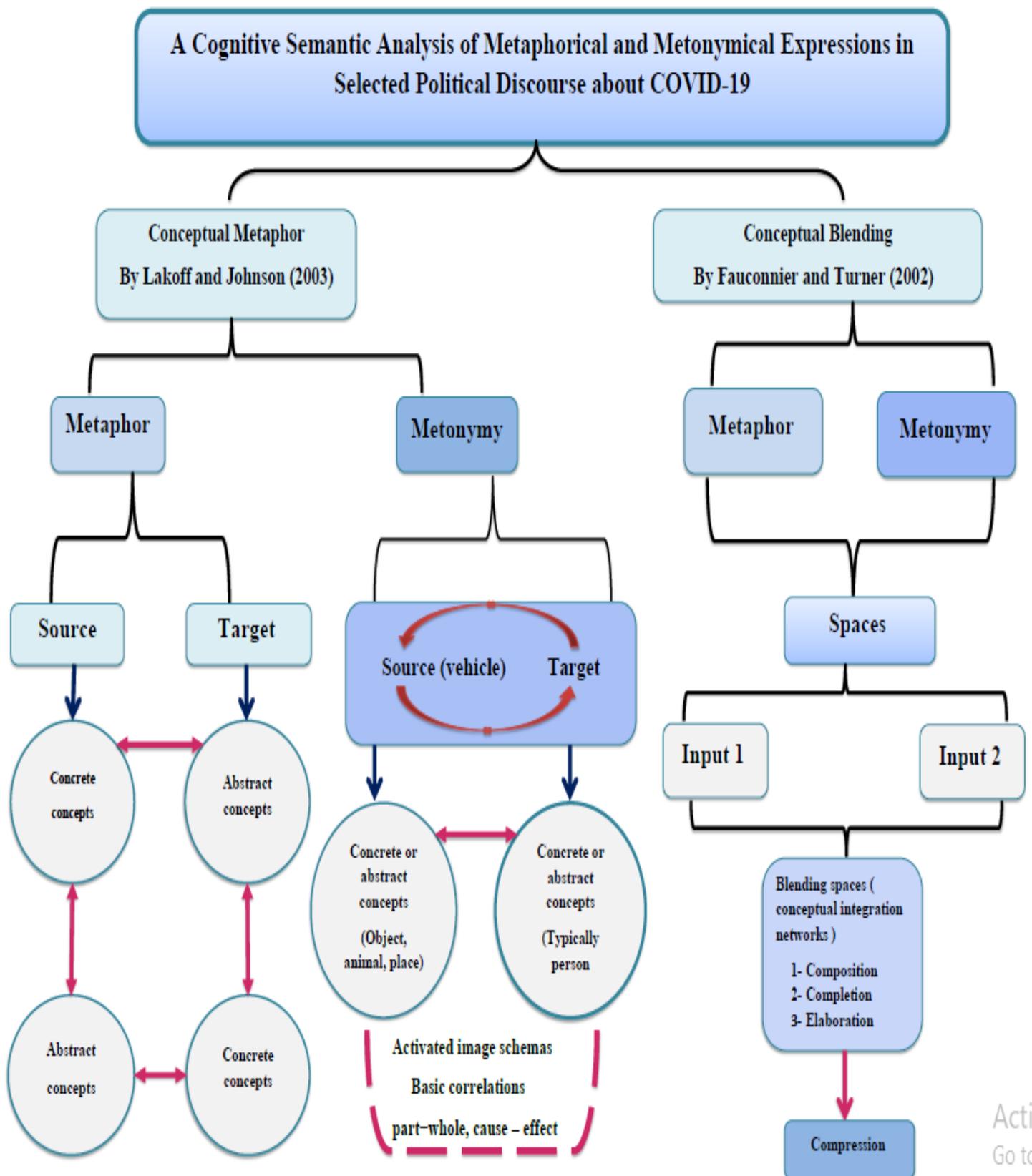
Fig. (11) Framework of Blending theory (Based on Fauconnier and Turner (2002: 46)

3.3 The Two Models at Work

When the two models (Conceptual Metaphor and Blending theories) merged together they give evaluative framework for data analysis by following these steps:

- 1- Starting the analysis of the speeches by using CMT and CBT altogether.
- 2- Sketching a map to depict the relations among (concrete) source domain and (abstract) target domain) by following CMT.
- 3- Represent the main elements of CB (generic space, inputs and blended space by following CBT.
- 4- Analyzing the CM and CME are founded in the text by using CM and CB theories.

The amalgam of the two models, namely, Lakoff and Johnson (2003) and Fauconnier and Turner (2002) can be stated Fig. (12) Below:



Activ
Go to !

Fig.(12) An Eclectic Model of A Cognitive Semantic Analysis of Metaphorical and Metonymical Expressions in Selected Political Discourse about COVID-19 Based on Lakoff and Johnson (2003) and Fauconnier and Turner (2002).

Chapter Four

Data Analysis and Discussion

4.0 Introductory Remarks

This chapter is devoted to present the analysis of the given data and discuss the results. The data of the current study has been chosen intentionally to achieve the aims of the study. It consists of twenty speeches about COVID-19, ten speeches are by Boris Johnson and the other ten by Joe Biden.

The analysis of the data follows a mixed method approach. Each word that contains a conceptual metaphor and metonymy has been described qualitatively and then the frequencies and percentages of CINs and CMs have been presented and discussed. The CMT has been used at first, and afterward the BT has been used for the analysis of the data concerning the metaphorical and metonymical expressions.

4.1 Data Analysis

The metaphorical expressions that are employed by Boris Johnson and Joe Biden have been evaluated in this section by using the two models which are established earlier in this work. The study begins by reviewing ten metaphorical expressions and then ten metonymical expressions.

4.1.1 Analysis of Metaphorical Expressions:

This section includes the analysis of ten metaphorical expressions which are chosen randomly. These speeches are used by Joe Biden and Boris Johnson in their discourse about COVID-19.

Speech (1)

*We cannot let up in **the fight** against **COVID-19**, especially with the Delta variant spreading rapidly through unvaccinated populations. We are still on a **wartime** footing, and every American who is eligible should take immediate steps to get vaccinated right away.*

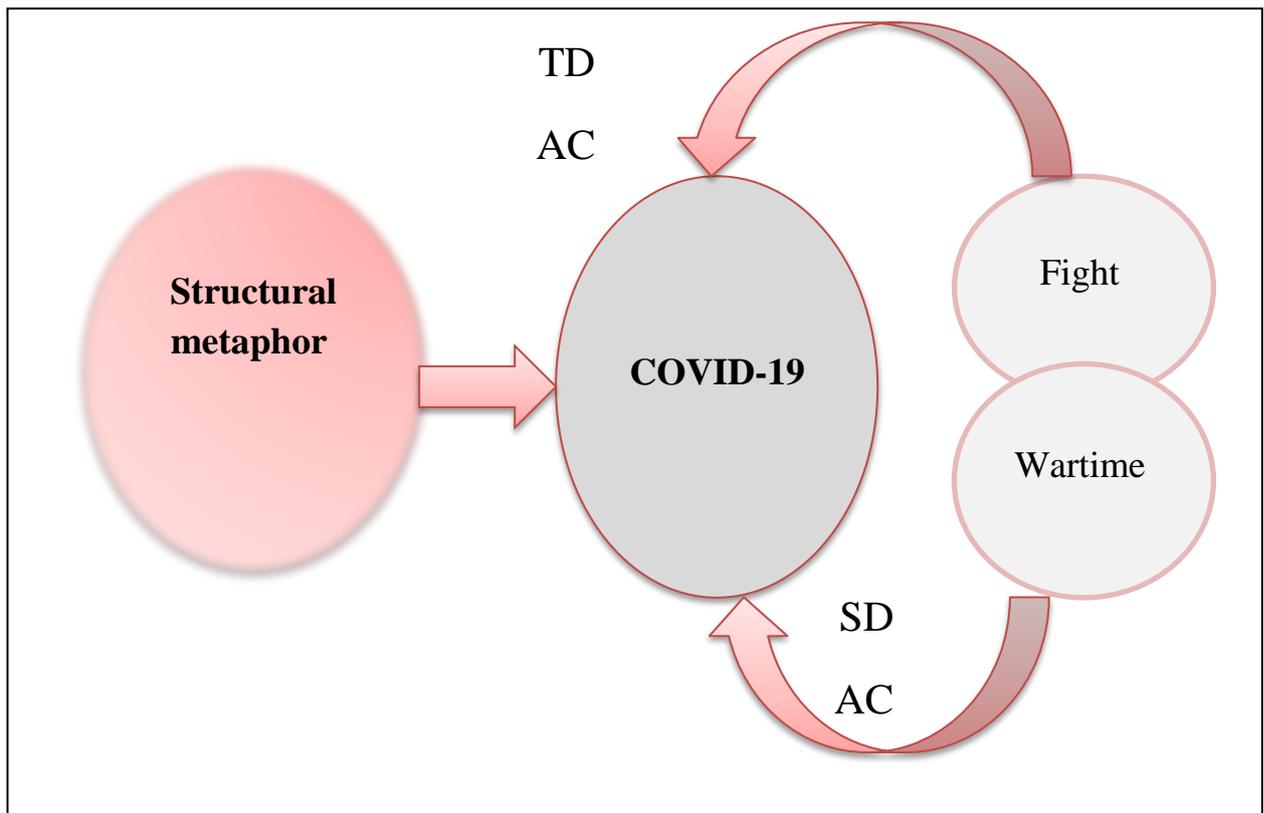


Fig. (13) Analysis of speech (1) according to CMT

The Analysis:

This speech is said by President Joe Biden on COVID-19 Vaccines for Service Members, on August 9, 2021. The president Joe Biden, views the situation in light of the Corona virus as a war and a fight between the enemy (COVID-19) and people particularly unvaccinated American people. This war must be maintained because complacency means death. So, in this speech, there is a clear similarity between COVID-19 and *fight* as well as *wartime*; as such, American people must fight against COVID-19 in order to regain their health and lives.

The additional knowledge of the source domain has been used to make a *structural metaphor* inference or metaphorical mapping between the source and target domains (the concept of COVID-19 is structured in terms of other concepts), (i.e. there is a connection between the abstract concept of the source domain (*wartime, fighting*) which represents the concepts of (*life, dilemma, and death*) and the abstract concept of the target domain (COVID-19) which are all related to COVID-19. In short, according to CMT, the pandemic of COVID-19 it could be understood in terms of *wartime and fighting* as presented in Fig. (13).

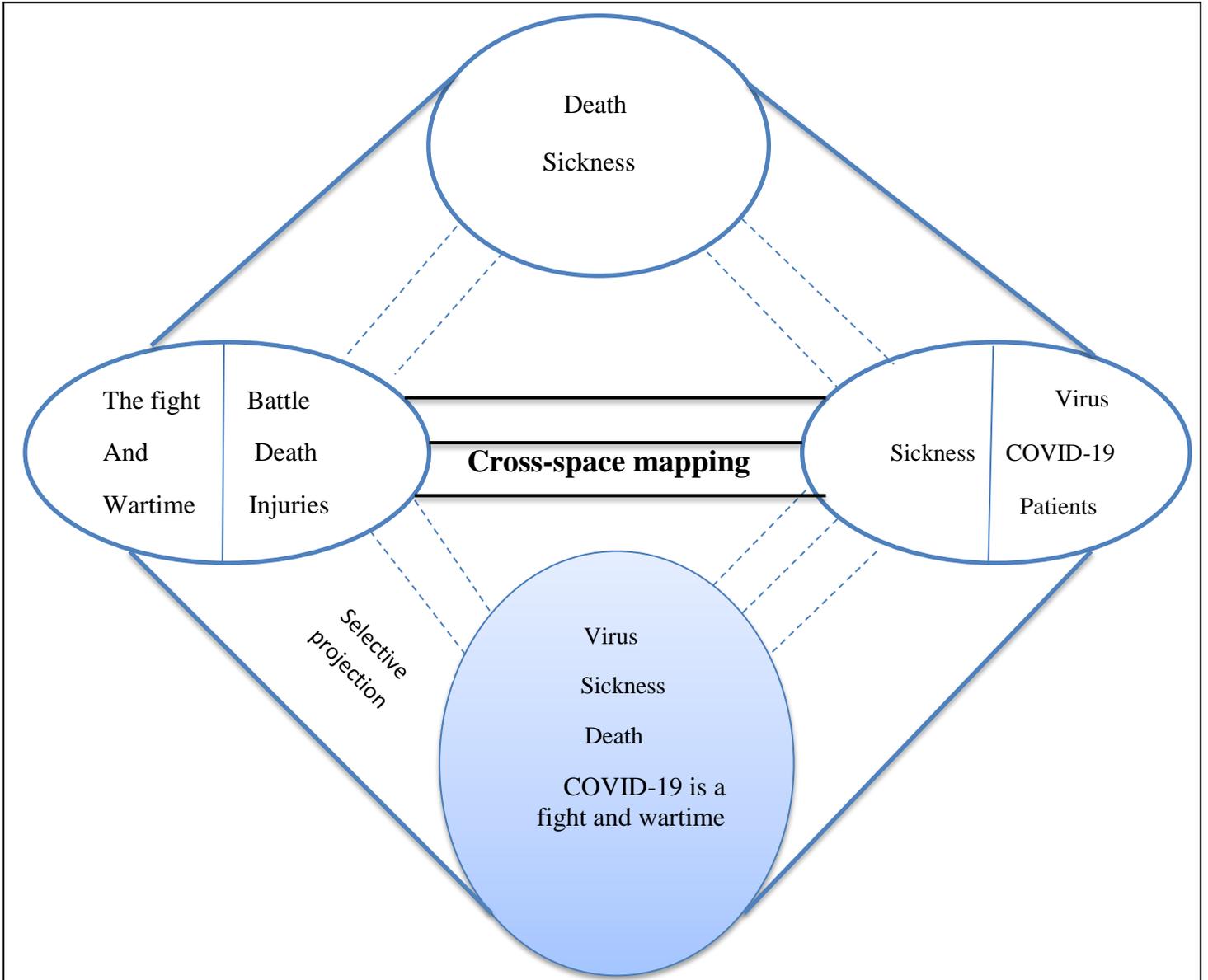


Fig. (14) Analysis of speech (1) according to CBT

The Analysis:

- a. *Input 1* is the domain of the concepts of (*the fight and wartime*), and it includes the knowledge of the (*battle, death, and injuries*).
- b. While *Input 2* is the domain of (*COVID-19*) which includes the knowledge of the concepts of the (*virus, sickness and patients*).
- c. The *generic space* involves the shared elements between the *input 1* and *input2*; those elements are (*death and sickness*) which are

- applicable to the two inputs. Some elements are chosen for blended projection, because of its limited scope, it is called *selective projection*.
- d. The *selection projection* focuses on the image of *COVID-19* as a dangerous virus, which portrayed in terms of (*the fight and the wartime*) cross-mapped with the effects of this virus, which can lead to (*the spread of the virus, sickness, and an increase in the number of patients*).
- e. The fourth space is the blended space, which refers to the fusion of elements from the inputs to produce the metaphorical expression. *Fight and wartime* (input 1) and *Covid-19* (input 2) emerge together to produce the frame of the blend, which is *Covid-19 is wartime and fighting*. So the following metaphorical expressions are used :
- **The fight** against COVID-19.
 - We are still on **a wartime** footing.

In a double-scope network, the input spaces have two separate organizing frames, and the blended space incorporates elements of both. (Fauconnier and Turner, 2002: 127), in speech (1) *wartime and fighting* are corporate with *COVID-19* in the blended space.

Speech (2)

*To this day, the PRC continues to reject calls for transparency and withhold information, even as the toll of **this pandemic continue to rise**. **This Pandemic does not respect international borders**, and we all must better understand how **COVID-19 came to be in order to prevent further pandemics**.*

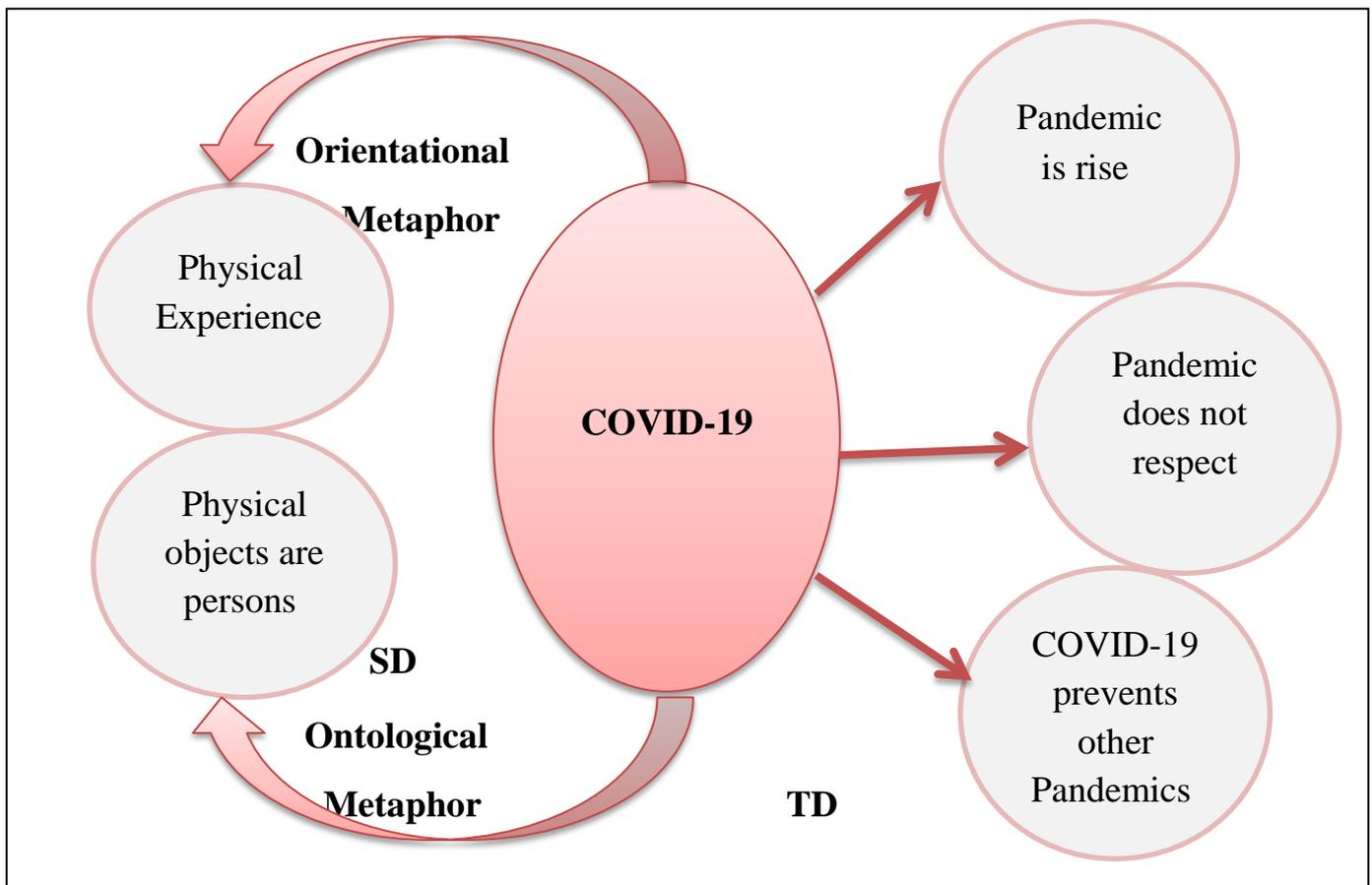


Fig. (15) Analysis of speech (2) according CMT

The Analysis:

This speech is used by President Joe Biden on the Investigation into the Origins of COVID-19, on August 27, 2021.

According to CMT, the president Biden uses two types of CMs; the first one is the orientational metaphor, which signifies our social or cultural experience. In the sentence *this pandemic continue to rise*, he employs the metaphorical framework of (up) to denote the meaning that

the situation of COVID-19 is very dangerous. So there is the connection between the source domain (rise) and the target domain (COVID-19).

Another type of conceptual metaphor used by the president Biden is the ontological metaphor (personification) to make a connection between physical objects and persons. In his speech, *This Pandemic does not respect* international borders, and *COVID-19 came to be in order to prevent further pandemics*. He uses the words (respect and prevent) which are humans' qualities to refer to COVID-19.

Therefore, the source domain (prevent and rise) is connected to the non-human entity which is (COVID-19) as Fig. (15) illustrates.

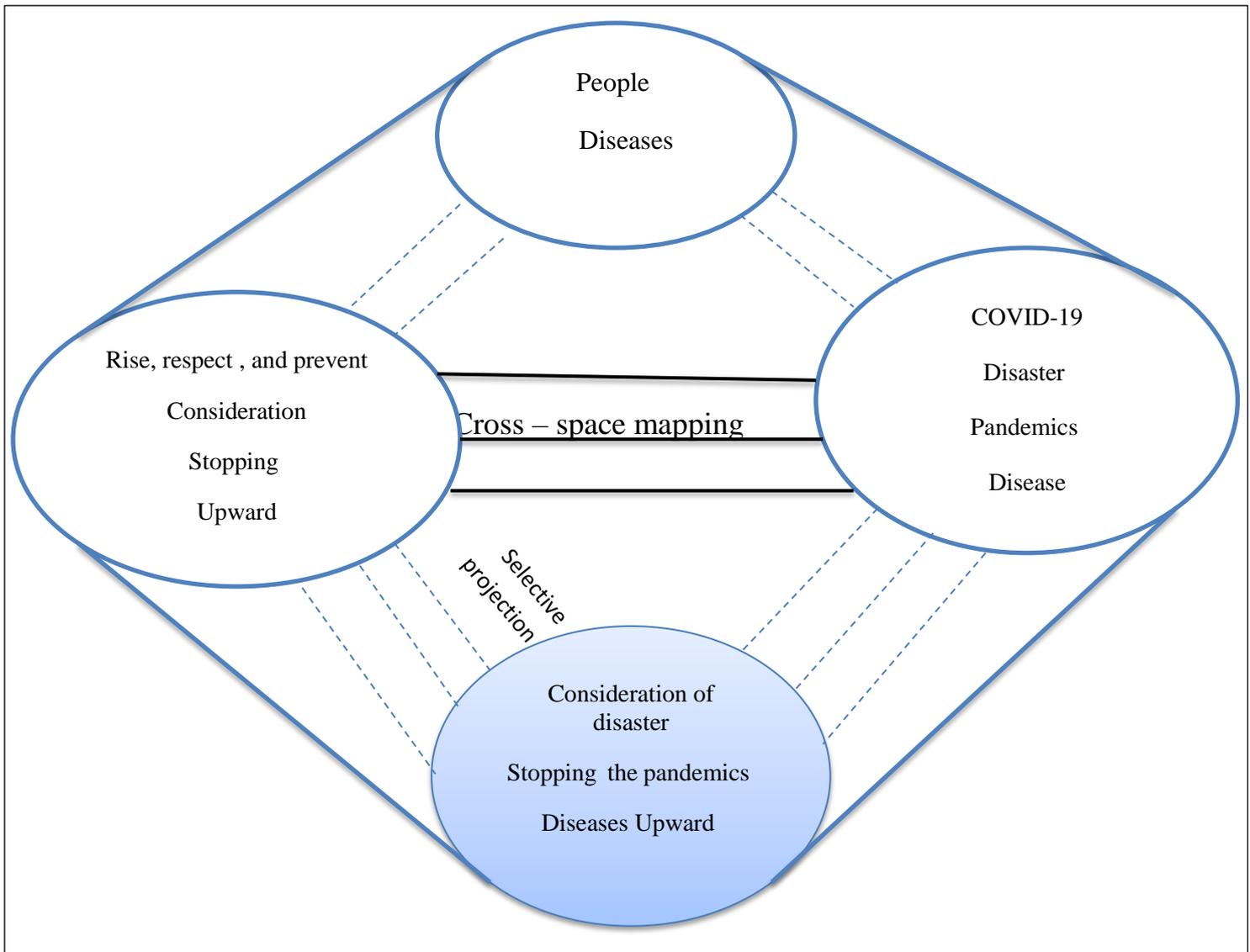


Fig. (16) Analysis of speech (2) according to CBT

The Analysis:

The process of blending in speech (2) can be presented in the following:

- a. *Input 1* is the domain of (*rise , respect , and prevent*) ,which includes the knowledge about (*consideration , stopping , and upward of the virus*)
- b. *Input 2* is the domain of (*COVID-19*) which includes the knowledge about (*the disaster, the pandemics, and the diseases*).

- c. Both inputs contain a number of elements, but, in agreement with the causal pattern in the generic space which includes the elements of (*people and disease*), these element are applicable to both of input 1 and input 2. Only some elements are chosen for blended projection. Because of its limited scope, it is called *selective projection*.
- d. The selection focuses on the image of *an increasing of risks* (of COVID-19) *cross-mapped* with the power of this virus which compared with power of humans in *preventing and respecting*. Also, the changes in the number of infections over time are described in terms of rising.
- e. The selected elements are projected into a new space, called the *blended space*. In the blend, there is a new configuration of concepts, in which the elements from *Input 1* confirmed with the elements of *Input 2*.

To sum up, it can be said CBT is *double scope network* and that the nature of the change of Corona virus can be seen as:

- COVID-19 came to be in order to prevent further pandemics.
- COVID-19 is rising.
- COVID-19 does not respect borders.

Speech (3)

Even as the Delta variant — COVID-19 — has been hitting this country hard, we have the tools to combat the virus, if we can come together as a country and use those tools.

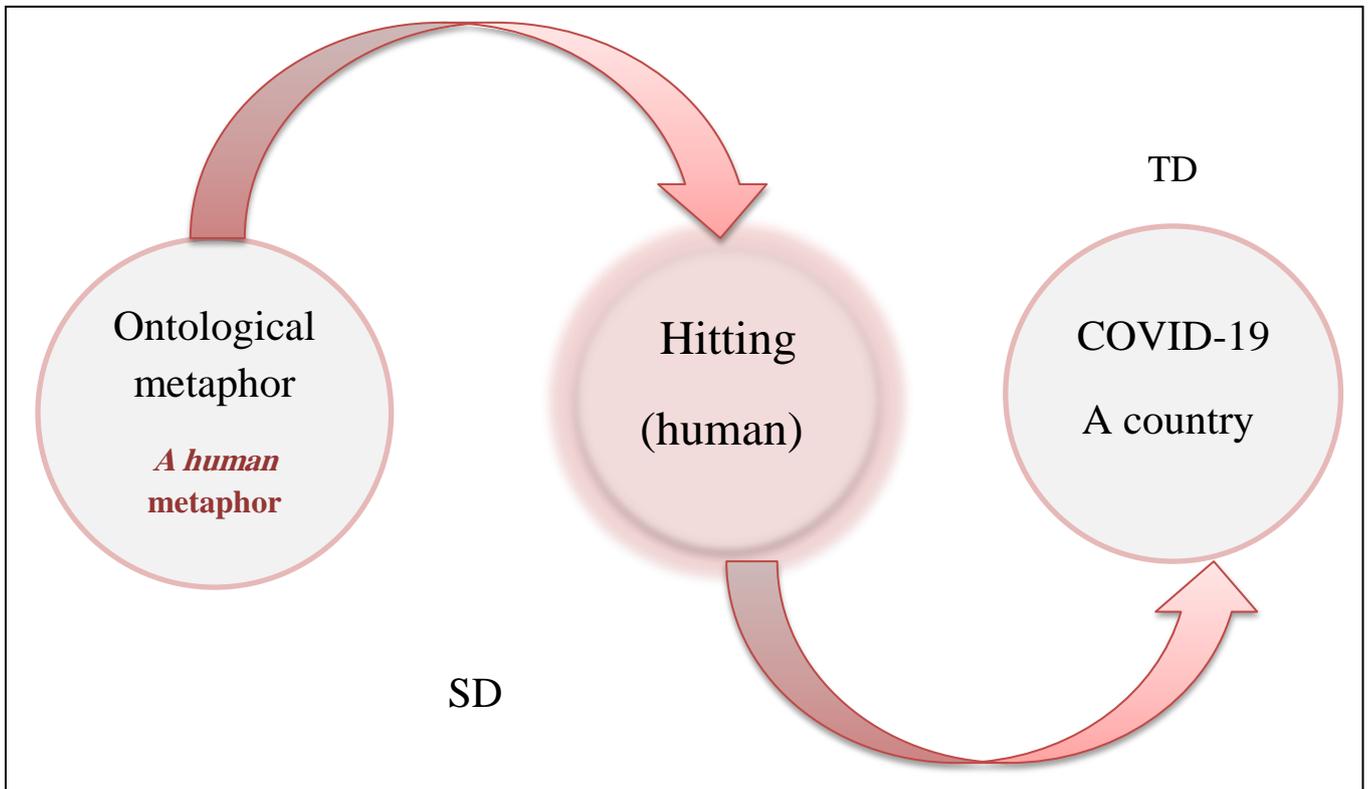


Fig. (17) Analysis of speech (3) according to CMT

The Analysis

This speech has been utilized by President Biden on Fighting the COVID-19 Pandemic on September 9, 2021.

In Biden's third speech, there are several instances of human metaphor; *COVID-19* and *the country* are used as a human metaphor. With these metaphors COVID-19 is regarded as a human being which has its own bodily functions to hit *the country*, which it is, too has the human's capabilities to face this war of Coronavirus. So in this speech the president Biden uses the ontological metaphor in order to make a connection between *COVID-19* as well as *the country* which are the

target domains and the qualifications of human beings of *hitting* which is the source domain as clarified in Fig.(17) .

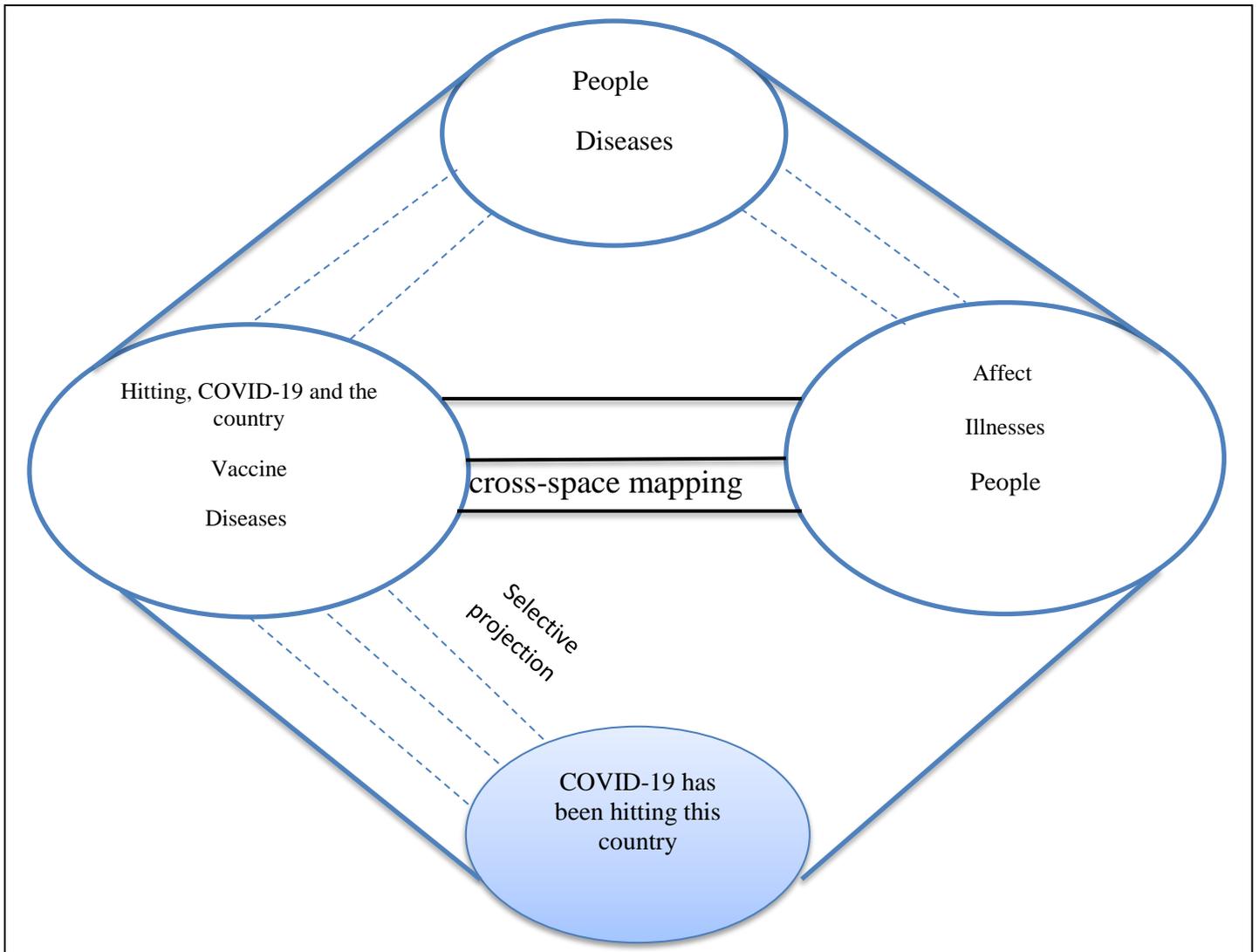


Fig. (18) Analysis of speech (3) according to CBT

The Analysis:

In the analysis of speech (3) according to CBT, the following can be presented:

- a- Input 1** which is the domain of (*Hitting, COVID-19 and the country*) and a set of ideas can be drawn from this concept such as the knowledge of (*vaccine and diseases*).

- b-** *Input 2* is the domain of (*affect, illness and people*).
- c-** The two inputs (input 1 and input 2) share some elements in the *generic space*, which are related to *COVID-19*. Those elements are (*people and diseases*) which are common to the both of the inputs. To make the blended process, the selection projection is chosen in order to elect only some elements for the blended space because of its limited scope.
- d-** The process of selection concerns about the force of the *COVID-19* in hitting the American people in the country. *Hitting* blended with (*the COVID-19 and the Country*). This metaphorical expression raises the power of this virus in hitting American people, so it compared to the power of humans.
- e-** The selected elements are projected into a new space, which called the *blended space* in a *single-scope network*, in this space, a new formation of ideas, and the blending is
- *COVID-19 — has been hitting this country hard.*

Speech (4)

I know the country has grown weary of the fight. We need to remember we are at war with the virus, not one another. Not with each other.

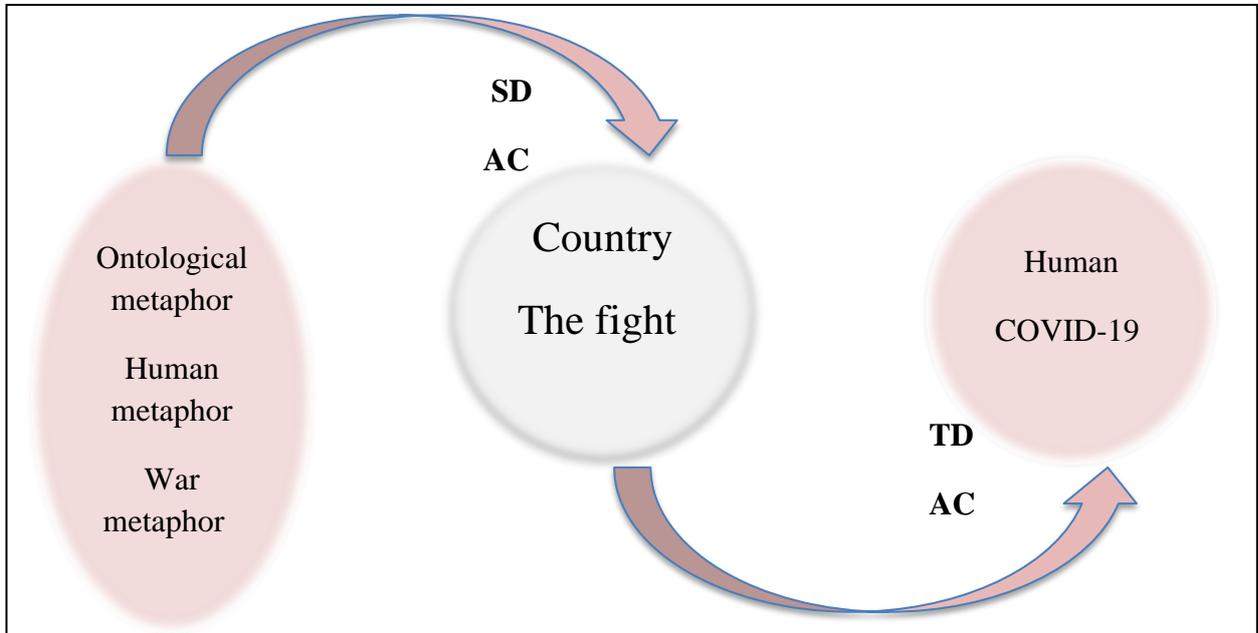


Fig. (19) Analysis of speech (4) according to CMT

The Analysis:

From Biden's speech: 'We Are at War With the Virus, Not One Another' November 25, 2020.

Biden's Covid-19-inspired speeches are sporadically intersected with additional conceptual metaphors such as the *human* metaphor and war metaphors.

In fact, there are several instances of *human metaphors* and *war metaphors* and one of these is the use of *The country* as human metaphor and *fight as war* metaphor, where the human being and COVID-19 serve as abstract source domain and *the nation or the country* and *fighting* as

abstract target domain, he depicts the country and the ability to fight as related to humans.

This metaphoric combination is one of the most plausible ways in which politicians might increase persuasion in their speeches and achieve the goal of minimizing the pandemic's devastating effects. Combinations of metaphors were utilized to highlight the threat posed by the pandemic, as well as to reduce it, in order to calm the situation and give people hope that everything was under control.

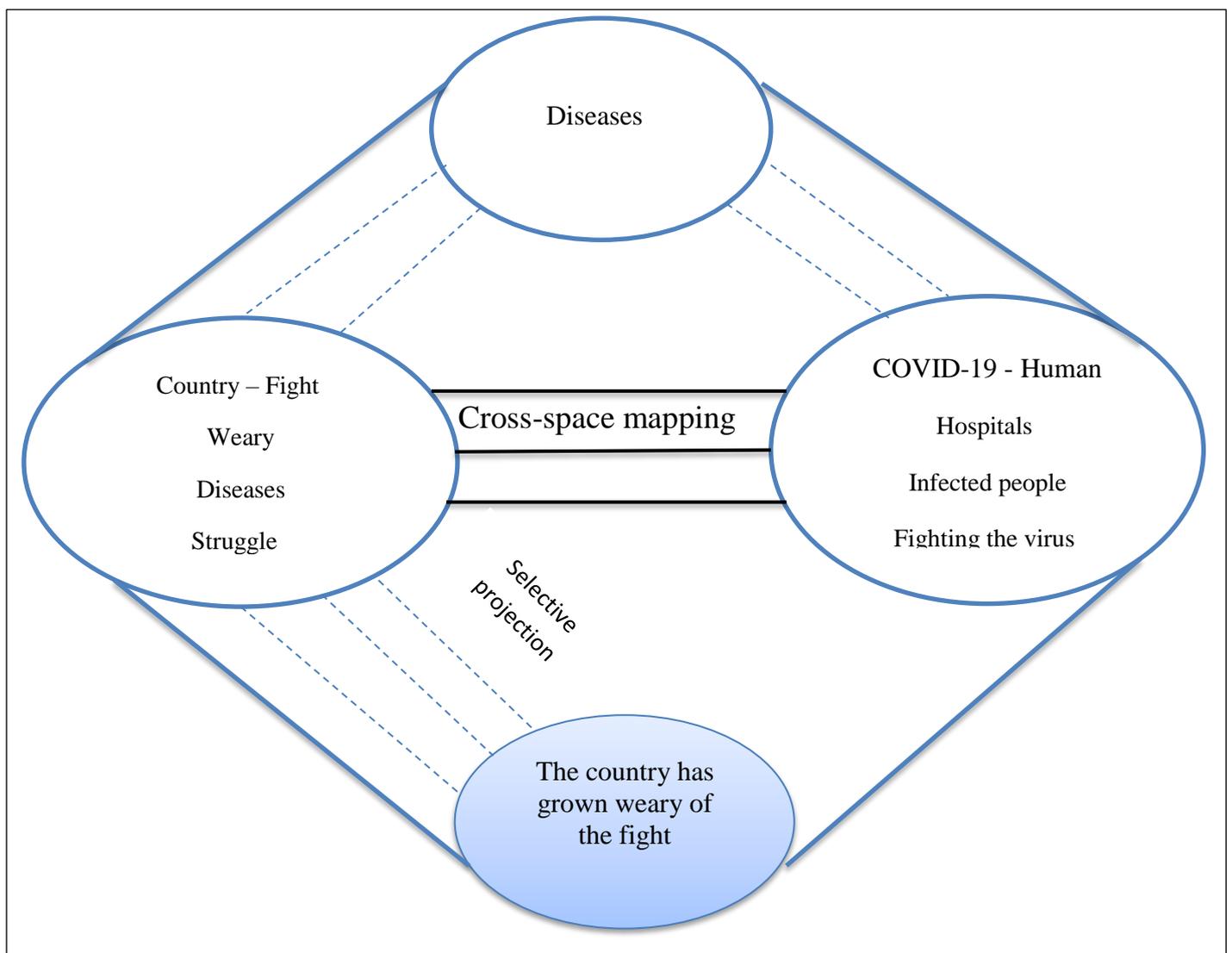


Fig. (20) Analysis of speech (4) according to CBT

The Analysis

Here is the outcome of a speech (4) analysis which is based on CBT:

- a- Input 1 is the domain of (*country-fight and weary*), and this notion may be used to generate a number of concepts, such as the knowledge of (*diseases and struggle*).
- b- Input 2 is concerned with (*COVID-19 and humans*), it also contains information about (*hospitals, infected people, and fighting the virus*).
- c- In the *generic space*, the two inputs (input 1 and input 2) have certain ideas that are connected to COVID-19. One of these ideas is the notion of diseases *which is* present in both inputs. Because of the limited scope of the blended process, the selection projection is used to pick only some elements for the blended space.
- d- The selection process is concerned about *COVID-19's* powerful impact when contrasted to fighting with a country that includes American citizens. *Country and Fight* connected with *COVID-19 and Humans* Biden utilizes this figurative word to emphasize the necessity of cooperation in the fight against COVID-19.
- e- *The blended* space is created by projecting the selected elements into a new space. There is a new building of concepts in this space, in which the elements from Input 1 have blended with each other in a *single-scope network*. So it can be said that
 - *The country has grown weary of the fight.*

Speech (5)

A dose of hope for an educator in Florida, who has a child suffering from an autoimmune disease, wrote to me, said she's worried — that she was worried about bringing the virus home.

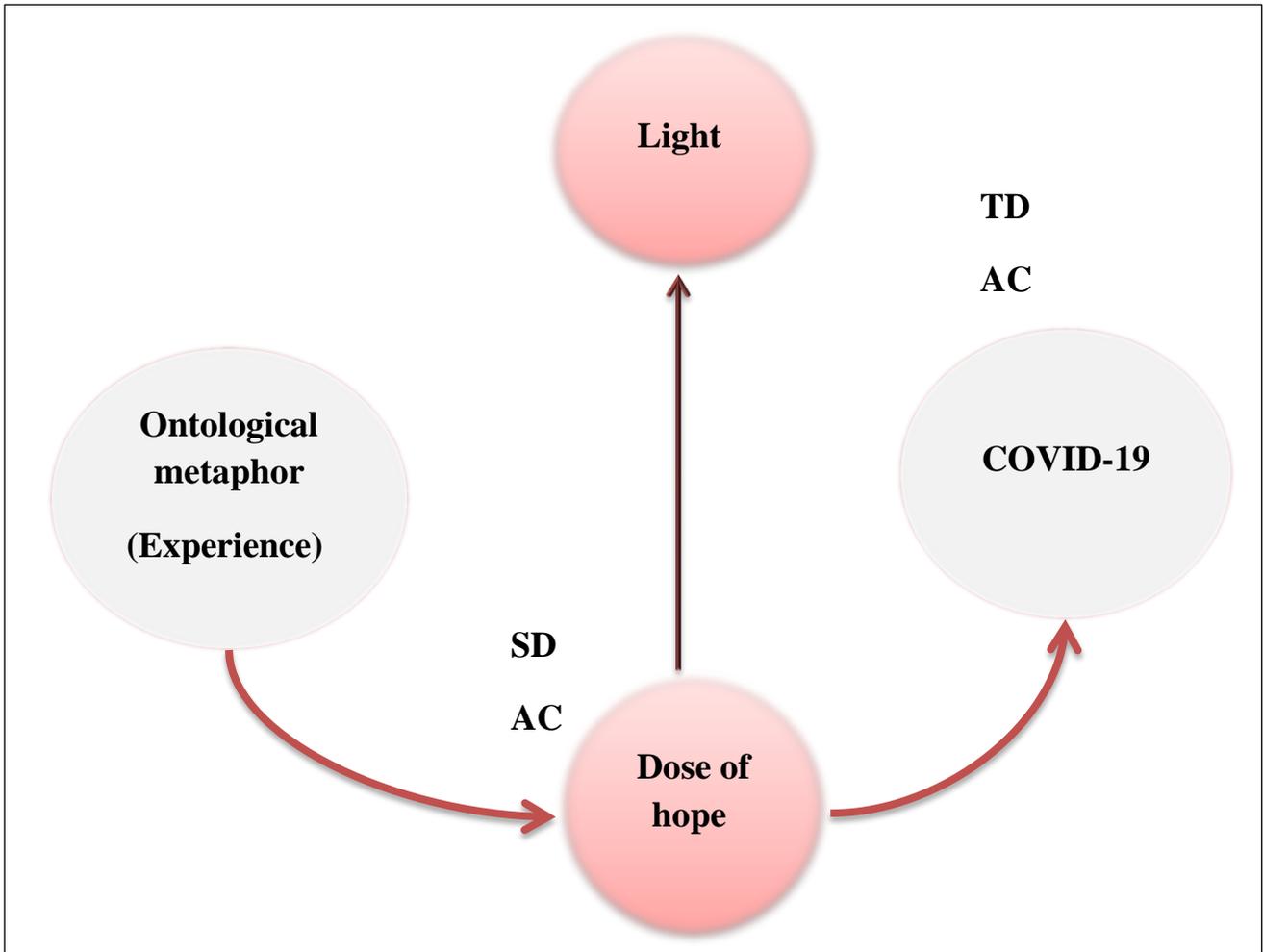


Fig. (21) Analysis of speech (5) according to CMT

The Analysis

President Biden's speech in Address to a Joint Session of Congress, on April 29, 2021.

Referring to the conceptual metaphor, there are two domains, the source domain (*dose of hope*) and the target domain (*COVID-19*). Biden in his speech compares *the vaccine of COVID-19* to *the hope* which it could calm the situation down and give hope to the citizens that

everything is under control. The conceptual mapping involves the connection between the abstract domain (*dose of hope*) and the abstract domain which *is* (*COVID-19*); this dose gives the light to American people.

Biden uses the ontological metaphor in this speech in order to support and encourage people. He tries to give people a message to make them optimistic.

He tries to make people feel that although COVID-19 is deadly virus but the government tries to protect people by providing them by the vaccine of Coronavirus that gives them the light as clarified in the previous Fig. (21).

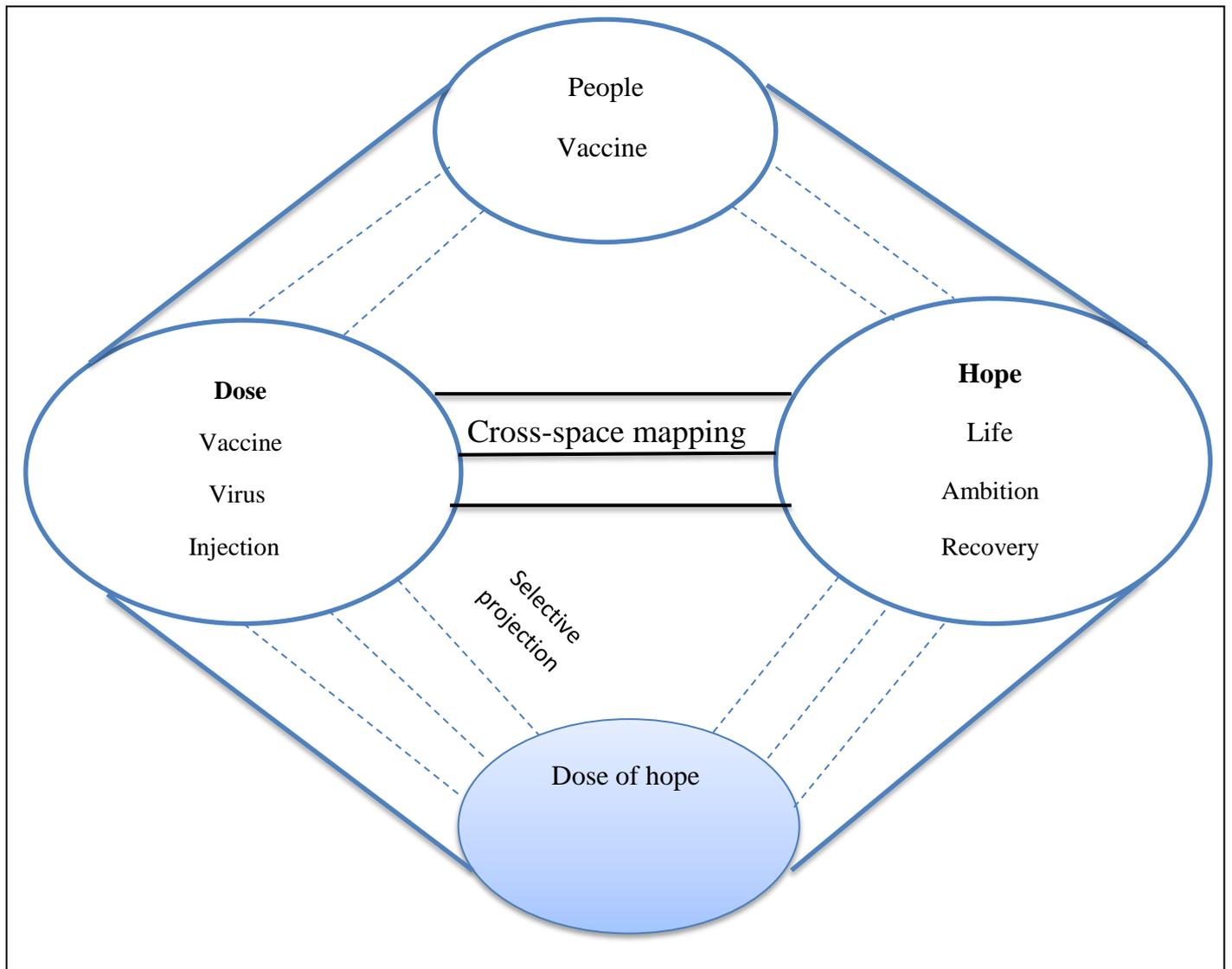


Fig. (22) Analysis of speech (5) according to CBT

The Analysis

The following conclusions have been drawn from the analysis of speech (5) based on CBT:

- a- The domain of (*Dose*) is input 1, and this idea may be used to produce a variety of concepts, such as knowledge of (*vaccine, virus, and injection*).

- b-** While Input 2 seems to be about (*hope*), it also includes information regarding (*life, ambition, and recovery*).
- c-** In the generic space, specific components of the two inputs (input 1 and input 2) are related to COVID-19. (*People and vaccination*) are the components in issue, and they are present in both inputs. The selection projection is used to choose only some elements for the blended space due to the limited scope of the blended process.
- d-** The COVID-19 vaccination and its favorable influence on American citizens are important to the selecting process. Biden uses the metaphorical term (*hope*) and it cross-mapped with (*dose*) to underline the need of being vaccinated against the virus in order to protect themselves, their families, and the United States of America.
- e-** By projecting the selected elements into a new space, the blended space is generated. In this space, new ideas are constructing in which the elements from Input 1 have confirmed with the elements from Input 2 in *double scope network*. As a result, it may be stated that:
 - *A dose of hope of COVID-19 for an educator in Florida*

Speech (6)

*I want to thank everyone who is working flat out **to beat** the virus. Everyone from the supermarket staff to the transport workers to the careers to the nurses and doctors **on the frontline**. But in this **fight** we can be in no doubt that each and every one of us is directly **enlisted**.*

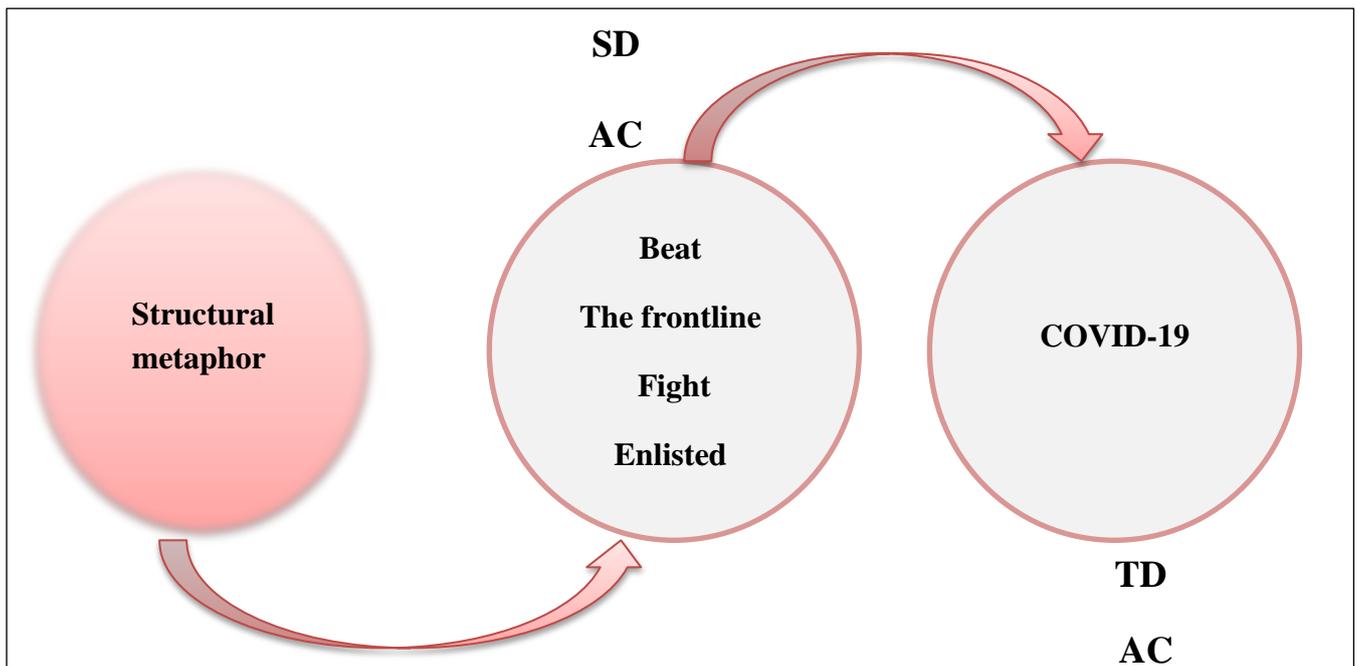


Fig. (23) Analysis of speech (6) according to CMT

The Analysis

Prime Minister Boris Johnson addressed the nation on coronavirus on March 23, 2020.

Boris Johnson uses in this speech the *structural metaphor* (*war metaphor*) to utilize the concept of COVID-19 in terms of abstract concepts (*beat, the frontline, fight and enlisted*). He calls on all British people to 'enlist' in the 'army' which is fighting against the virus.

As well, he encourages the British people to fight all together in solidarity in order to save to stop the spread of the enemy which is (COVID-19).

As conclusion , there is a connection between four abstract source domains which are (*beat, the frontline, fight and enlisted*) those elements refer to one concept which is (*the war*) therefore they are used to refer to one abstract target domain which is (COVID-19) .

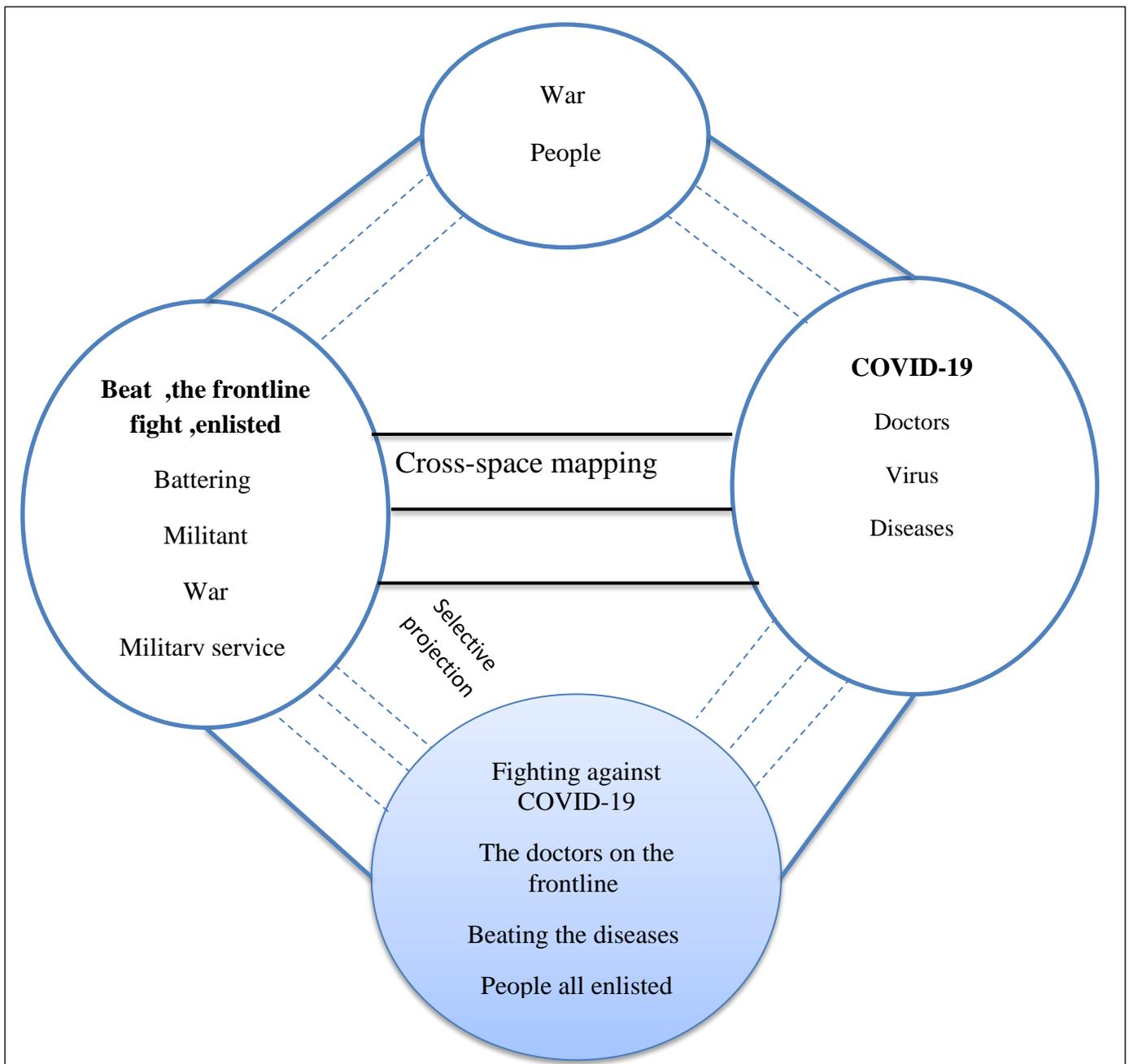


Fig. (24) Analysis of speech (6) according to CBT

The Analysis

The previous Fig.(24) can be illustrated in the following

- a-** the *input 1* which includes different metaphorical expressions (*beat , the frontline , fight ,and enlisted*) and different concepts can be drawn

from these concepts such as (*battering , militant , war , or military service*) which all are used to draw an image of the *war* .

- b-** Input 2 is all related to (*COVID-19*), and it also includes certain elements regarding this pandemic, such as (*doctors, virus, and diseases*), by which whenever people hear the word COVID-19 they will think of diseases or doctors ...etc.
- c-** In the third space, which is *the generic space*, the two inputs are connected to each other and they share certain elements which presented in the two inputs. *The selection projection* from this space devoted to choose only some elements for the blended space due to the limited scope of the blended process.
- d-** The COVID-19 pandemic in the United Kingdom demonstrates the necessity of collaboration and shared responsibility in defeating this virus by considering the entire country as fighters, with nurses and doctors on the frontlines of the fight. As a result, the ideas of (*Beat, Frontline, Fight, and Enlisted*) cross-mapped with (*COVID-19*) to emphasize the need of working together to combat the virus.
- e-** By projecting the selected elements into a new space, the blended space is generated. In this space, new ideas are building in which the elements from Input 1 have confirmed with the elements from Input 2 in *double scope network* . As a result, it may be stated that:
 - *Fighting against COVID-19.*
 - *The doctors on the frontline.*
 - *Beating the diseases.*
 - *People are all enlisted in the fighting.*

Speech (7)

*If this virus were a **physical assailant** an unexpected and **invisible mugger** which I can tell you from personal experience it is then this is the moment when we have begun together to wrestle it to the floor .*

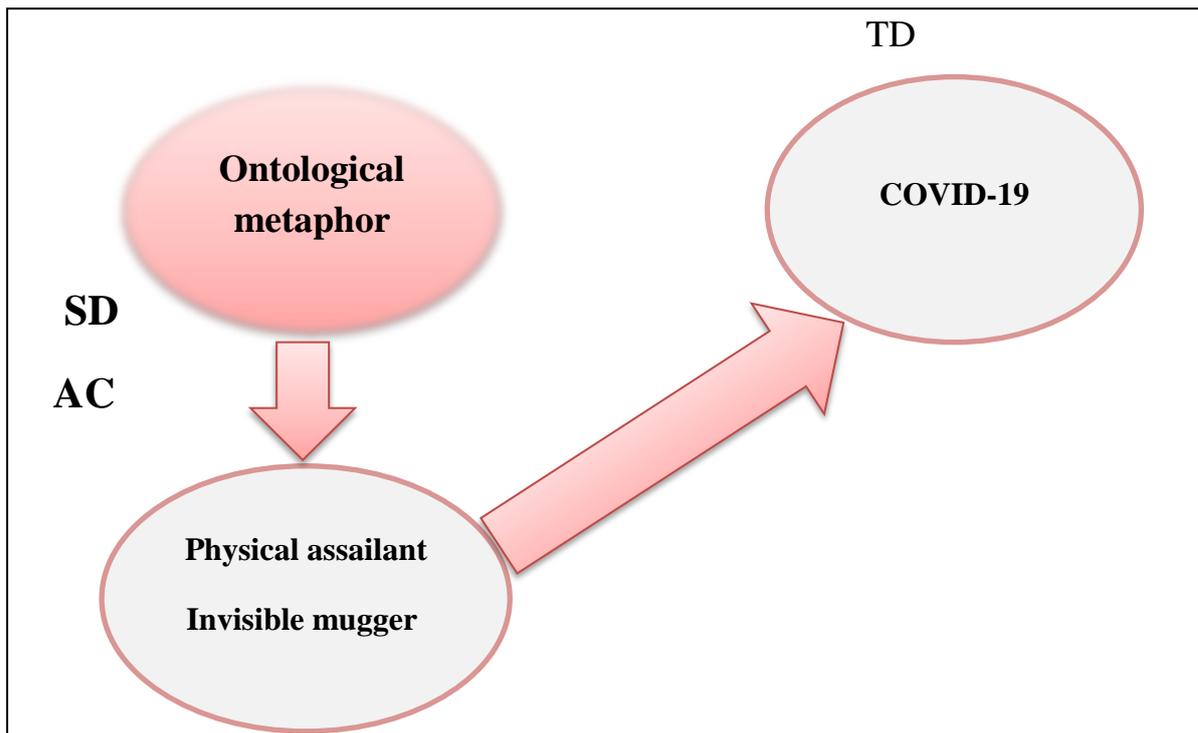


Fig. (25) Analysis of speech (7) according to CMT

The Analysis

This speech is said by Boris Johnson's in the first day at work from his office, on April 27, 2020, after recovering from coronavirus and it was an attempt to reassure the public that he was back in charge of the government.

Johnson uses the concepts (*physical assailant and invisible mugger*) which are abstract in their nature to refer to the other abstract concept which is (*COVID-19*). Therefore, he employs the *ontological metaphors*

by which the human qualifications are given to the virus in which it describes in terms of *attacker and mugger*.

The description of COVID-19 in terms of (*Invisible mugger*) by Boris Johnson is similar to Donald Trump's reference to the virus as the “invisible enemy”.

According to CMT, there are two domains, the source domain is presented in terms of (*Physical Assailant*) as abstract source domain, and (*Invisible Mugger*) as concrete source domain. While the other domain is the target domain which is the virus itself (COVID-19).

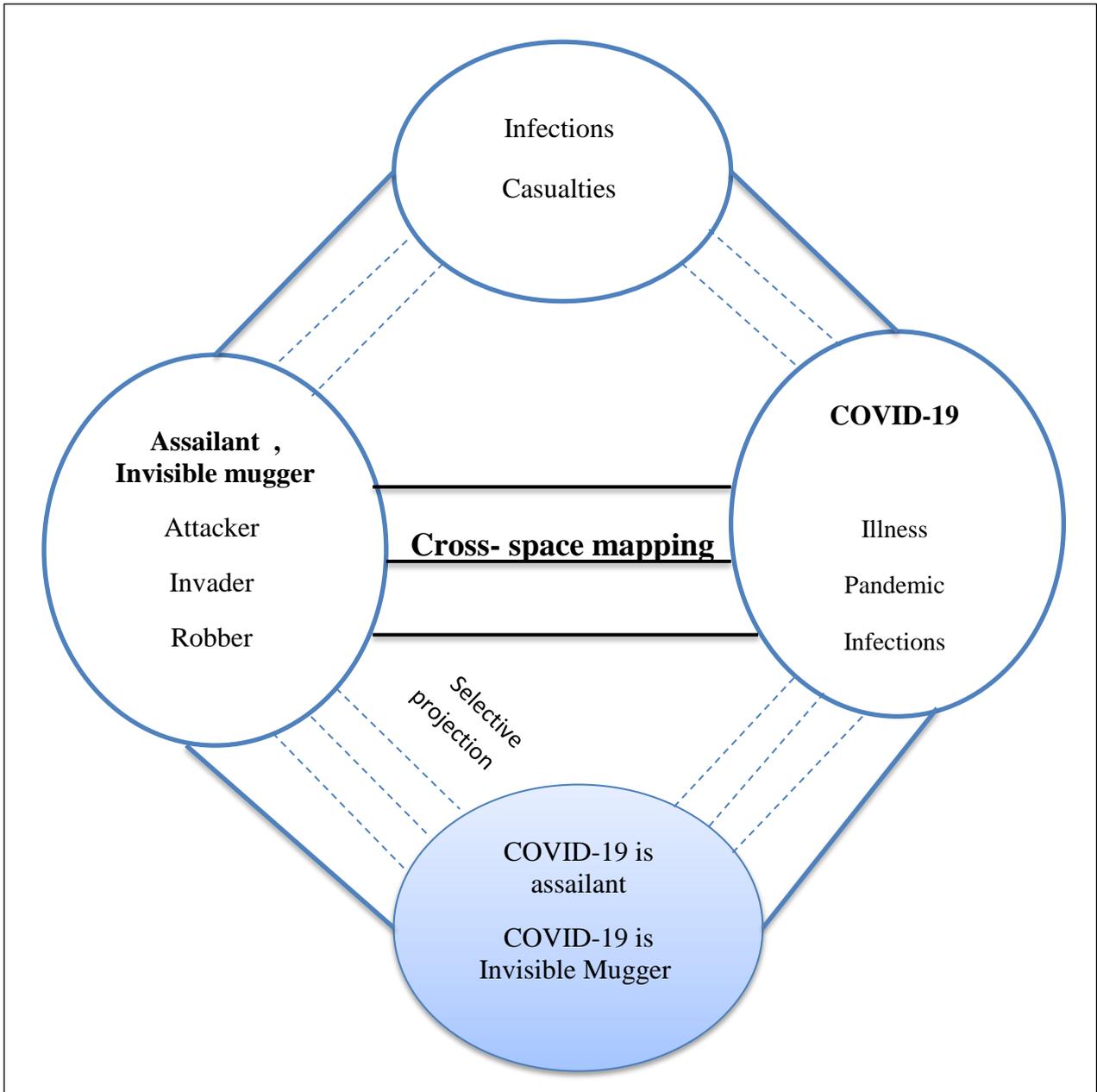


Fig. (26) Analysis of speech (7) according to CBT

The Analysis

Fig. (26) can be illustrated in the following:

- a- The first space which is *input 1* and it contains the following elements (*assailant, invisible mugger*) and different ideas and concepts can be resulted as (*attacker, invader, and robber*) all these concepts refer to the robbed health of British people by COVID-19.

- b-** The second space is *input (2)* includes the concept of (COVID-19) and its related views such as (*illness, pandemic, and infections*).
- c-** The third space is *the generic space*, in this space, there is integration between *input 1 and input 2*; the two inputs are connected to each other and they share the elements of the two inputs. The selection projection is used to choose only some elements for the blended space because of the limited scope of the blended process.
- d-** The two metaphorical terms are blended with COVID-19 to represent the effect of the pandemic in the United Kingdom and they should share the responsibility in defeating this virus by wrestling it to the floor. So the concept of (COVID-19) is cross-mapped with the concepts of (*assailant, invisible mugger*) to stress the dangerous of this virus.
- e-** The selected elements are projected into the blended. In this space, new ideas are resulted by using the concepts in the two inputs in *double scope network*. So:
 - *COVID-19 is assailant.*
 - *COVID-19 is invisible mugger.*

Speech (8)

The way ahead is hard, and it is still true that many lives will sadly be lost. And yet it is also true that there is a clear way through .

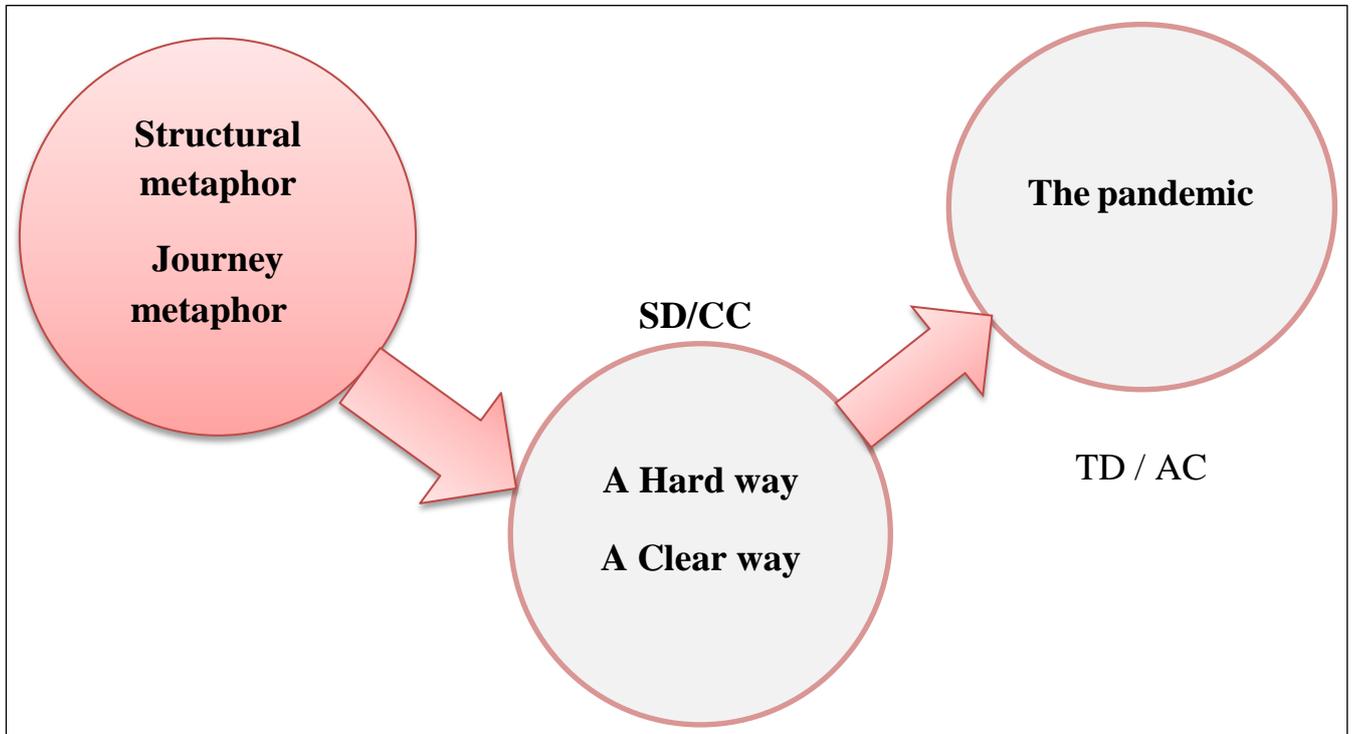


Fig. (27) Analysis of speech (8) according to CMT

The Analysis

In addition to the war metaphor, the journey metaphor has been employed continuously throughout politicians' speeches, but less frequently than the war metaphor. The pandemic has been presented as a dangerous journey and challenges by using the journey metaphor.

Biden in his speech to the nation on March 23, 2020, he uses the journey metaphor to describe the situation of COVID-19 to British people in which he uses the concrete concepts (*A hard way and a clear way*); he says that the situation is difficult since they lose many lives every day. But despite that, they still have a spotlight and hope; there is a clear way to be rid of this pandemic of COVID-19.

It seen that there is a mapping between the source domain which is concrete (*a hard way and a clear way*) and the target domain, which is abstract in its nature (*the pandemic of COVID-19*).

Johnson uses the journey metaphor to help him build a cautiously optimistic tone in his speech to the nation that they will be able to control the pandemic and the situation and there is always a hope even if the way to overcome the virus is hard.

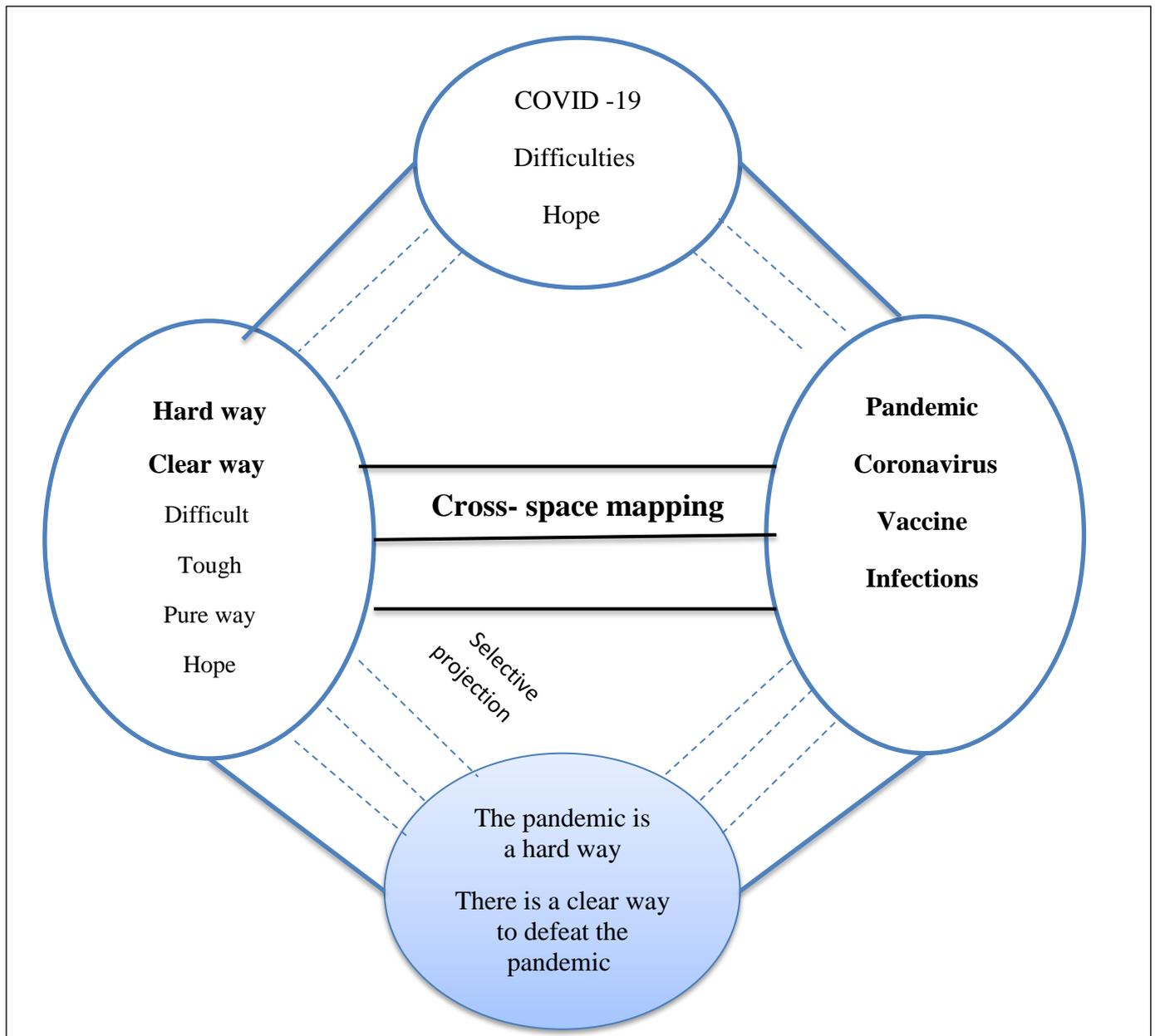


Fig. (28) Analysis of speech (8) according to CBT

The Analysis

According to Fig. (28):

- a-** *Input 1* which is the first space in the blending process contains the expressions are used in Johnson's discourse (*a hard way and a clear way*) and different items can be drawn from these concepts such as (*difficult, tough, pure way and hope*). These concepts are all can be used to refer to the pandemic.

- b-** *input (2)* is the second space which includes another concepts are related to COVID-19 , as well there is a set of elements are drawn from the concept of the pandemic as (*coronavirus , vaccine , and Infections*) .
- c-** *The generic space* is the third space in blending, in this space, input 1 and input 2 integrate with each other and have certain concepts in common. Only some elements are chosen for the selective projection because of the limited scope. Accordingly, in this space (*COVID-19, difficulties and hope*) are used because they are common to the two spaces.
- d-** The two terms are used by Johnson are blended with the second input (*the pandemic*) to represent the dangerous of this pandemic in the United Kingdom and they lose lives every day but in the same time there is a hope to overcome the virus. So the concepts of (*a hard way and a clear way*) are cross-mapped with the input 2 (*the pandemic*).
- e-** The selected elements are projected into the blended. In this space, new ideas are resulted by using the concepts in the two inputs in *double scope network*. Therefore:
- *The way is hard to overcome the pandemic*
 - *There is a clear way through to overcome the virus.*

Speech (9)

*We must act like any **wartime** government ... Yes this enemy can be deadly, but it is also **beatable** – and we know how to beat it and we know that if as a **country** we follow the **scientific advice** that is now being given we know that we will beat it. And however tough the months ahead we have the resolve and the resources to win the fight.*

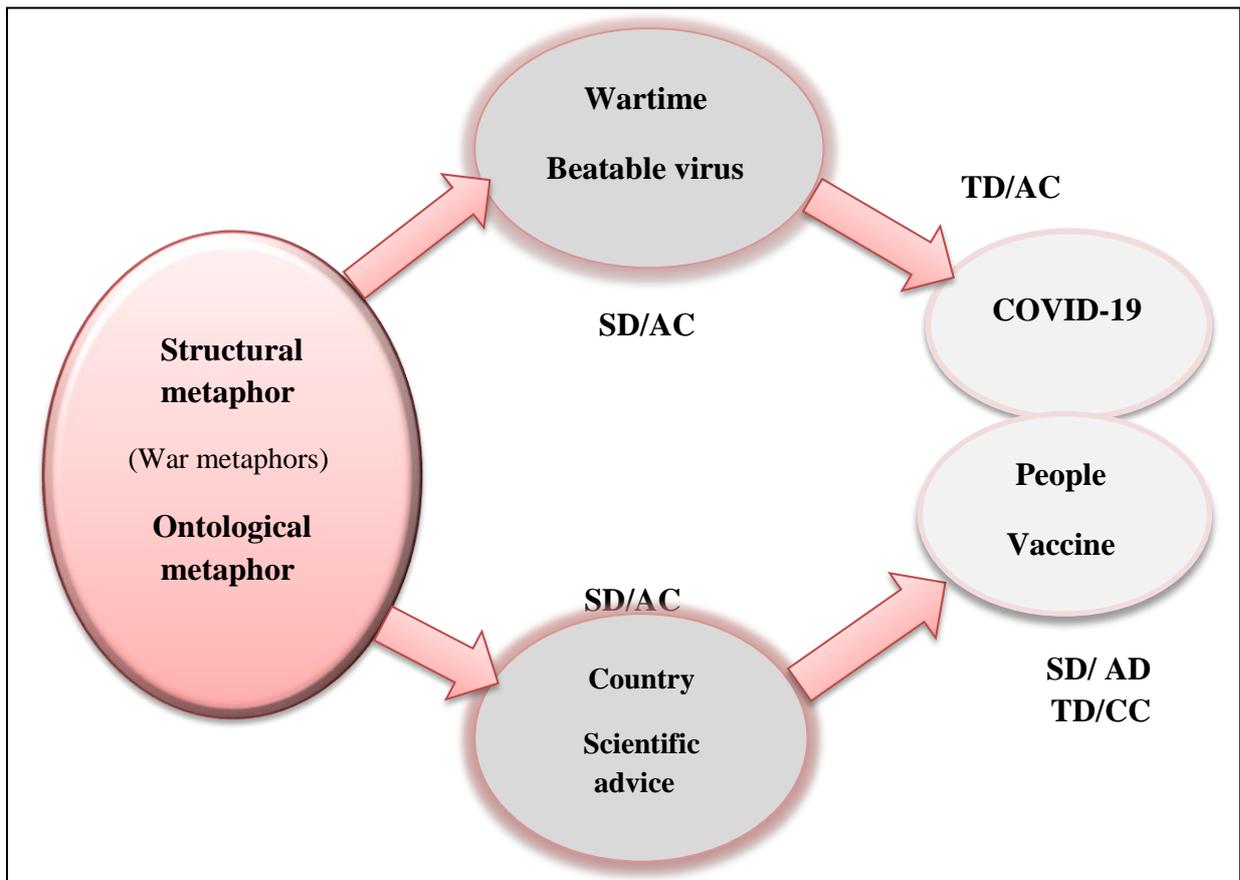


Fig. (29) Analysis of speech (9) according to CMT

The Analysis

Boris Johnson in this speech, which is entitled *"This enemy can be deadly"*: Boris Johnson invokes wartime language on March 17, 2020, he makes use of two types of conceptual metaphor, structural metaphor,

precisely; *the war metaphors*. Also he uses the ontological metaphor to talk about the pandemic of COVID-19.

According to CMT, there are two domains which are the source and the target domains. The source domain of structural metaphor includes the following elements (*wartime and beatable virus*) which are abstract in their nature. While the abstract target domain involves (*COVID-19*). So the mapping between the two domains is done by using the war metaphors, and the result is that COVID-19 has been compared to *wartime* and has considered as *beatable virus* which means that the country can win the fight against this virus.

Considering ontological metaphor, there are the elements of (*country and scientific advice*) which are abstract source domains, are connected to the concrete target domain (*people and vaccine*). Boris Johnson in his speech makes a comparison between people and the country by giving the capacity of humans in following the scientific way to the country as a whole. And he uses the abstract word (scientific advice) to refer to the vaccine itself as clarified in the previous diagram.

The politicians, especially Johnson, make use of war metaphor to make people to think of viruses as (invisible) enemies that attack our bodies and cells, as well think of scientific ways as weapons that can defeat the invader.

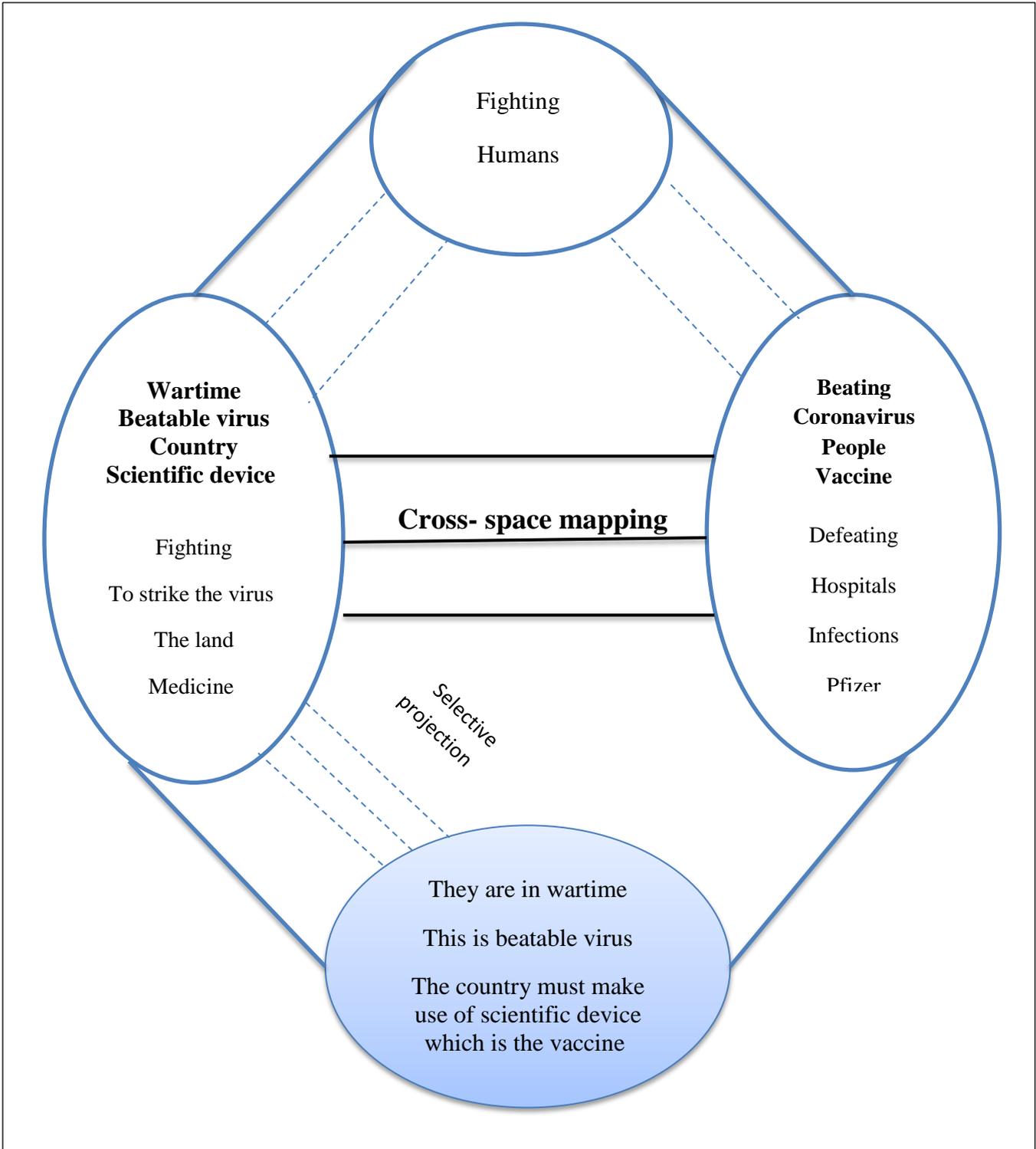


Fig. (30) Analysis of speech (9) according to CBT

The Analysis

In the analysis of Fig. (30), there are:

- a-** *Input 1*, the first space in the blending process, contains the expressions that are used in Johnson's speech (*wartime, beatable virus, country, and scientific device*), and different concepts can be drawn from these concepts as (*fighting, to strike the virus, the land, and medicine*), all of which can be used to refer to the Coronavirus.
- b-** *Input (2)* is the second space, which comprises various notions connected to COVID-19; it contains the following concepts (*beating, coronavirus, people, and vaccine*) as well as a collection of elements extracted from these concepts as (*defeating, hospitals, infections, and Pfizer*).
- c-** The generic space is the third space in blending, in this space, input 1 and input 2 integrate with each other and have certain concepts in common. Only some elements are chosen for the selective projection because of the limited scope. So in this space includes (*fighting and humans*) which are common to the two spaces.
- d-** Boris Johnson's terms (*beating, coronavirus, people, and vaccine*) are connected with the elements from the second input to represent the difficult situation of the pandemic in the United Kingdom, and he tries to give the British people hope, in the sense that they can beat and overcome this deadly virus.

e- The blended is projected with the chosen elements from the input 1.

New ideas are generated in this space is *single scope network*. So:

- *They are in wartime*
- *This is beatable virus*
- *The country must make use of scientific device which is the vaccine*

Speech (10)

*The coronavirus is **the biggest threat** this country has faced for decades and this country is not alone. All over the world we are seeing the devastating impact of this **invisible killer**... From this evening **I must give** the British people a very simple instruction - **you must stay** at home. Because the critical thing **we must do** is stop the disease spreading between households.*

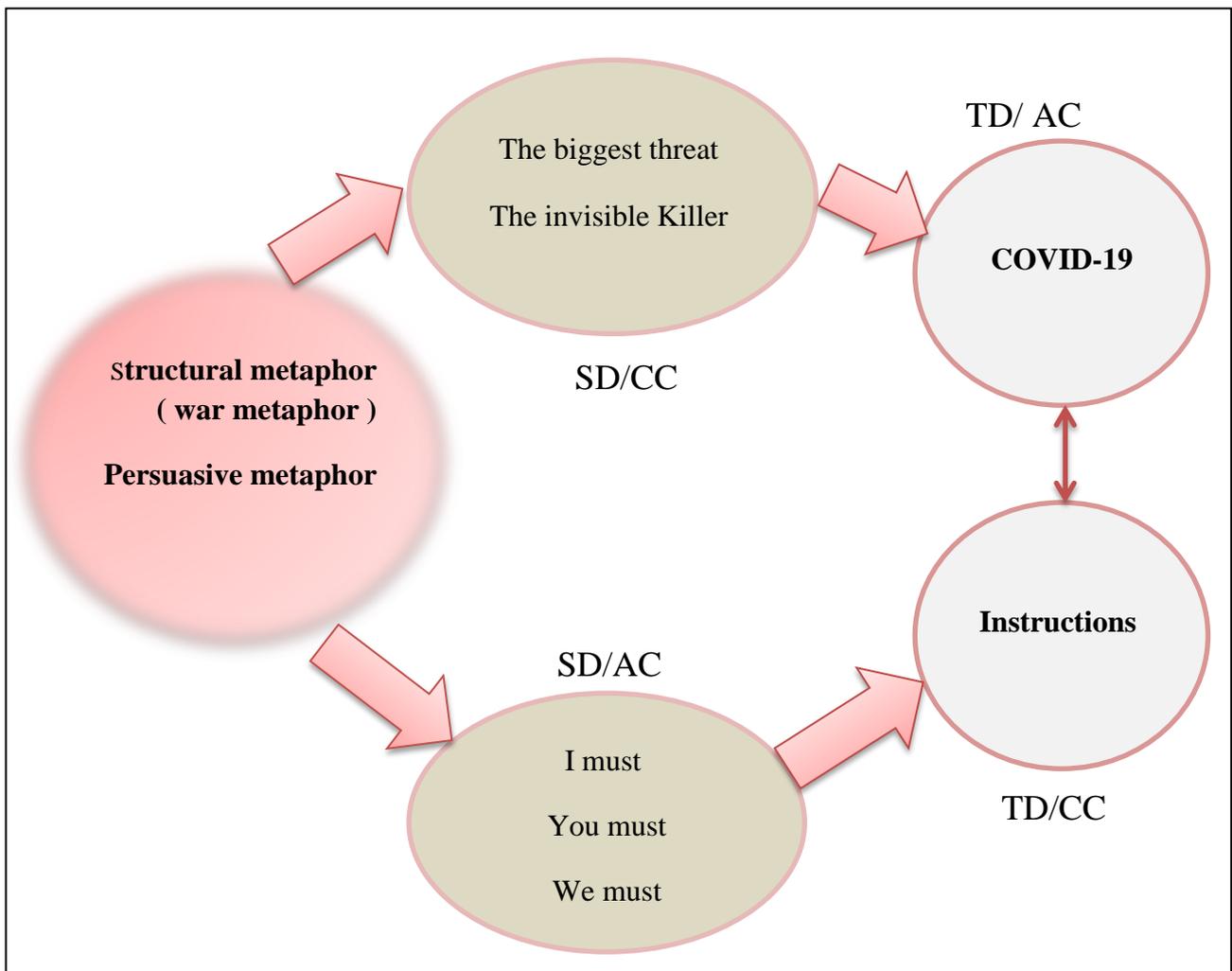


Fig. (31) Analysis of speech (10) according to CMT

The Analysis

Political leaders, like Boris Johnson, try to relate the war against COVID-19 to World War II, and it is found that the war metaphor has been used to utilize the fundamental basis of the political speech, as one of the expressive techniques. Furthermore, the use of war metaphor supports in the management of healthcare situation by achieving certain objectives such as preparing the public for tough moments, persuading individuals to modify their behavior, creating national unity, and so on.

Boris Johnson shuts down UK, calls COVID-19 ‘the biggest threat this country has faced in decades’ on March 22, 2020, According to the previous diagram, Boris Johnson uses two metaphorical expressions to refer to Coronavirus; he says that *this virus is the biggest threat* and refers to it as *invisible killer* so he uses concrete concept in the source domain to refer to the abstract target domain which is the virus (*COVID-19*).

Concerning the persuasive metaphor, the PM, Johnson issues an *"instruction"* to the British people to stay at home. His use of deontic modalities (*"I must give;" you must stay "we must do"*) aids in the speaker's purpose of influencing citizens to change their lifestyle.

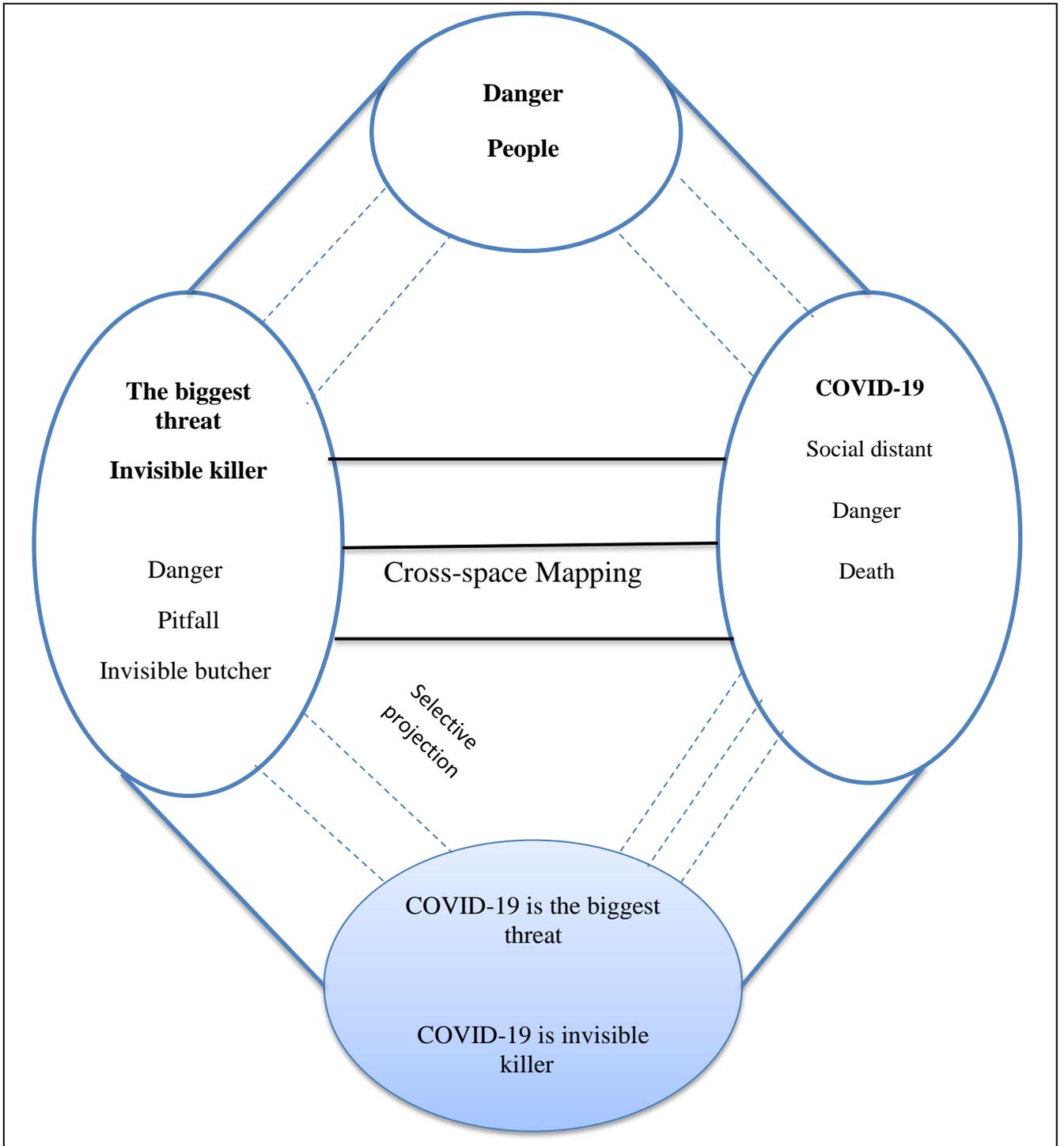


Fig. (32) Analysis of speech (10) according to CBT

The Analysis

The analysis according to CBT involves:

- a-** The first space is *Input 1*, and it compresses the expressions that are used in PM speech (*the biggest threat* and *invisible killer*), and

different concepts can be inferred from these concepts, such as (*danger, pitfall, and invisible butcher*), all of these concepts can be used to refer to one idea, which is COVID-19.

- b-** Input (2) is the second space, which encompasses another images and ideas connected to Coronavirus; it involves the concept of (*COVID-19*) as well as a collection of elements extracted from these concepts to refer to COVID- 19 as (social distant, danger and death).
- c-** While the generic space is the third in the blending process, it is in this space that input 1 and input 2 merge and share certain notions. Because of the limited scope, merely just few items are picked for the selective projection. So the concepts of (*danger and people*) in this space are shared by the two spaces.
- d-** Boris Johnson's words of (*the biggest threat and invisible killer*) are blended with the elements from the second input to support people and make them more aware of this dangerous virus, since there is no pandemic of a disease threatened the humanity as COVID-19, so by working together, they can beat this invisible virus, this killer virus, not by a war, but by follow the scientific instructions and keep social distance.
- e-** The blended space is completed by choosing certain elements from the two inputs in *double scope network*. So there are new ideas and concepts produced:
 - *The coronavirus is the biggest threat.*
 - *Invisible killer is COVID-19.*

4.1.2 Analysis of Metonymical Expressions

Speech (11)

*Good afternoon. I've just been briefed by my **COVID-19 team** on the progress we're making in our fight against the virus..... Second, we're going to continue protecting **the vaccinated**.*

The Analysis

This speech is said by President Joe Biden on the COVID-19 Response and Vaccination Program on October 14, 2021.

This speech could be analyzed according to CMT using the following figure:

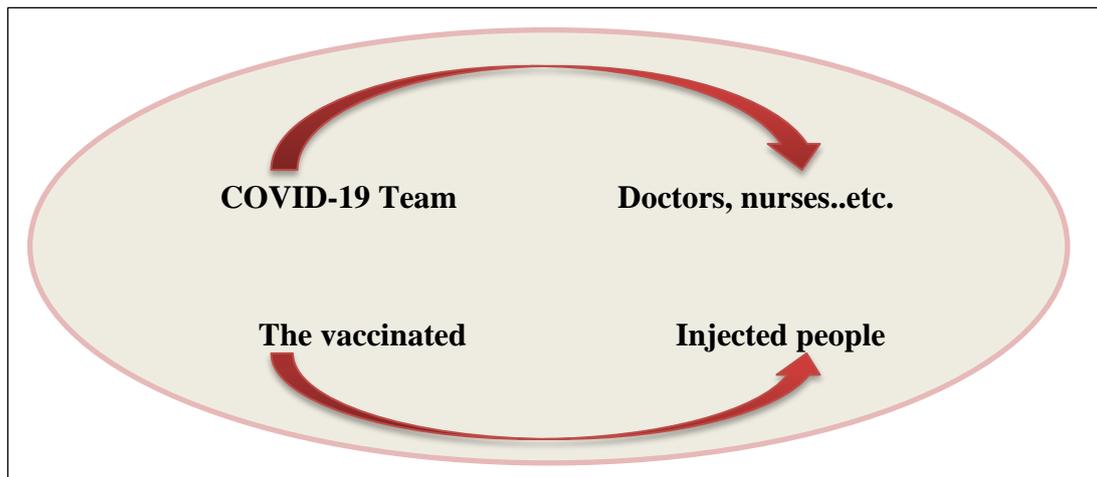


Fig. (33) Analysis of speech (11) according to CMT

In communication, the use of metonymy (speaking of one thing in terms of another) as a framing device, is mentioned in the directives issued by governments all over the world in order to persuade and convince people about COVID-19.

As Fig. (33) shows, there are two conceptual metonyms has been used by Biden in his speech. He makes use of *COVID-19 team*, and *the vaccinated people* which represent different metonymical relations.

Biden utilizes the *COVID-19 team*, a concrete concept, to depict the part-whole relationship, in the sense that the *COVID-19 team* does not refer to any normal team, but rather to a specific team that is specialized in dealing with the COVID-19 pandemic, which may include physicians, nurses, and others.

As well, he uses the "object" for "user" relation in terms of *the vaccinated*. He specified his speech to those people who make use of the vaccine so they can be termed as *vaccinated*. The term *vaccinated* is related to injected people by the COVID-19 vaccine.

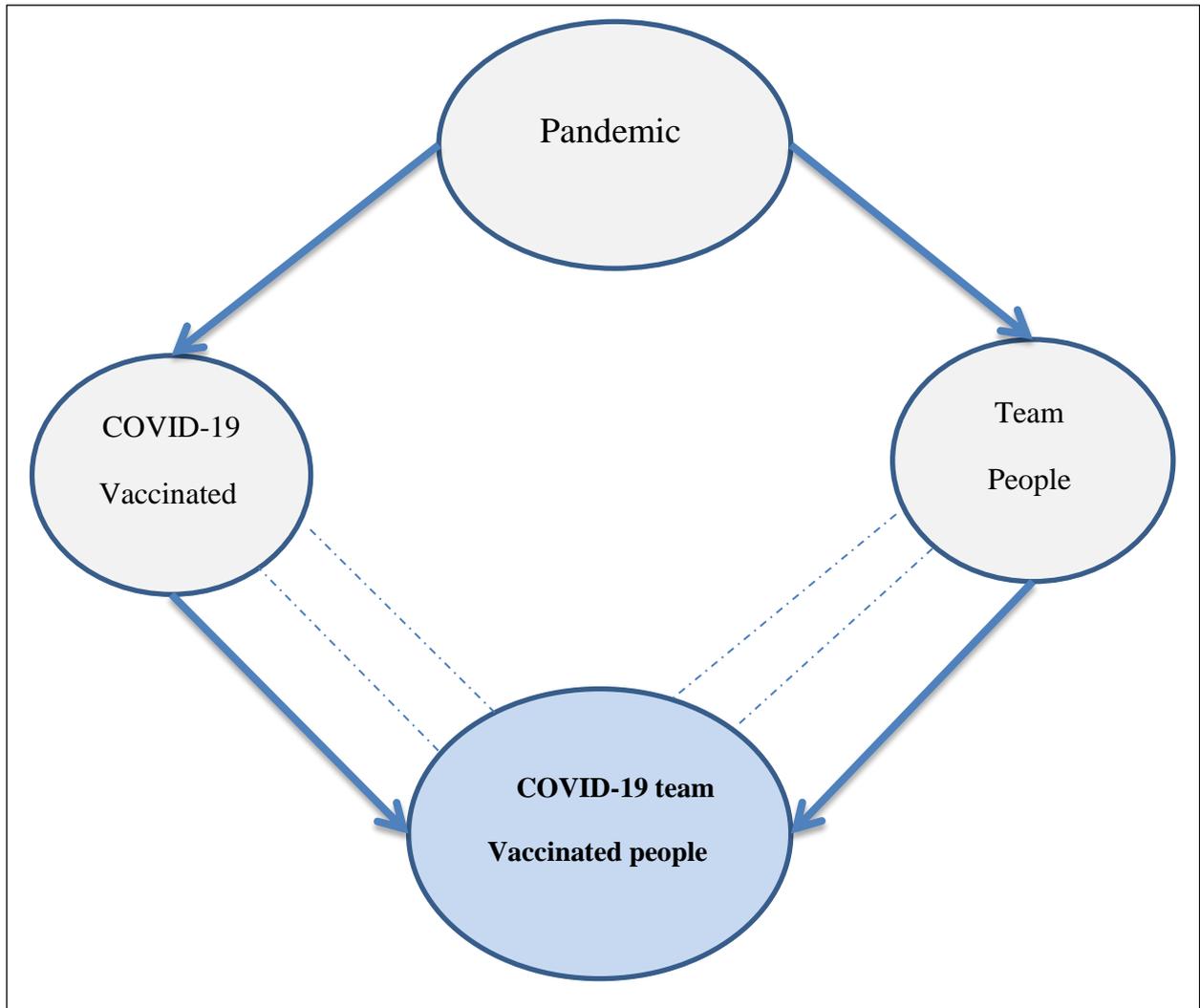


Fig. (34) Analysis of speech (11) according to CBT

The Analysis

According to the previous Fig.(34), there are four conceptual spaces to represent the metonymical mapping and Fig. (34) shows the conceptual overlapping between the conceptual spaces in the light of understanding metonymy as integration networks, it could be seen that *COVID -19 and vaccinated* in input 1 and *Team – people* in input 2 involve *pandemic* as a generic space.

The outputting blended space in Fig. (34) emerges as a new predication relation that elaborates a schematic relation in the fourth space which is *the blended space*, and it includes COVID-19 and vaccinated people and it is *double scope network*.

This mapping does not elaborate the PART-to-WHOLE and WHOLE-to-PART relations. Instead, a more elaborate and complicated integration takes place that follows what Fauconnier and Turner refer to mental space integration.

Additionally, in accord with the assumptions of a projection's selective character and the outputting structure's emergent properties, the concept of *pandemic*, although common in both input spaces, does not surface in the blend.

Speech (12)

*As I said yesterday at the United Nations, nothing is more urgent than all of us working together to defeat **COVID-19**. And that — **that world** is going to be much better prepared for future pandemics. We have to do both.*

The Analysis

This speech has been issued by Biden on September 22, 2021 and it is analyzed according to CMT using the following figure:

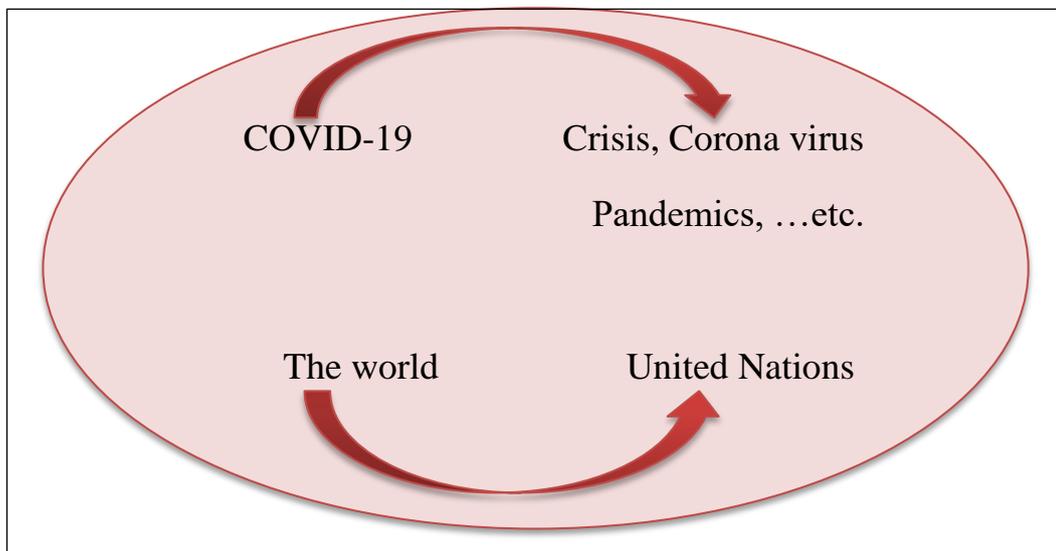


Fig. (35) Analysis of speech (12) according to CMT

The president Biden uses two metonymical expressions in this speech, and both of them are related to the COVID-19.

Fig.(35) shows that *COVID-19* itself is a part – whole metonymical relation .It could have novel meanings such as the crisis, corona virus or the pandemics and others.

As well, Biden uses *the world*, which is *whole – part* relation, he uses this metonymical word *the world* to refer to the United States, in the sense that he tries to give the priority and the strength to the American people and give them hope to overcome the virus as shown in the previous Fig.(35).

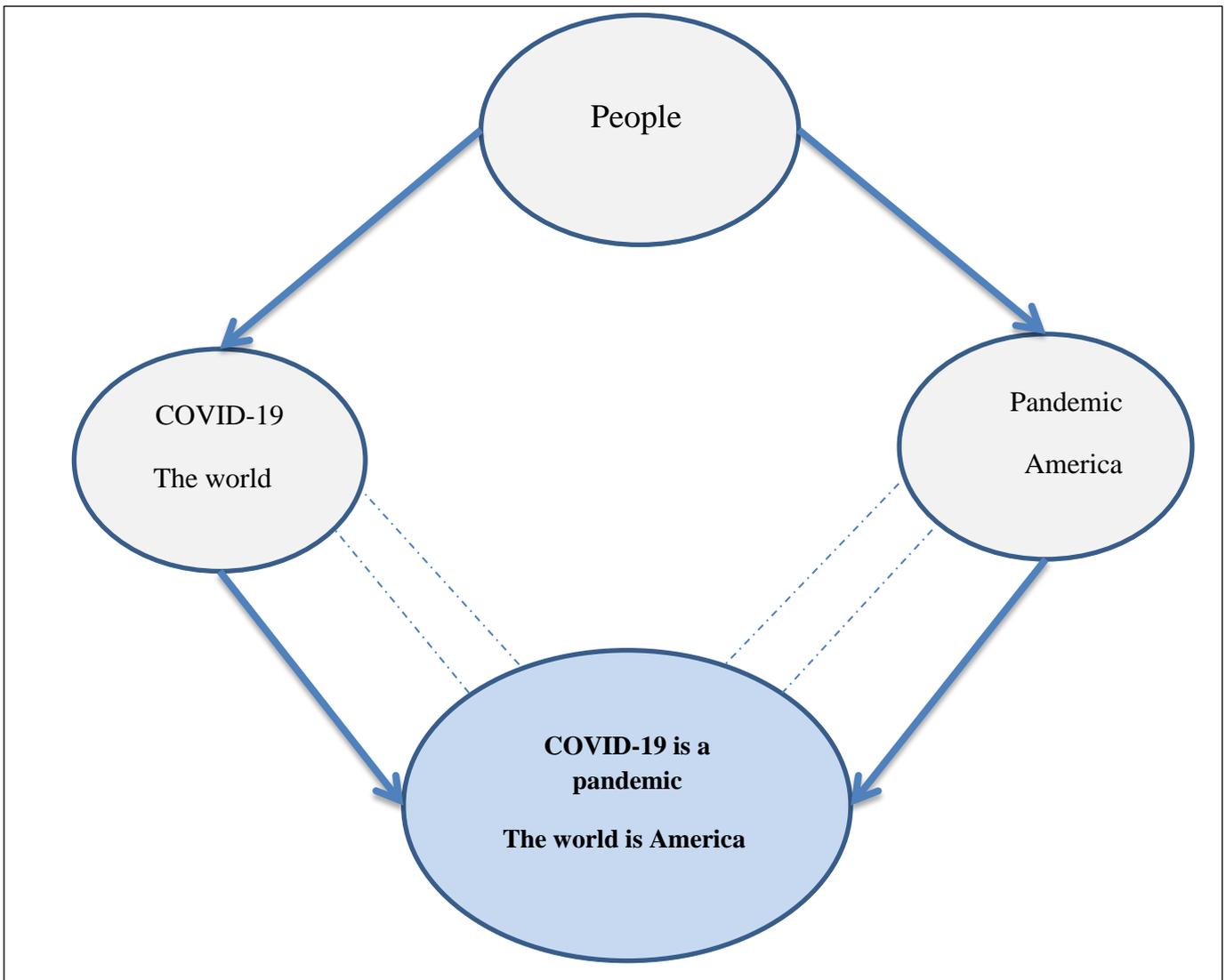


Fig. (36) Analysis of speech (12) according to CBT

The Analysis

Fig.(36) represents four conceptual spaces to illuminate the metonymical mapping and shows the conceptual overlapping between the four conceptual spaces in the light of understanding metonymy as integration networks, *COVID -19 and the world are the elements* in the first input and input 2 involves *pandemic* and American people.

In the third space, we have people as generic space since it is applicable to the two inputs.

In the previous Fig. (36), the outputting blended space appears as a new prediction relation that elaborates a schematic connection in the fourth space, the blended space, which incorporates *COVID-19 as pandemic* and *the world* as a reference to *American people in double scope network*.

The PART-to-WHOLE and WHOLE-to-PART relationships are not elaborated in this mapping. Instead, a more complex and detailed integration occurs, which is referred to as mental space integration.

Furthermore, despite its prevalence in both input spaces, people do not appear in the blend, which is consistent with the assumptions of a projection's selective nature and the outputting structure's emergent qualities.

Speech (13)

*“It’s requiring, as I said all along, where I have authority, mandating that **masks** be worn, **social distancing** be kept on federal property.”*

The Analysis

This speech has been stated by the president, Boris Johnson on November 9, 2020 to talk about the vaccine program. This statement will be analyzed according to CMT in the following figure:

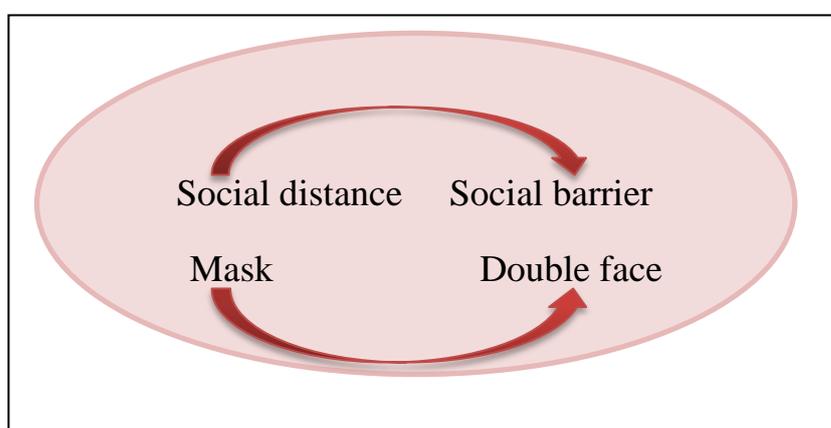


Fig. (37) Analysis of speech (13) according to CMT

The president Biden uses two conceptual metonymies, the mask and social distance. So the pandemic control system is based on metonymies of Solitary and Social Distancing, which refer to the image schemes of the Container, specifically the homes.

Near – Far connection of metonymy is used to keep a safe distance from other people. In this regard, it's worth noting that the *Social distance*, which refers to the social distance, was also advised. The same thing happens when masks are worn, by which COVID employs the metonymy of 'mask' to refer to people who were doubled faced and it

employs *the object for action* relation because *masks* refer to the action of protection.

After all, they're made up of protective gear and a physical barrier based on the Barrier image scheme to prevent the virus from spreading via the respiratory system.

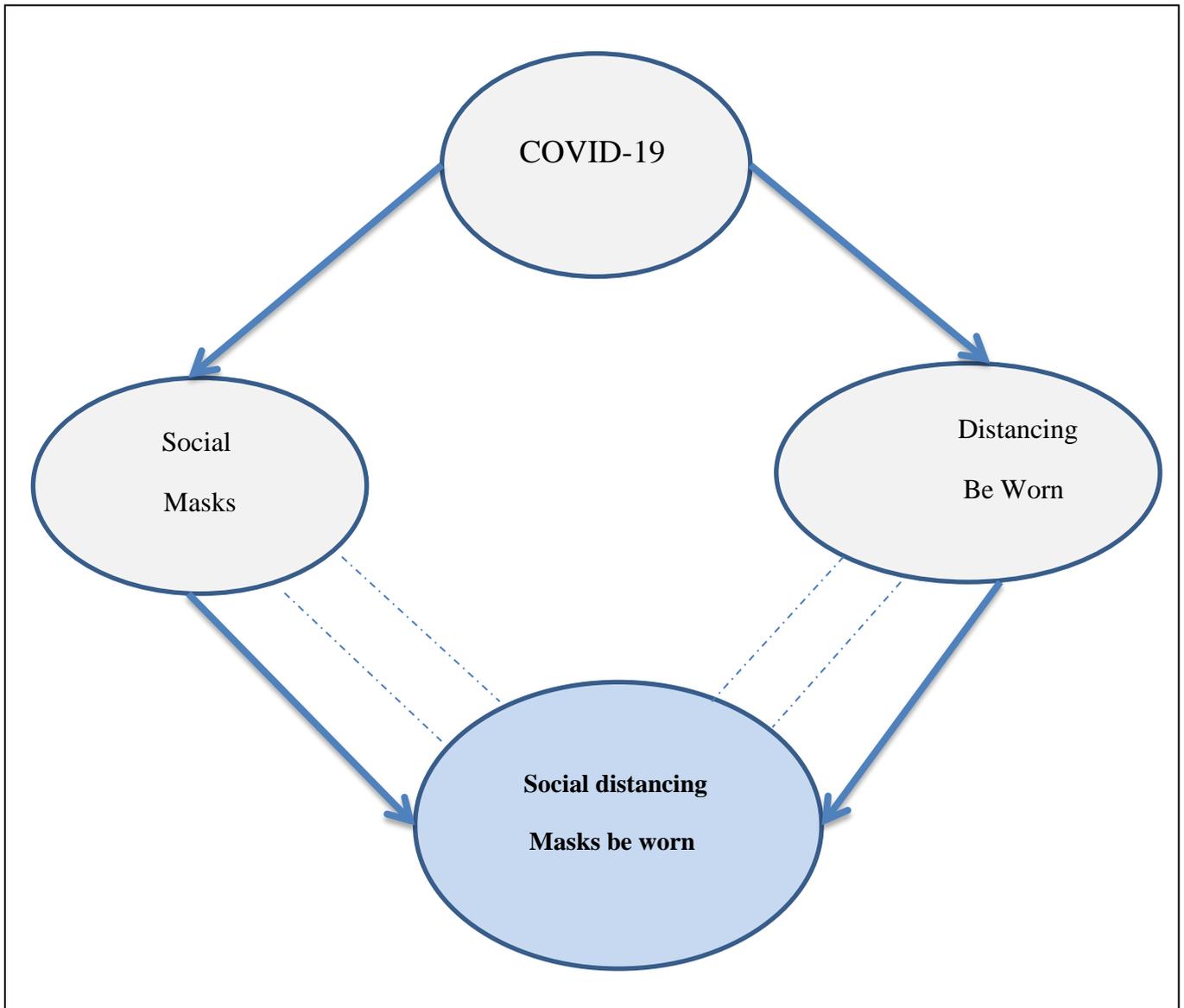


Fig. (38) Analysis of speech (13) according to CBT

The Analysis:

It does not relate to metonymical relationships such as part to whole or whole to part in the framework of CBT. Further, the blended space or structure is created by combining four mental spaces that are linked together in complicated conceptual structures. The aspects of social and masks are employed in the first space, which is input 1.

Input 2 comprises the distance and worn elements, which are part of the components of input 1. The two inputs are in accordance with one another. The third area is the generic space, which includes the notion of COVID-19, while it is never explicitly mentioned, but it is clear that the idea centers on COVID-19.

The previous Fig. (38) demonstrates that the output or blended space is a new assumption that elaborates a schematic relationship in the fourth space, the blended space in *double scope network* and it includes *social distance* and *the mask that should be worn*.

This mapping does not go into detail on the PART-to-WHOLE and WHOLE-to-PART connections. Instead, Masks and social distance are based on the metonym of cause for effect in which wearing a mask stands for protecting and being protected from the virus.

Mental space integration represents a complex and detailed process of integration. Moreover, the COVID-19 is absent from the blend, which is compatible with the assumptions of a projection's selective character and the emergent properties of the outputting structure.

Speech (14)

*We're entering what may be the toughest and **deadliest period of the virus**. We must set aside politics and finally **face** this pandemic as one nation. One nation.*

The Analysis

This statement said by the president Joe Biden on January 20, 2021 to strength American people in their attack with the virus. The metonymical mapping could be shown in the following figure.

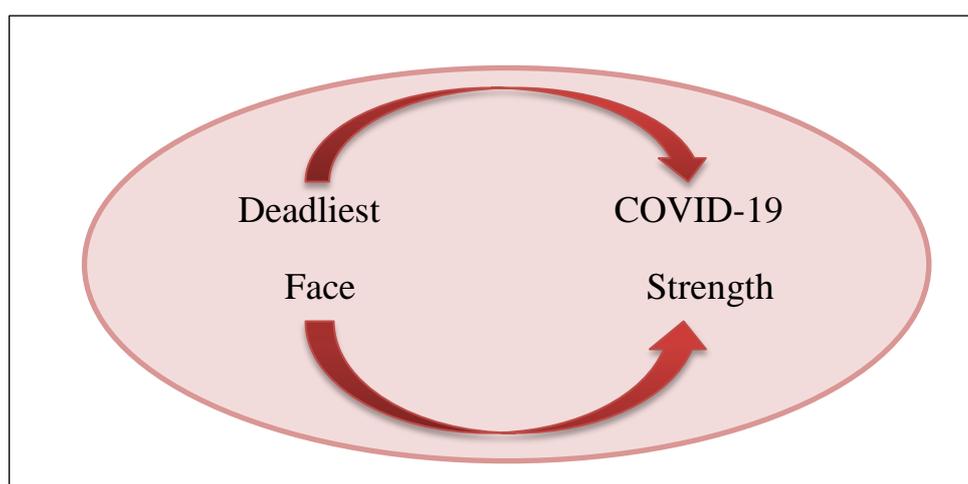


Fig. (39) Analysis of speech (14) according to CMT

The previous Fig.(39) shows a clear connection between the concepts of *deadliest / COVID-19* and *face/strength*. "*The deadliest period of the virus*" has a non-basic meaning, since the virus does not literally kill people. This expression is used to depict fear as a dangerous virus that threatens human life so there is *cause – effect relation*.

Through using the words *deadliest/Face*, the mapping between the source and the target domains can be established: *deadliest and COVID-*

19 / Face and Strength. The linguistic expressions are transformed into a conceptual metaphor using a series of propositions.

Propositions are generated and, together with the two concepts, i.e. *deadliest and Face*, are used to obtain an open comparison between two propositions: *deadliest and COVID-19 / Face and Strength*, this open comparison means that there is similarity between states of *deadliest / face* in the target domain and the entities of *COVID-19 / strength* in the source domain.

This mapping facilitating such inferences as: *the virus has the facilitation to kill people, therefore is a deadliest virus*. In addition, the concept of face is a part of human's body that is used in Biden's speech to refer to the strength of America. As well, it implies that America has a particular emotional quality and personality.

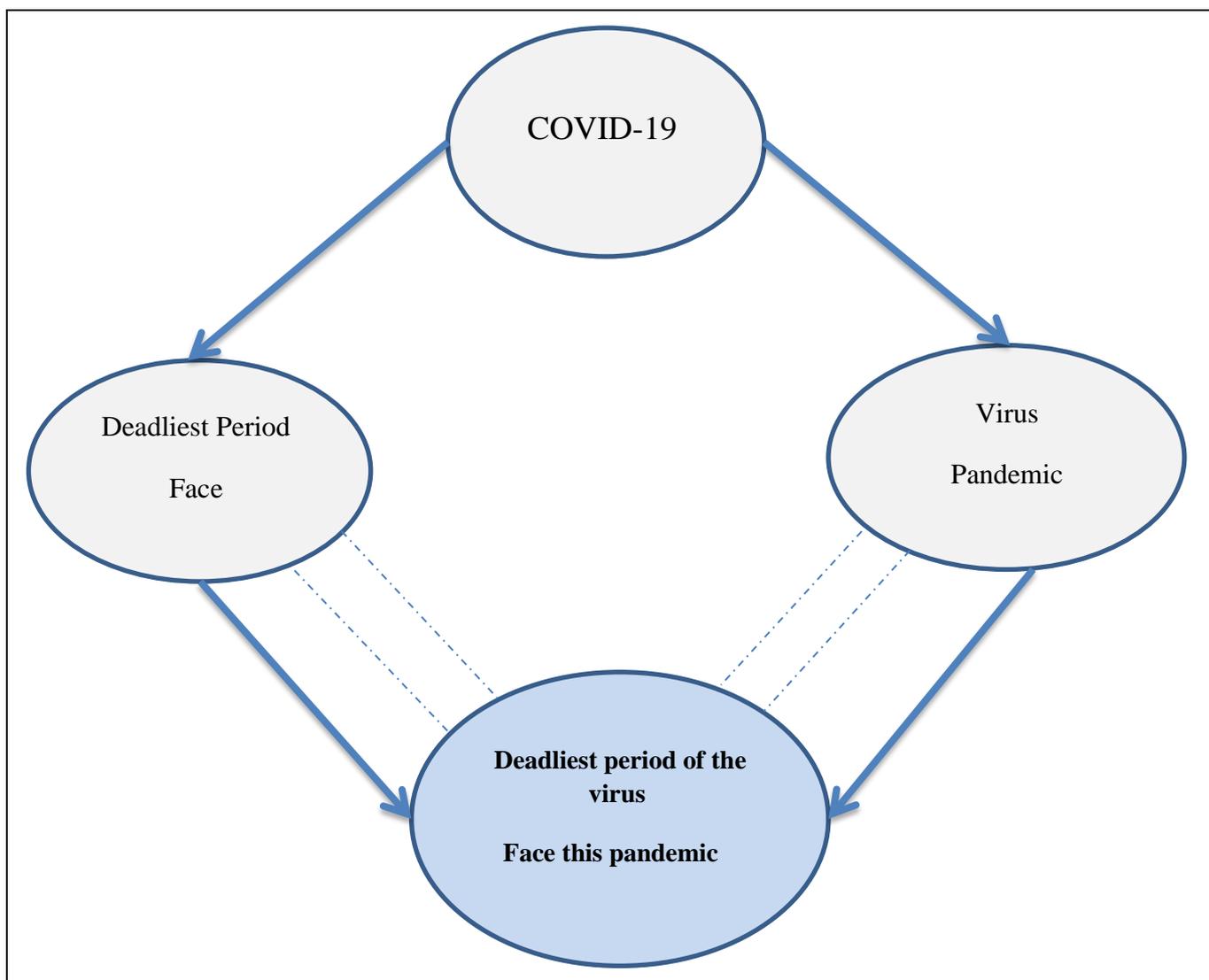


Fig. (40) Analysis of speech (14) according to CBT

The Analysis

The analysis shows that there is a metonymic mapping of *cause and effect* by integrating four mental spaces that are connected together in extensive conceptual systems, the blended space or structure is generated.

In the first space, input 1, the elements of *Deadliest and Face* are used. Input 2 contains the *Virus and Pandemic* elements, which are not included in the input 1 component. The two inputs are complementary to one another.

The third area is the generic space, which encompasses the concept of COVID-19, despite the fact that it is never directly expressed. However, everybody who has experienced this virus knows that the idea revolves around COVID-19.

The output or blended space, as shown in Fig.(40), is a *double scope network* and it elaborates a schematic link between the two inputs in the fourth space, the blended space, which contains the *Virus Deadliest period* and *Face this Pandemic*. Fig. (40) represents cause-and-effect relationship.

Joe Biden uses the word Deadliest to describe the dangerous and threatening situation that Covid-19 has created for their population. Simultaneously, he uses the term Face to refer to the state of person connection. On a conceptual level, if the state is a person, it has sufficient strength to combat and defeat the pandemic or virus.

Mental space integration represents a complex and detailed process of integration. Moreover, the COVID-19 is absent from the blend, which is compatible with the assumptions of a projection's selective character and the emergent properties of the outputting structure.

Speech (15)

*And I said — as I said before, we're going to be **the arsenal of vaccines** to beat this pandemic as we were **the arsenal of democracy** to win World War Two.*

The Analysis

The president Joe Biden uses this speech on COVID-19 on August 18, 2021. And he uses the phrase the arsenal of vaccine to compare their situation in the pandemic of COVID-19 to their situation in the World War II, as the following Fig. shows.

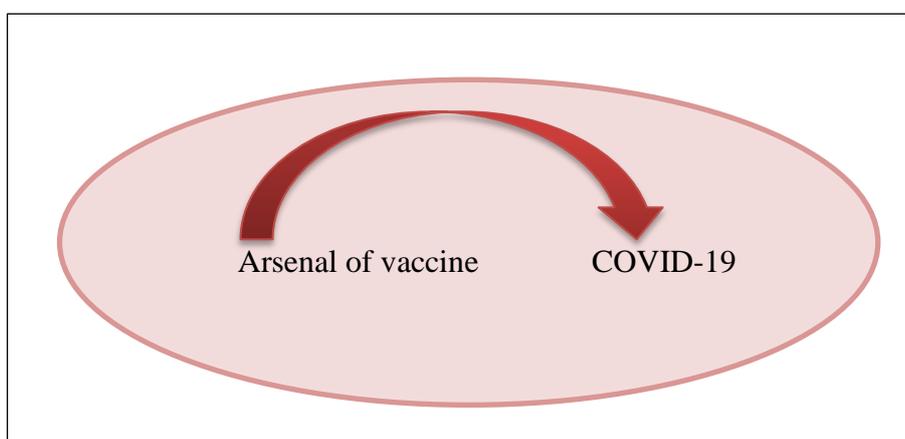


Fig. (41) Analysis of speech (15) according to CMT

The metonymical mapping in Fig.(41) shows that there is a connection between two conceptual elements in the same domain, so the concept of arsenal of vaccine is a metonymy of COVID-19 that is closely related to it.

The equipment of the pandemic of COVID-19, specifically the vaccine, is compared by the president to the equipment of the Second World War in order to encourage optimism about the vaccine.

By using the arsenal of vaccine, the mapping between the source and the target domains can be established: *arsenal vaccine / COVID-19*. The linguistic expressions are transformed into a conceptual metaphor using a series of propositions.

Propositions are generated and, together with the two concepts, i.e. *arsenal of vaccine and arsenal of democracy* are used to obtain an open comparison between two propositions: *the arsenal and COVID-19* this open comparison means that there is similarity between COVID-19 in the target domain and the entities of the arsenal of war in the source domain.

This mapping facilitating a place for an action relation and makes such inferences as: *(we have enough arsenals of vaccines to beat this virus)*. In addition, this mapping represents a metonymy of an object to refer to an action, so concept of *arsenal* is used in Biden's speech to refer to the COVID-19.

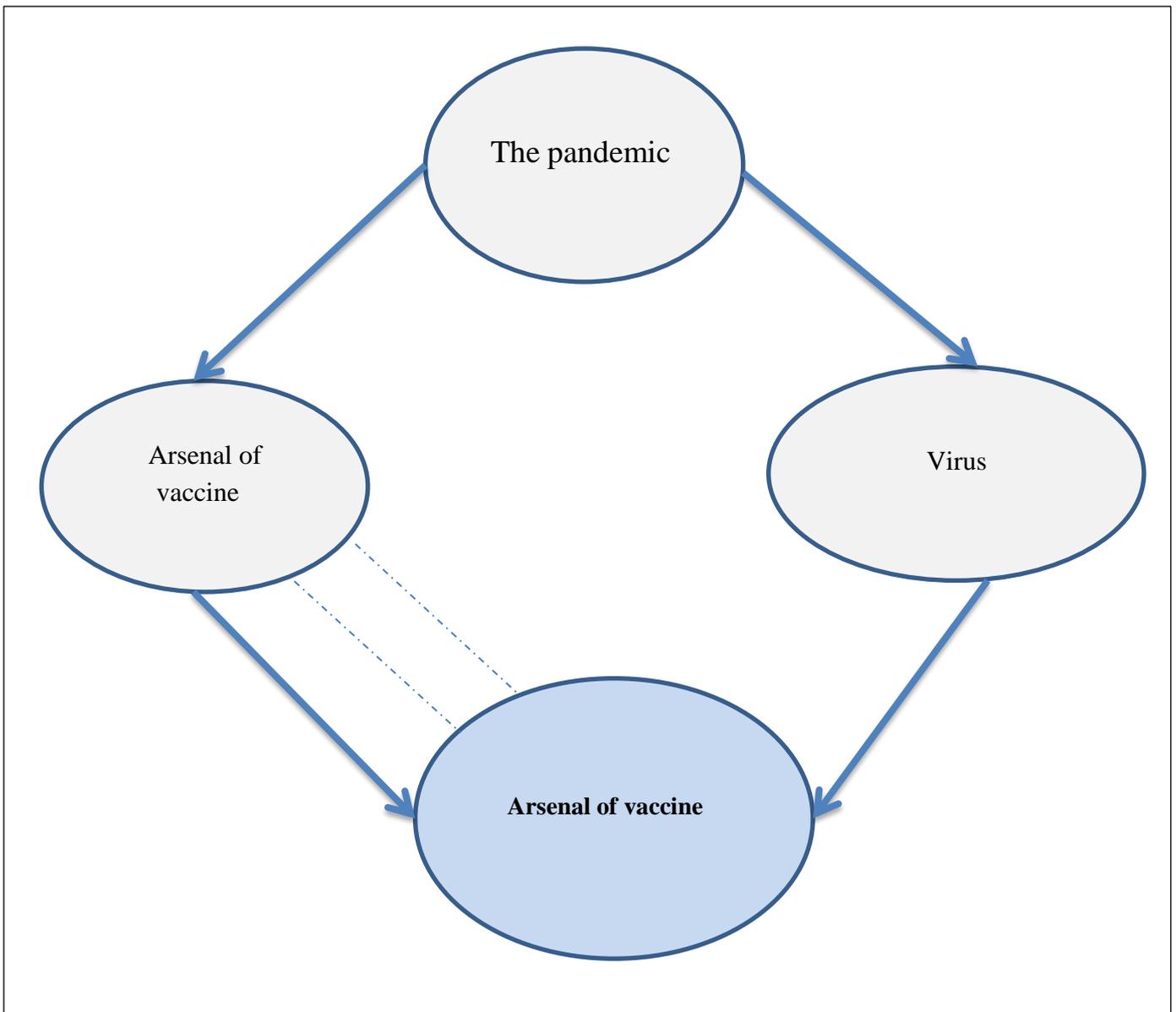


Fig. (42) Analysis of speech (15) according to CBT

The Analysis

A metonymic mapping of *place for an action* is revealed in the analysis of conceptual metonymy. The blended space or framework is created by combining four mental spaces that are linked together in vast conceptual systems.

The concept of *arsenal of vaccine* is employed in the first space, input 1. *The virus* concept is contained in input 2, but not in the input 1 component. The two inputs are related to each other.

The third space is the generic space, which includes the idea of *pandemic* despite the fact that it is never explicitly stated. However, everybody who has been infected with this virus is aware that the infection centers on COVID-19.

The output, or blended space, is a new assumption that elaborates a schematic connection of *single scope network* which means that the concept of input 1 is emerged to the fourth space, the blended space, which includes *the arsenals of vaccines* relationship, as illustrated in the previous Fig. (42).

Joe Biden uses the phrase *arsenals* to characterize Covid-19 perilous and scary position for American community. Simultaneously, he draws a parallel between the status of *the Second World War arsenal* and the *vaccination arsenal* in order to awaken the American people to the threat of the virus.

This mental space integration is a complicated and extensive integration process. Furthermore, the COVID-19 is omitted from the blending, which is consistent with the selective character of a projection and the emergent qualities of the outputting structure.

Speech (16)

*The coronavirus is the biggest threat this country has **faced** for decades and this **country is not alone**.*

The Analysis

Boris Johnson calls in UK COVID-19 ‘the biggest threat this country has faced in decades’ on March 22, 2020. The metonymical mapping according to CMT could be presented in the following figure.

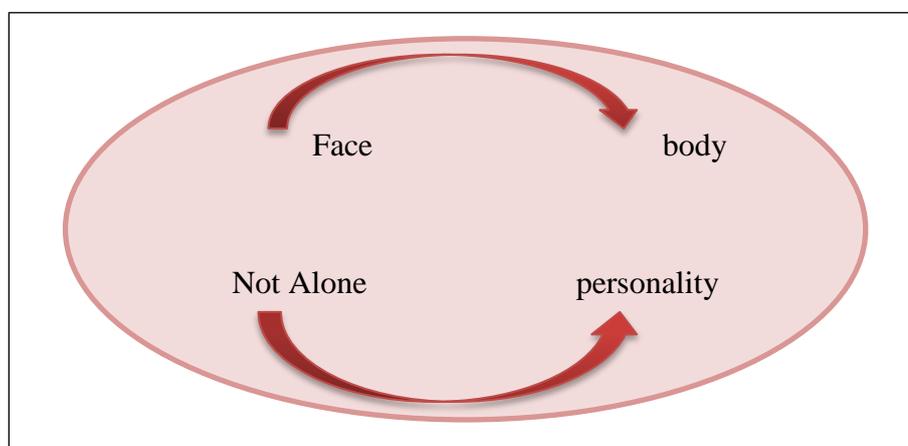


Fig. (43) Analysis of speech (16) according to CMT

Politicians use *person for state* metonymy in their statements for a specific impact. The United Kingdom, according to PM Boris Johnson, is equipped with human capacities such as critical thinking and human contact in order to highlight a feeling of community and the achievement of shared goals.

A variety of metonymical entailments are derived from the *state for person* metonymy. Conceptually, if the state is a person, it has a body that might be good, diseased, powerful, or poor, etc. As a result, this mapping might be considered a subset of embodiment, in which abstract notions are expressed in terms of physical components and physiological processes.

This type of metonymy signifies that the country has a distinct emotional dimension and personality. The metonymical implications are demonstrated in the idea of strength, which conveys an optimistic and positive message: that United Kingdom will finally overcome the impacts of the coronavirus outbreak. As a result, the concept of *strength* in this context not only conveys the image of power but also stresses the moral values of people and political authorities.

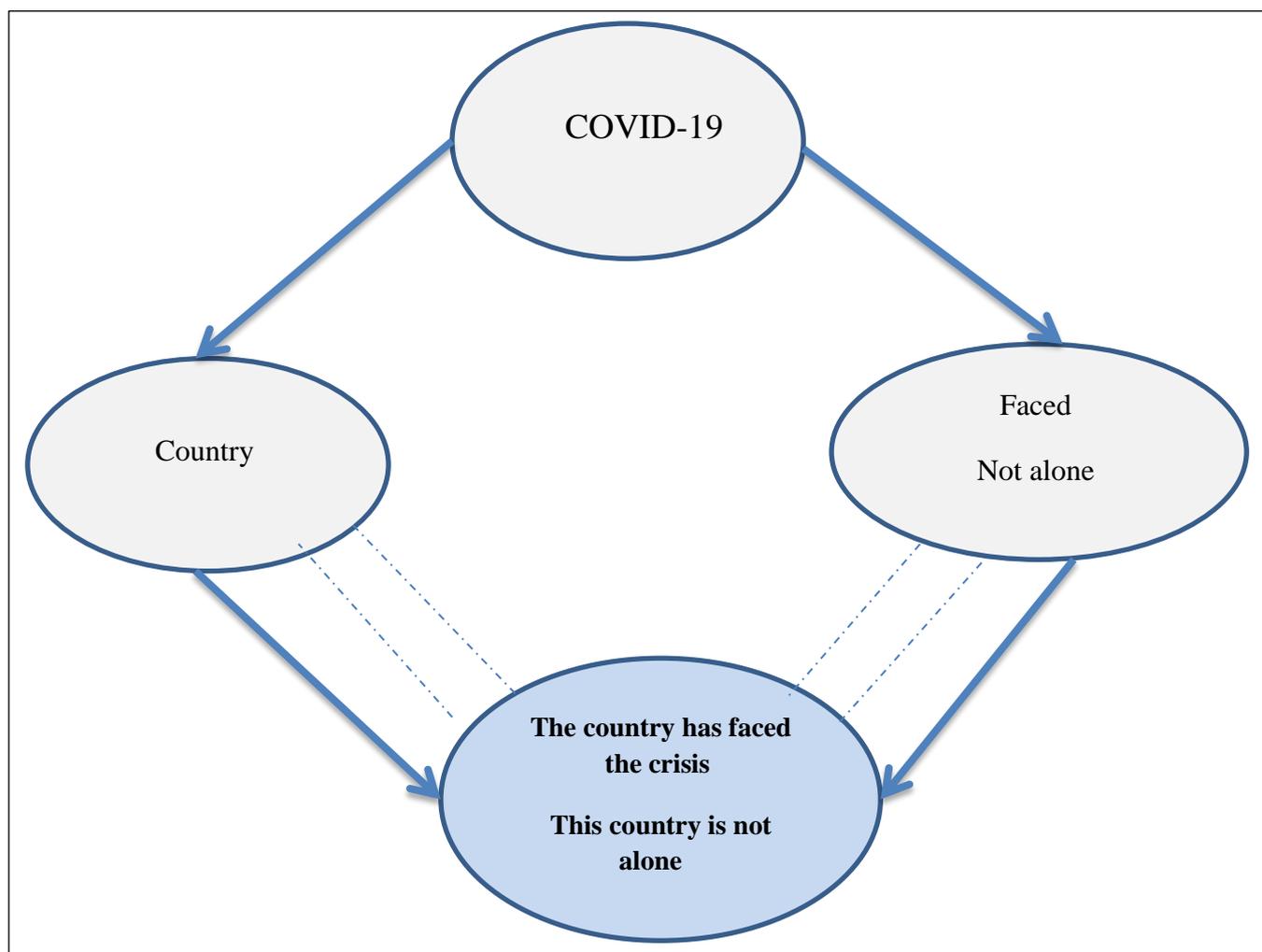


Fig. (44) Analysis of speech (16) according to CBT

The Analysis

A metonymic mapping of *state-person* is revealed in the analysis of conceptual metonymy. The blended space or framework is created by

combining four mental spaces that are linked together in vast conceptual systems.

The concept of *country* is employed in the first space, input 1. *Faced and not alone* concepts are employed in input 2, but not in the input 1 component. The two inputs interact with each other.

The third space is the generic space, which includes the idea of *COVID-19* despite the fact that it is never explicitly stated. However, everybody who has been infected with this virus is aware that the infection centers on *COVID-19*.

The output, or blended space, is a new assumption that elaborates a schematic connection between the two inputs in the fourth space in *double scope network*, the blended space, which includes *The country has faced the crisis / This country is not alone* relationship, as illustrated in the previous Fig (44).

Boris Johnson uses the phrases *faced and not alone* to characterize the strength of British community. Simultaneously, he draws a parallel between the status of *humans* and the *country* in order to comfort the British people that UK has enough qualities to threat of the virus.

So United Kingdom, conceptualized as a human body, is not only physically strong and therefore in good health, despite the effects of the virus; it is also morally strong. The *COVID-19* is omitted from the blended space, which is consistent with the selective character of a projection and the emergent qualities of the outputting structure.

Speech (17)

*I know - you know - that it would be madness now to throw away that achievement by allowing a second spike. **We must stay alert.***

We must continue to control the virus and save lives.

The Analysis

The UK government has modified its major message to citizens on social distancing, calling for some individuals to return to work; while governments around the world strive to lift the restrictions they put in place to prevent the spread of the COVID-19.

This announcement has been said by PM Boris Johnson on May 10, 2020 to support British people and make them aware of the crisis of COVID-19. The metonymical mapping of this speech could be seen in the following Fig.

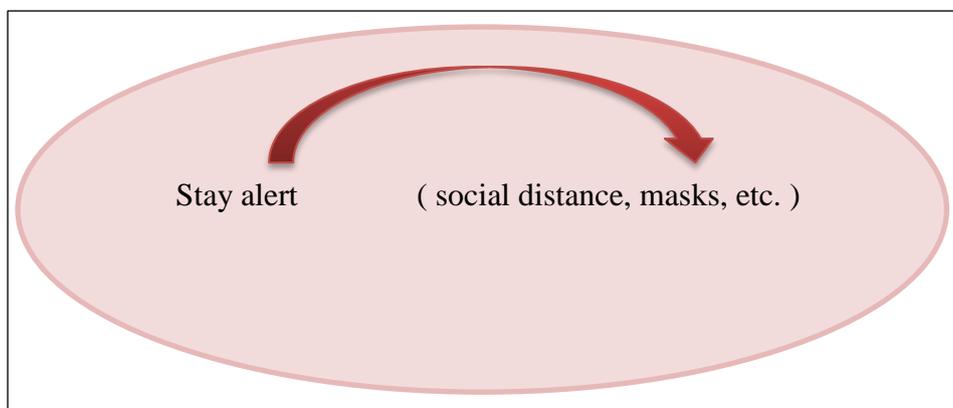


Fig. (45) Analysis of speech (17) according to CMT

Stay alert was one of a number of slogans employed during the pandemic era, including '*Catch it, Bin it, Face and Space*' that characterized the rhetorical style of public communication at the time. '*Stay alert*' on the other hand, related to a psychological state rather than a physical one, and was criticized for its ambiguity. This is because it

removed the containment schema implied by ‘stay at home’ and it reflects the *near – far* relation.

In this speech, people perform the action figuratively, the target of this metonymy maps into more general situation by which people stay altered , i.e. (stay at home , keep distancing , wearing masks ,etc.)

Therefore, the use of stay altered gives a kind of freedom to British people to decide what they should do for their health, as well, language has real power especially when it comes to the health of citizens, and the imperative to lower the current horrifying daily death counts, so it must be used with great care.

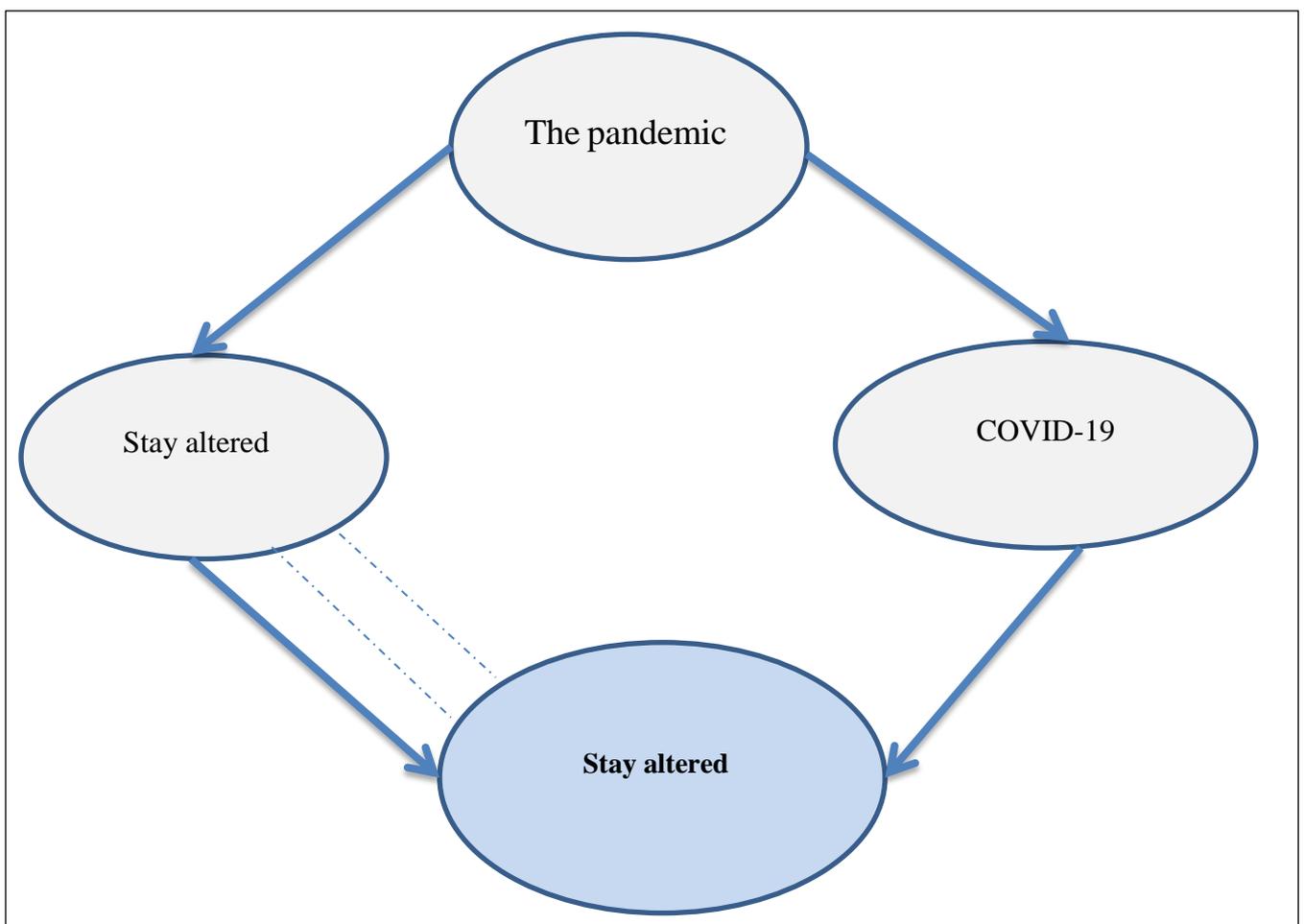


Fig.(46) Analysis of speech (17) according to CBT

The Analysis

The analysis of conceptual metonymy in Johnson's discourse reveals a metonymic mapping of psychological state for social effect. The blended space or framework is made up of four mental spaces that are connected in massive conceptual systems.

In the first space, input 1, the concept of *stay altered* is used. The input 2 component uses the *COVID-19* concept, but not the input 1 component. The two inputs are connected to each other. The third space is the generic space, which, despite not being expressly stated, includes the concept of *pandemic*.

As seen in the previous Fig. (46), the output, or blended space, is a new assumption that elaborates the blending of the first input in *single scope* connection, the blended space, which incorporates *stay altered* relationship.

Boris Johnson uses the word "*stay altered*" to describe the strength of the British community and to enable them to be free to choose the appropriate covid-19 restrictions. At the same time, he allows for the creation of *stay altered* and its associated meanings, such as (wearing masks, gloves, social distance and others). As a result of the experience of British people with emergencies, they get the meanings of needed constraints from this term, which is psychologically conceived.

Speech (18)

*Yes **this enemy can be deadly**, but it is also beatable – and we know how to beat it.*

The Analysis

Boris Johnson states on March 17, 2020 that UK faces a real pandemic, pandemic of COVID-19 and this virus is killer, it is a deadly enemy. Therefore, this metonymical image could be presented in this Fig.

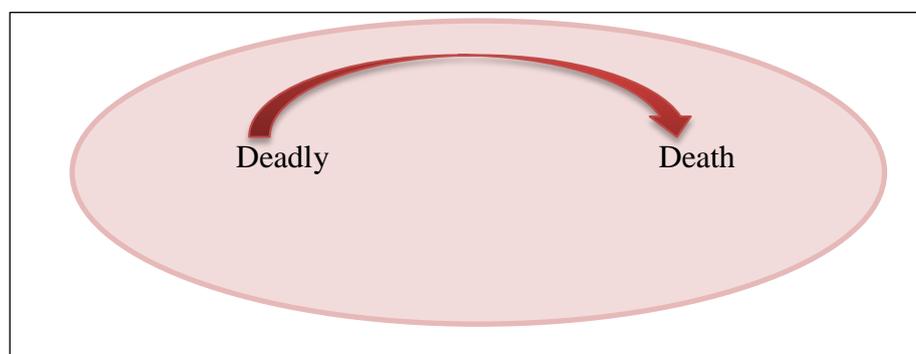


Fig. (47) Analysis of speech (18) according to CMT

In this speech, Johnson employs *the person concept* to represent *agent for action* metonymic relation insofar as the coronavirus as an enemy. Rather, Johnson represents the virus deadly virus, which brings to mind the image of a hostile power, which threatens people's health and causes their death.

The pandemic is framed all around the sense of *fear from death*, hence *deadly* stands for *death* through metonymy of *agent for action*, in which the predicted consequence of an action (*death*) committed by an explicit agent (*deadly virus*) remains unexpressed.

As mentioned by Ruiz de Mendoza (2021: 218-219), this metonymy tends to involve a domain expansion/reduction operation: the operation is

one of expansion from agent to action in the first metonymy and reduction from action to result in the second one; that is, we have a domain expansion and reduction combination in which the component domain is the action frame and the agent (killer) and the result (death) are the subdomains.

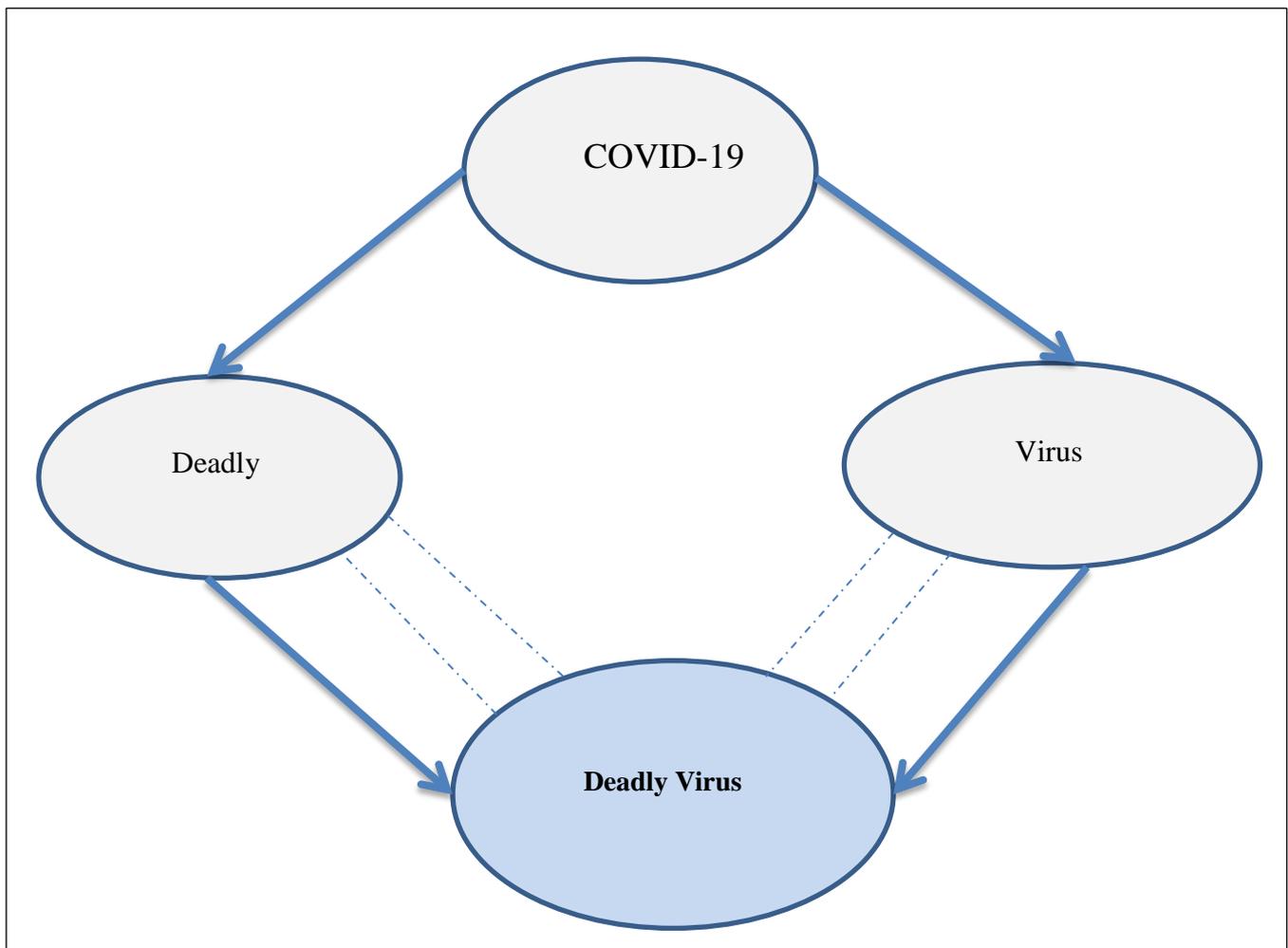


Fig. (48) Analysis of speech (18) according to CBT

The Analysis

The investigation of conceptual metonymy reveals a metonymic mapping of *agent for an action*. The blended space or framework is made

up of four mental spaces that are connected in extensive conceptual systems.

In the first space, input 1, the notion of *deadly* is used. The idea of a *virus* is presented in input 2, but .not in input 1. The two inputs complement to each other. The third space is the generic space, which, COVID-19 does not being specifically stated, but everyone who has been infected with this virus is aware that the frame is centered on COVID-19.

Fig. (48) shows that there is *double scope network* and the output, or blended space, is a new assumption that elaborates a schematic link between the two inputs in the fourth space, the blended space, which incorporates the *deadly virus* relationship.

Boris Johnson uses the term *deadly* preceded by the word *enemy* which makes the virus seem more dangerous, as well as the reality that it is invisible, which makes people feel incapable to combat an enemy they can't see.

Furthermore, the COVID-19 is not blended, which is in keeping with a projection's selective nature and the emerging properties of the outputting structure.

Speech (19)

*When the sickness took hold in this country in March, we pulled together in a spirit of national sacrifice and community. We followed the guidance to the letter. We stayed at home, **protected the NHS, and saved thousands of lives***

The Analysis

On September 22, 2020, the PM Boris Johnson declared the state of emergency in UK, since the virus took a hold in the country. He affirmed that the British people should stay in home in order to protect NHS (National Health Service) as well as to protect lives of other people. The image of metonymy in this speech could be presented in the following Fig.

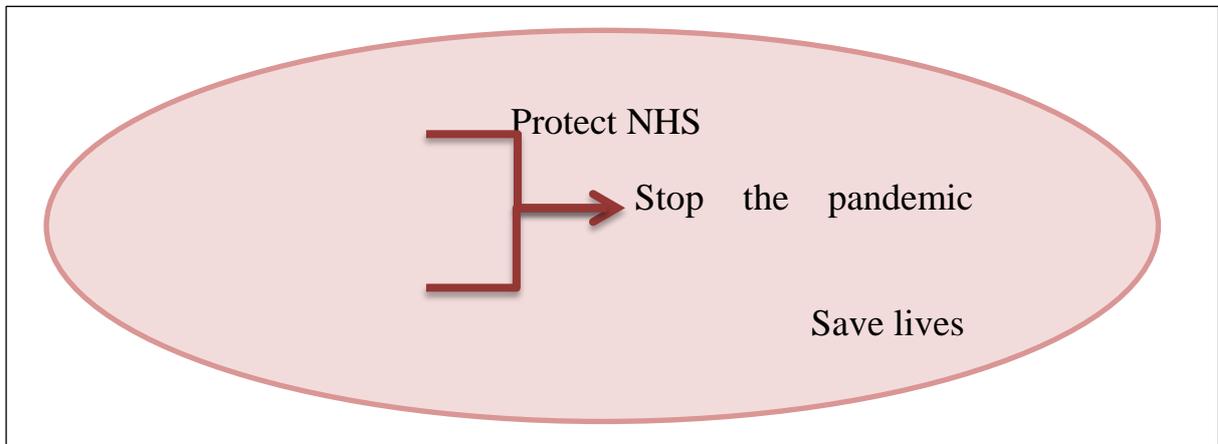


Fig. (49) Analysis of speech (19) according to CMT

Stay home. Protect the National Health Service. The British slogan related with the COVID-19 epidemic is "*Save Lives*". The arrows link the three injunctions, establishing a *cause and effect* metonymical relation: in the sense that if you remain home, you may save the NHS, and then save lives. So *Protect NHS and save lives* is the metonymy of *stop the pandemic*.

For the British Prime Minister, the idea of the hero is employed in his speech, which is linguistically manifested in protects our NHS and save lives, introduces a sense of solidarity: by which everyone is responsible to save his life and others'.

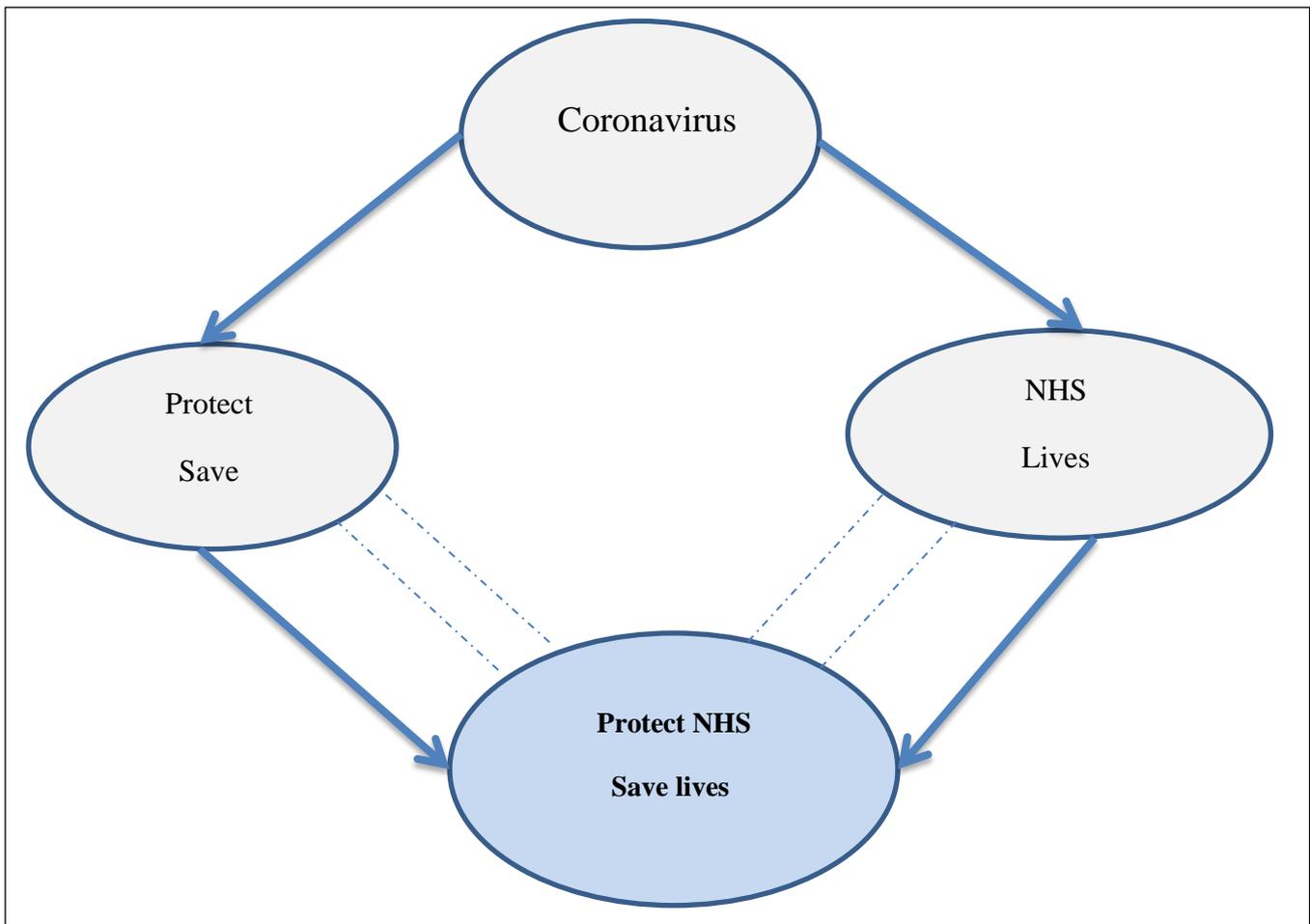


Fig. (50) Analysis of speech (19) according to CBT

The Analysis:

According to the previous Fig. (50), there are four conceptual spaces which represent the metonymical mapping and show the conceptual overlapping between the four conceptual spaces in the light of understanding metonymy as a series of integration networks, it could be

seen that *the concepts of protect and save* in input 1 and *NHS / Lives* in input 2 as well as *Coronavirus* as a generic space.

The outputting blended space in Fig.(50) emerges as a new predication relation that elaborates a schematic relation in the fourth space which is the blended space, and it includes *protect NHS and save lives of other people*, in addition , it represents *double scope* connection of CBT .

This mapping does not elaborate the PART-to-WHOLE and WHOLE-to-PART relations. But it refers to *cause –effect* relations and it contains more elaborate and complicated integration that follows what Fauconnier and Turner refer as mental space integration.

Additionally, in accord with the assumptions of a projection's selective character and the outputting structure's emergent properties, the concept of *coronavirus*, although common in both input spaces, does not surface in the blend.

Speech (20)

*"We must urgently **reinforce our wall of vaccine** protection to keep our friends and loved ones safe."*

The Analysis

The PM stated on December 13, 2021, that the British people should work together to face the pandemic and overcome the virus, by taking the vaccine which is the wall that could save their and others lives. The metonymical mapping is presented in the following figure :

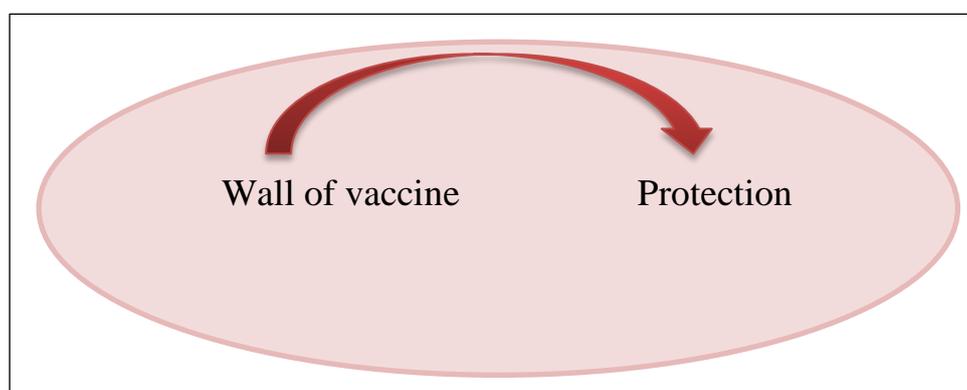


Fig. (51) Analysis of speech (20) according to CMT

Boris Johnson uses the phrase wall of vaccine to refer to the action of protection from the virus, so we have *cause for effect* relation, by reinforce our vaccine, or by being vaccinated, and then we can protect our lives and our friends as well as our families.

The word wall is used with the vaccine to give it the sense of strength, it just like a hero, it is a small amount of that they use to protect their selves against, what they call the 'enemy', so by this vaccine they can kill or threat this enemy.

The PM tries to support British people to take the vaccine by using the supporting words and by giving the strengths to the vaccine.

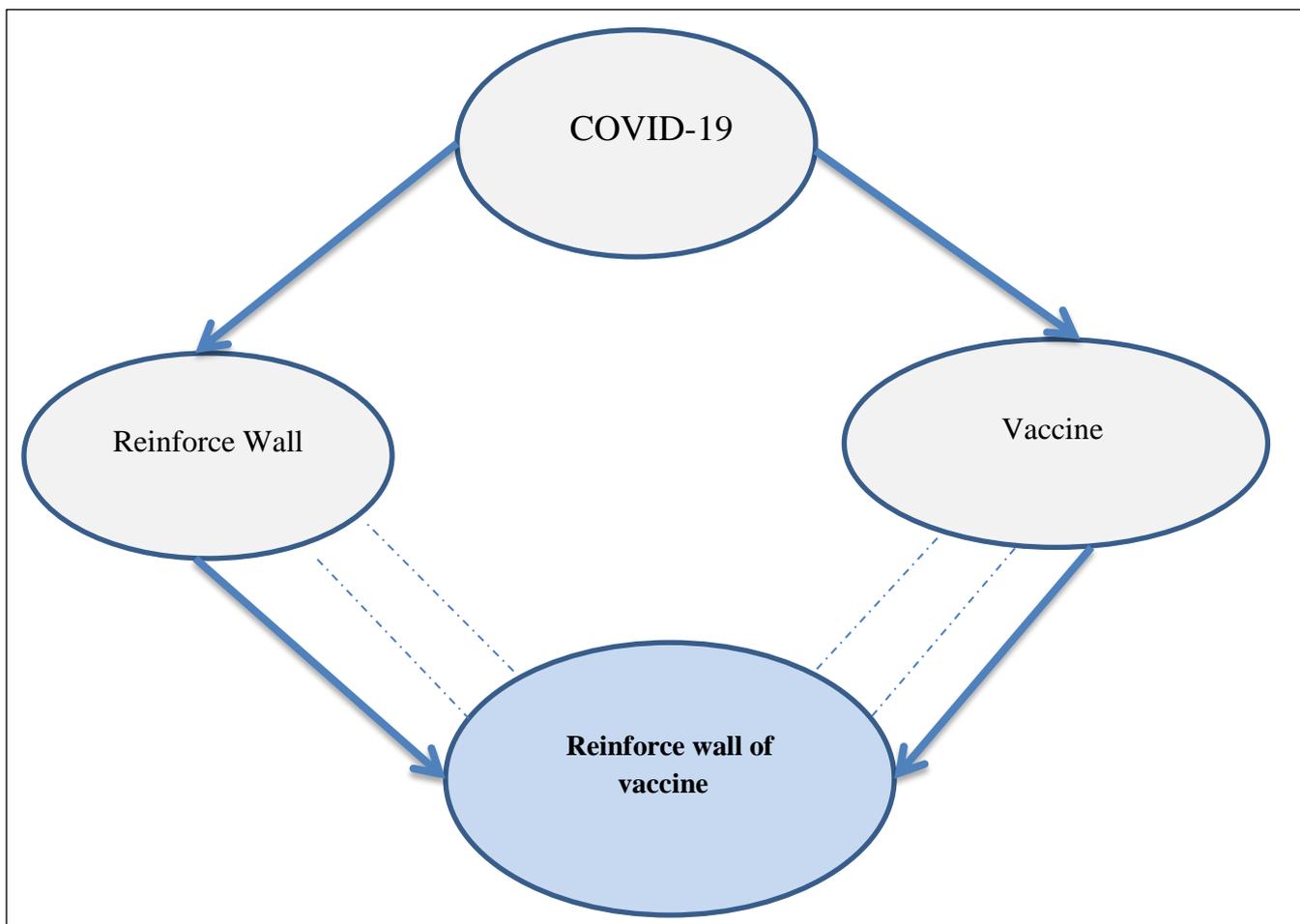


Fig. (52) Analysis of speech (20) according to CBT

The Analysis

According to Fig.(52), four conceptual spaces are used to represent the metonymical mapping and show the conceptual integration process between the four conceptual spaces in the light of understanding metonymy as a series of integration networks, it could be seen that *reinforce the wall* in input 1 and *vaccine* in input 2, in addition to COVID-19 in the third space which is referred as a generic space.

The output or the blended space in Fig. (52) elaborates double scope network and arises as a new predication relation that elaborates a schematic relation in the fourth space which is the blended space, and it includes *reinforce the wall of vaccine*.

This mapping does not elaborate the PART-to-WHOLE and WHOLE-to-PART relations. But it refers to *cause – effect* metonymical relation and it contains more elaborate and complicated integration and following the rules of mental space integration theory by Fauconnier and Turner.

Furthermore, agreeing with the assumptions of a projection's selective character and the outputting structure's emergent properties, the concept of *COVID-19* is not stated directly in the inputs or in the blended space, but the image is clear conceptually to everyone has experience the pandemic .

4.2 Results of the Analysis

1- The relation between metaphors and metonymies.

Concerning the selected speeches of President Joe Biden and PM Boris Johnson, they show that most metaphorical expressions are used to represent the dangerous or the difficult situation of the pandemic, as for example in speech (4) "*I know **the country has grown weary of the fight*** ", or it could be used to simplify the situation and to comfort American people as in speech (8) when he said "*And yet it is also true that there is **a clear way through*** ". While metonymies are used to reassure and encourage the nation to face the pandemic to follow the restrictions as in speech (16)" *this country is not alone*".

In COVID-19 speeches, metaphors and metonymies were used to extend meanings, enhance readers' imagination, and increase their emotional impact. As well, the use of figurative language may be problematic since not all readers will be able to decode the true meaning that metaphors and metonymies attempt to express.

2- CM and CBs help people to understand the messages in political speeches.

The CMT and CBT were observed to significantly assist the addressee in understanding political speeches and their intended meanings after analyzing the selected speeches. According to CMT, the listener attempts to build a metaphorical link between two items that are in separate domains (i.e. make a connection between source and target domains) in order to comprehend the intended message, as in speech (1) "*We cannot let up in **the fight against COVID-19***" when Joe Biden tries to refer to the pandemic as a fight and speech (7) *If this virus were a **physical assailant** an*

unexpected and invisible mugger " when the PM compares the virus into invisible mugger.

And to understand metonymical expressions, the listener tries to build a relationship between two concepts within the same concept as in speech (11) by Joe Biden " *I've just been briefed by my COVID-19 team*" , he uses COVID-19 team to refer to the whole workers in hospitals or labs who try to face the pandemic . And speech (18) " *Yes this enemy can be deadly*" when Boris Johnson uses agent for action to refer to the action of death of COVID-19.

The speaker can detect the elements of each input space apart from the others via CBT, and then derive the items shared by these inputs. The listener's familiarity with politics is an essential need. The blending process can produce an emerging structure in the blended space. This new structure, which does not appear in any of the input spaces, is required to accomplish a certain function. The three activities that produce the emergent structure are:

- a- Composition, which establishes connections between items from different input areas.
- b- Completion that provides extra meaning to the components in the input spaces.
- c- Elaboration, which symbolizes the dynamic operation of the blend in order to enable meaning to emerge.

Obviously, not everything from the input spaces is projected to the blend; selective projection might be used in blending, as in **speech 18** "*Yes this enemy can be deadly*". Whereas COVID-19 is never explicitly addressed, the listener can infer the meaning based on background knowledge.

3- The conceptual metaphors and integration networks that are used in Biden and Boris's speech.

The analyses of the speeches show that the most common frame of metaphors and metonymies is the war frame in comparison to the non-war frame, and this is could be because some politicians tend to use military or war terms to talk about the pandemic and its situation more than using other expressions. The reason behind this may be to make their nations more aware of the embarrassed situation of the pandemic and deal with the virus as enemy and be careful in dealing with COVID-19.

Also the analysis shows that there are two types of metaphors are used which are ontological and then structural metaphors, this returns to the fact that politicians try to give humans qualifications to COVID-19 to represent its strength and danger.

Moreover, the data shows there are different metonymical relations are used in the speeches about COVID-19, such as part-whole relation/ whole-part relation / agent for action and cause for effect.

Additionally, the data shows that the most common type of CBT or CIN is the double scope network which means that the elements of the two inputs are integrated with each other in the blended space.

It is good to mention that the two theories tackled in this study are applicable in the study of metaphors and metonymies and the decoding of the meaning depends heavily on the background knowledge of the listener. As well, they are powerful tools used by politicians to communicate about the pandemic.

4- The Statistical Analysis of Metaphors:

No. of Spe.	Kinds of CM					Kinds of CB		Tot.
	Stru.	Orin.	Onto.	Pers.	Tot.	Sin.	Doub.	
Spe.1	2	0	0	0	2	0	2	2
Spe.2	0	1	1	0	2	0	3	3
Spe.3	0	0	1	0	1	1	0	1
Spe.4	0	0	2	0	2	1	0	1
Spe.5	0	0	1	0	1	0	1	1
Spe.6	4	0	0	0	4	0	4	4
Spe.7	0	0	2	0	2	0	2	2
Spe.8	2	0	0	0	2	0	2	2
Spe.9	2	0	2	0	4	3	0	3
Spe.10	2	0	0	3	5	0	2	2
					25			21

Table (3) The frequencies of CMs according to CMT and CBT

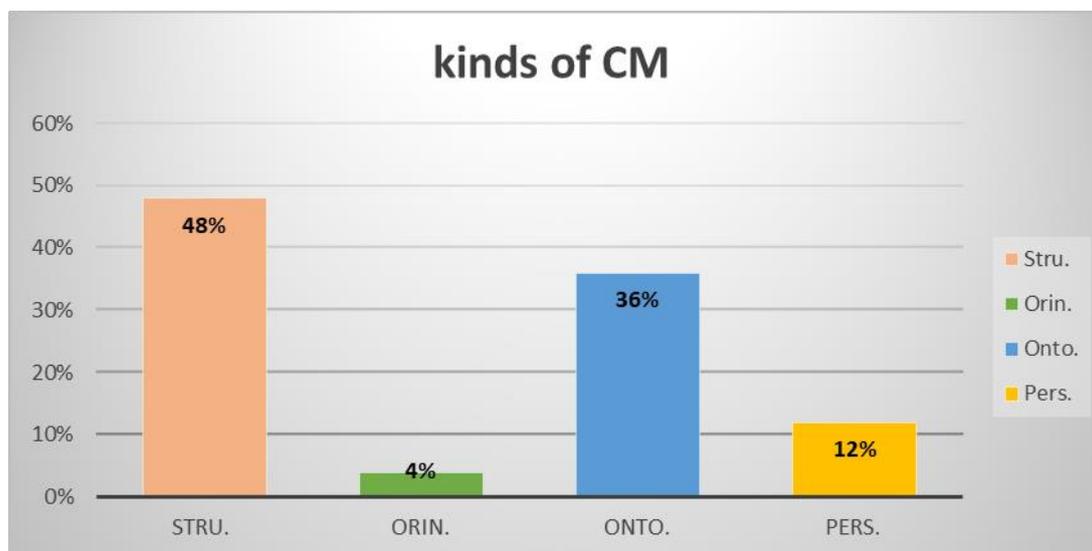


Fig. (53) The percentages of CMs according to CMT

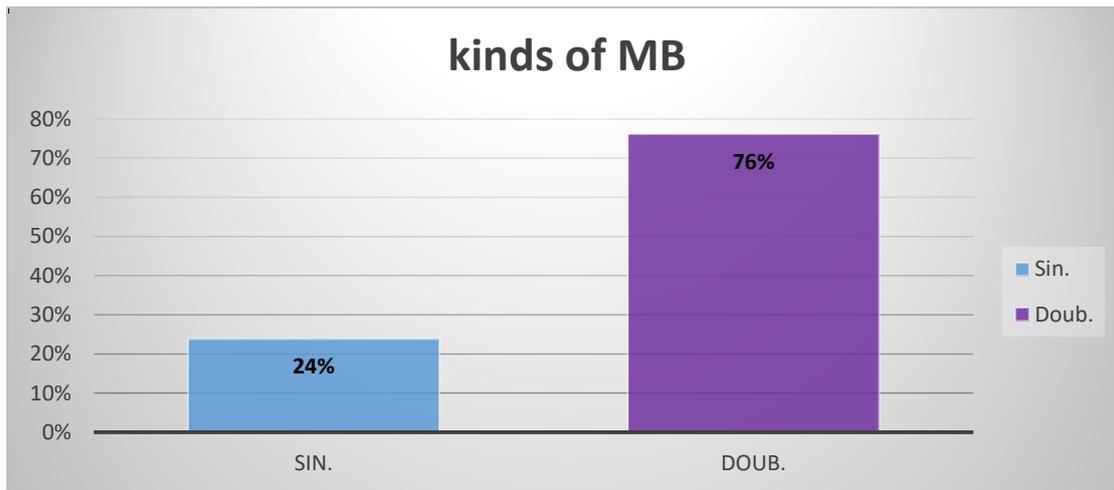


Fig. (54) The kinds of MB according to CBT

The statistical analysis in table (3) and Fig.(53) shows that *structural metaphor* constitutes the highest percentage in comparison to other types of metaphors, it occurs (12) and constitutes (68%) out of the total number of metaphors (25) in the selected data. While the orientational metaphor occurs once only in speech (2). These percentages suggest that politicians prefer to talk about the pandemic and its status by using metaphorical language to help illustrate or explain the pandemic by comparing it to something else.

The statistical analysis of metaphors of CB theory in table (3) and Fig.(54) reveals that *the double-scope networks* are used to explain meaning construction more than the other kind , it constitutes (76%) and occurs (16) times out of the total number (21) .

5- The statistical analysis of metonymical expressions.

No. of spe.	Metonymical relations according to CM							Tot.	Blending types		Tot.
	Part-whole	Whole-part	Object-person	Person-state	Cause-effect	Near-far	Object-action		Sin.	Doub.	
Spe.11	1	0	1	0	0	0	0	2	0	2	2
Spe.12	1	1	0	0	0	0	0	2	0	2	2
Spe.13	0	0	0	0	0	1	1	2	0	2	2
Spe.14	0	0	0	0	2	0	0	2	0	2	2
Spe.15	0	0	0	0	0	0	2	2	1	0	1
Spe.16	0	0	0	2	0	0	0	2	0	2	2
Spe.17	0	0	0	0	0	1	0	1	1	0	1
Spe.18	0	0	0	0	0	0	1	1	0	1	1
Spe.19	0	0	0	0	2	0	0	2	0	2	2
Spe.20	0	0	0	0	1	0	0	1	0	1	1
								17			16

Table (4) the frequencies of CME according to CMT and CBT

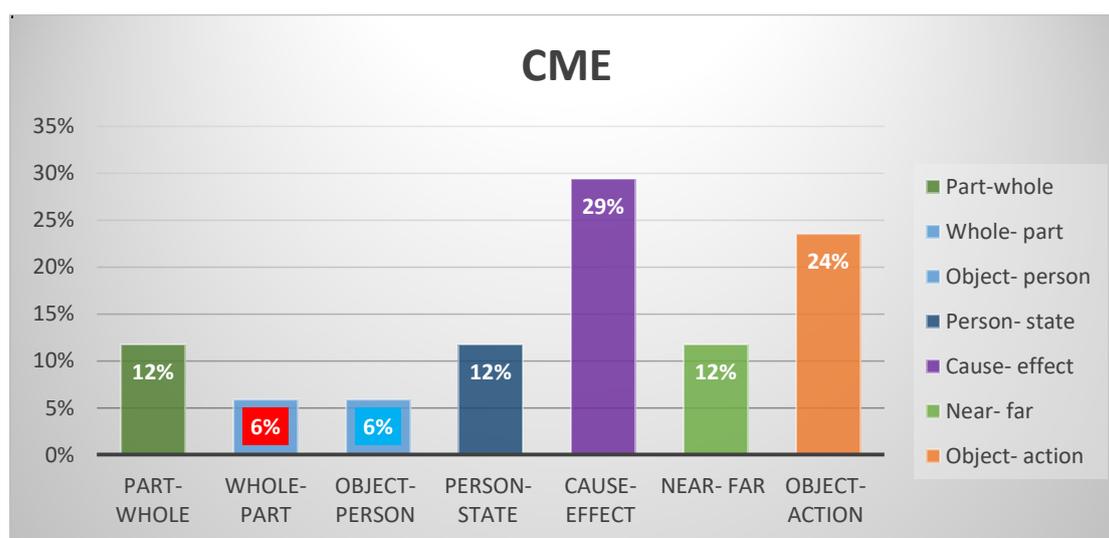


Fig. (55) The percentages of CMEs according to CMT

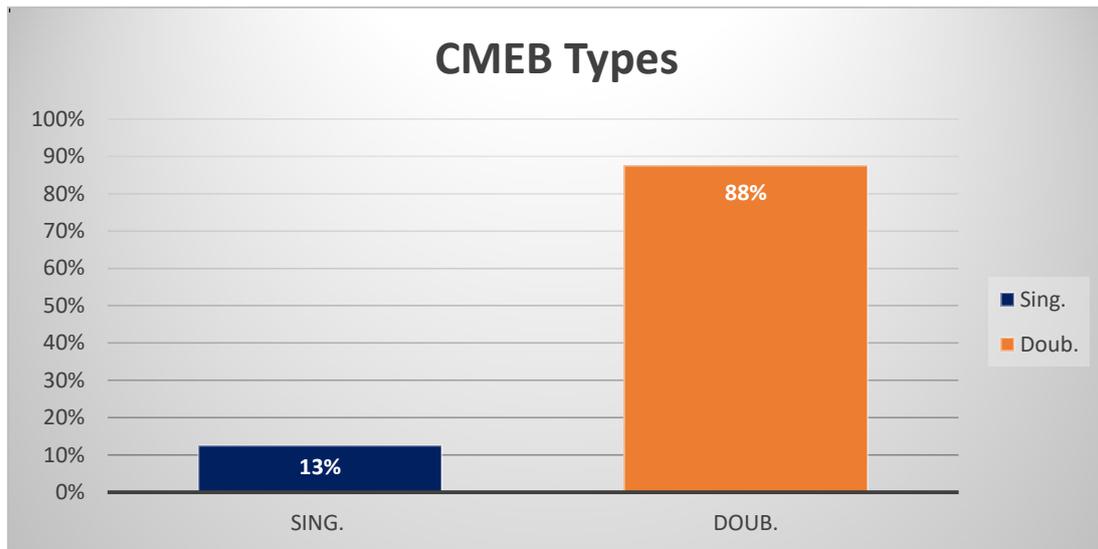


Fig. (56) The percentages of CMEB according to CBT

The statistical analysis as in table (4) and Fig. (55) shows that *the cause-effect* metonymical relation is the most common type which occurs (5) times of the total number (17) and constitute (29%) in addition to *object-action* relation which occurs (4) times and constitute (24%). While *object-person* occurs once in *speech 11* and *whole-part* occurs once in *speech 12*, they constitute (%6) which is the lowest percentage of metonymical relation in political speeches.

The statistical analysis of metonymies of CB in table (4) and Fig. (56) reveals that *double-scope networks* are the most common type used to explain meaning construction more than the other kind, it occurs 14 times of the total number (16) and constitutes (88%).

Chapter Five

Conclusions, Recommendations, And Suggestions for Further Studies.

5.1 Conclusions

Based on the results and findings, the following conclusions can be drawn:

- 1- CMT and CBT are applicable to the analysis of metaphors and metonymies in political discourse. Their mechanisms can enable listeners to analyze and understand these speeches. It can also show the way meaning is constructed in the discourse. This verifies *the first hypothesis* which states: "Conceptual metaphors and conceptual blending theory are powerful tools for investigating the intended messages in Biden and Johnson's speech".
- 2- The listener can identify and understand the intended meaning in Biden and Johnson's discourse about COVID-19 by using different conceptual networks or conceptual mappings and this verifies *the second hypothesis* which reads the following: "There are different processes of blending networks and conceptual mapping that enable the listeners to identify the messages in Biden and Johnson's speech".
- 3- The data shows that there are two types of CIN which are single scope and double scope networks and the most common type of CIN is the double scope networks. This verifies *the third hypothesis* which is "The double-scope and single scope networks are common in political speech".
- 4- The metaphorical and metonymical expressions of political discourses about COVID-19 have exposed that politicians have a tendency to

describe the virus by using the militaristic words to describe the challenges they face and to prepare the public for the pandemic. This verifies *the fourth hypothesis* which reads as follows: War frame is the most common conceptual frame of metaphors and metonymies.

- 5- The study shows that the politicians tend to use the structural metaphors and double –scope networks to construct the meanings related to COVID-19 and this verify *the fifth hypothesis* which reads as follows: Structural metaphor and double-scope networks are the most used types of metaphors, as well cause effect relation and double scope network are the most common types of metonymies.
- 6- Choosing appropriate statements via conceptualizing the structure of metaphorical and metonymical expressions based on background knowledge is the key to revealing the intended meaning behind metaphorical and metonymical expressions.
- 7- The findings suggest that the hidden meanings in COVID-19 metaphorical and metonymical phrases are intended to instruct people how to look after themselves and each other, as well as to increase knowledge regarding the importance of taking the necessary steps to face the pandemic.
- 8- One of the basic notion of CBT that relies heavily on the background knowledge of the nations, accordingly, they can interpret the meaning by linking the inputs and emerging them to the blended space.

5.2 Recommendations

Based on the findings of the study, the following recommendations can be put forward:

- 1- Cognitive semantics is an important area of cognitive linguistics. It is advisable to enhance the process of learning in the department of English by including cognitive semantics within the syllabus.

- 2- A cognitive semantic approach could be used for pedagogical aspects, the conceptual metaphor and conceptual blending theories could be included within the syllabus in teaching a second / foreign language.
- 3- Asset training courses and workshops for those who concerned with teaching and advise them to use figurative language in teaching English language.

5.3 Suggestions for Further Studies

- 1- A cognitive semantics study of conceptual blending in advertisement, movies, interviews, etc.
- 2- A Cognitive stylistic study of conceptual metaphors in interviews about COVID-19.
- 3- A cognitive stylistic study of figurative language in headlines of political news in Facebook.
- 4- A Cognitive semantic study of metonymies in political speech about COVID-19 after Vaccination .

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Appendices

- **Appendix one:**

Statement by President Joe Biden on COVID-19 Vaccines for Service Members on 9 August, 2021.

Over 350 million shots have been given in the United States alone. Being vaccinated will enable our service members to stay healthy, to better protect their families, and to ensure that our force is ready to operate anywhere in the world. *We cannot let up in the fight against COVID-19, especially with the Delta variant spreading rapidly through unvaccinated populations. We are still on a wartime footing, and every American who is eligible should take immediate steps to get vaccinated right away.*

- **Appendix two:**

Statement by President Joe Biden on the Investigation into the Origins of COVID-19 on 27 August, 2021.

To this day, the PRC continues to reject calls for transparency and withhold information, even as the toll of this pandemic continue to rise. We needed this information rapidly, from the PRC, while the pandemic was still new. Since taking office, my administration has renewed U.S. leadership in the World Health Organization and rallied allies and partners to renew focus on this critical question. The world deserves answers, and I will not rest until we get them. Responsible nations do not shirk these kinds of responsibilities to the rest of the world. Pandemics do not respect international borders, and we all must better understand how COVID-19 came to be in order to prevent further pandemics.

- **Appendix three:**

Remarks by President Biden on Fighting the COVID-19 Pandemic on 9 September, 2021

THE PRESIDENT: Good evening, my fellow Americans. I want to talk to you about where we are in the battle against COVID-19, the progress we've made, and the work we have left to do. And it starts with understanding this: *Even as the Delta variant—COVID-19 — has been hitting this country hard, we have the tools to*

combat the virus, if we can come together as a country and use those tools.

- **Appendix four:**

Statement by Biden: 'We Are at War With the Virus, Not One Another' On 25 November m 2020.

"I know the country has grown weary of the fight. We need to remember we are at war with the virus, not one another. Not with each other," Biden said. This is the moment where we need to steel our spines, redouble our efforts and recommit ourselves. ... We are all in this together."

- **Appendix Five:**

Remarks by President Biden in Address to a Joint Session of Congress on 28 April, 2021

A dose of hope for an educator in Florida who has a child suffering from an autoimmune disease — wrote to me, said she's worried — that she was worrying about bringing the virus home.

- **Appendix Six:**

Prime Minister's statement on coronavirus (COVID-19) on 23 March 2020

The prime minster: We are accelerating our search for treatments. We are pioneering work on a vaccine. And we are buying millions of testing kits that will enable us to turn the tide on this invisible killer. *I want to thank everyone who is working flat out to beat the virus. Everyone from the supermarket staff to the transport workers to the careers to the nurses and doctors on the frontline. But in this fight we can be in no doubt that each and every one of us is directly enlisted.* Each and every one of us is now obliged to join together. To halt the spread of this disease.

- **Appendix Seven:**

Prime Minister Boris Johnson made a statement in Downing Street on 27 April 2020

If this virus were a physical assailant an unexpected and invisible mugger which I can tell you from personal experience it is then this is the moment

when we have begun together to wrestle it to the floor and so it follows that this is the moment of opportunity this is the moment when we can press home our advantage it is also the moment of maximum risk because I know that there will be many people looking now at our apparent success and beginning to wonder whether now is the time to go easy on those social distancing measures and I know how hard and how stressful it has been to give up .

- **Appendix Eight:**

Boris Johnson's address to the nation in full on 23 March, 2020

The way ahead is hard, and it is still true that many lives will sadly be lost. And yet it is also true that there is a clear way through.

- **Appendix Nine:**

Prime Minister Boris Johnson made a statement on coronavirus on 17 March 17, 2020

Yes this enemy can be deadly, but it is also beatable – and we know how to beat it and we know that if as a country we follow the scientific advice that is now being given we know that we will beat it. And however tough the months ahead we have the resolve and the resources to win the fight. And, to repeat, this government will do whatever it takes.

- **Appendix Ten:**

Statement on Coronavirus by the Prime Minister Boris Johnson on 6 April, 2020

The Coronavirus is the biggest threat this country has faced in decades – and this country is not alone. All over the world we are seeing the devastating impact of this invisible killer. Which is why the Government is working to a scientifically-led, step-by-step action plan – taking the right measures at the right time.

"From this evening I must give the British people a very simple instruction -- you must stay at home," Johnson said. "Because the critical thing we must do is stop the disease spreading between households."

- **Appendix Eleven:**

Remarks by President Biden on the COVID-19 Response and Vaccination Program on October 14, 2021•

THE PRESIDENT: *Good afternoon. I've just been briefed by my COVID-19 team on the progress we're making in our fight against the virus.*

...Second, we're going to continue protecting the vaccinated.

- **Appendix Twelve:**

Remarks by President Biden at Virtual Global COVID-19 Summit on 22 September, 2021

THE PRESIDENT: Good morning, everyone. And thank you for joining us today.

As I said yesterday at the United Nations, nothing is more urgent than all of us working together to defeat COVID-19. And that — that world is going to be much better prepared for future pandemics. We have to do both.

- **Appendix Thirteen:**

President Joe Biden's first official act on his first day on 9 November, 2020 in office was signing an executive order mandating that masks be worn on all federal properties and by federal employees and contractors

"The first order I'm going to be signing here relates to Covid," Biden said. *"It's requiring, as I said all along, where I have authority, mandating that masks be worn, social distancing be kept on federal property."*

- **Appendix Fourteen:**

Joe Biden's inauguration speech transcript, annotated on 20 January, 2021

My fellow Americans, in the work ahead of us, we're going to need each other. We need all our strength to persevere through this dark winter. *We're entering what may be the toughest and deadliest period of the virus. We must set aside politics and finally face this pandemic as one nation. One nation*¹⁰.

- **Appendix Fifteen:**

Remarks by President Biden on Fighting the COVID-19 Pandemic on 18 August, 2021

THE PRESIDENT: And I said — *as I said before, we're going to be the arsenal of vaccines to beat this pandemic as we were the arsenal of democracy to win World War Two.*

- **Appendix Sixteen:**

Prime Minister Boris Johnson has addressed the nation on coronavirus on 10 May, 2020

And so I know - you know - that it would be madness now to throw away that achievement by allowing a second spike. We must stay alert. We must continue to control the virus and save lives. And yet we must also recognize that this campaign against the virus has come at colossal cost to our way of life. We can see it all around us in the shuttered shops and abandoned businesses and darkened pubs and restaurants.

- **Appendix Seventeen:**

Boris Johnson invokes wartime language in fight against coronavirus on 17 March, 2020

Yes this enemy can be deadly, but it is also beatable – and we know how to beat it and we know that if as a country we follow the scientific advice that is now being given we know that we will beat it. And however tough the months ahead we have the resolve and the resources to win the fight.

- **Appendix Eighteen:**

Statement by Boris Johnson address to the country "summon the discipline and the resolve" to follow the new coronavirus rules announced on 22 September, 2020

When the sickness took hold in this country in March, we pulled together in a spirit of national sacrifice and community. We followed the guidance to the letter. We stayed at home, protected the NHS, and saved thousands of lives. And for months with those disciplines of social distancing we have kept that virus at bay.

- **Appendix Nineteen:**

The Prime Minister statement on 13 December, 2021.

"We must urgently reinforce our wall of vaccine protection to keep our friends and loved ones safe".

Johnson announced the 'Omicron Emergency Boost' – a plan to offer every adult a booster by New Year's Eve. From Tuesday all over 18s are eligible for their third vaccine jab in England as long their second was at least three months ago.



وزارة التعليم العالي والبحث العلمي

جامعة بابل

كلية التربية للعلوم الانسانية

قسم اللغة الانكليزية

دراسة دلالية ادراكية لعبارات المجاز والكناية في خطابات سياسية

مختارة عن كوفيد - 19

رسالة تقدمت بها

الى مجلس كلية التربية للعلوم الانسانية – جامعة بابل وهي جزء من متطلبات
الحصول على شهادة الماجستير في اللغة الانكليزية / علم اللغة

الطالبة

علا عصام عبد الحسين

بإشراف

الاستاذ المساعد الدكتور

حسين حميد معيوف

2022 م

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المستخلص

تحاول هذه الدراسة فهم وتفسير الاساليب البلاغية وبالخصوص المجاز والكناية في الخطابات السياسية حول كوفيد-19 ، وبهذا ، تعتمد هذه الدراسة اليات التحليل و الكشف عن هذه الخصائص البلاغية المتمثلة بالاستعارة والمجاز في خطابات جو بايدن وبوريس جونسون عن فايروس كورونا.

تهدف هذه الدراسة لتحديد كيف ان المجاز والكناية تساهم في فهم الرسائل والاهداف في خطابات بايدن و جونسون ومعرفة كيف يمكن أن تساعد نظريات المجاز المفاهيمية و المزج المفاهيمي الناس على فهم الرسائل في الخطاب السياسي حول كوفيد-19 ، بالإضافة الى ان هذه الدراسة تشير إلى أنواع المجازات المعرفية بالإضافة إلى أنواع شبكات المزج الشائعة في الخطاب السياسي.

فرضت الدراسة أن نظرية الاستعارات المفاهيمية ونظرية المزج المفاهيمي هي أدوات قوية تمكن من توصيل الرسالة والمعنى المقصود الى الشعب في خطاب بايدن وجونسون، وفرضت ايضا بان وهناك عمليات مختلفة لدمج الشبكات ورسم الخرائط المفاهيمية التي تمكن المستمعين من تحديد الرسائل في خطابات بايدن وجونسون .

اعتمدت هذه الدراسة تحليلاً نوعياً وكمياً لعشرين خطاباً حول كوفيد-19 ، عشرة خطابات لجو بايدن وعشرة اخرى لبوريس جونسون . تم التعامل مع البيانات المختارة من المنظور المعرفي الدلالي عن طريق اختيار نموذج توليفي بالاعتماد على نظرية المجاز المفاهيمية ، ونظرية المزج المفاهيمي.

توصلت الدراسة الى ان نظرية المجاز المفاهيمية ونظرية المزج المفاهيمي قابلان للتطبيق على تحليل الاستعارات والمجاز في الخطابات السياسية . تمكن هذه النظريات المستمعين على تحليل و فهم هذه الخطابات. كما يمكن للمستمع تحديد وفهم المعنى المقصود في خطاب بايدن وجونسون حول كوفيد -19 باستخدام شبكات مفاهيمية مختلفة أو برسم خريطة تصويرية للتعبير المستخدمة في الخطابات ، ان اختيار العبارات المناسبة من خلال تصور بنية التعبيرات المجازية والكناية على أساس المعرفة الخلفية هو المفتاح للكشف عن المعنى المقصود وراء التعبيرات المجازية والكناية . أخيراً، توصلت الدراسة إلى أن المجازات الهيكلية والشبكات ذات النطاق المزدوج هي أكثر أنواع المجازات شيوعاً بالإضافة إلى أن الشبكات المزدوجة والعلاقة المتمثلة بالسبب - النتيجة هي أكثر أنواع الكناية شيوعاً.