

## Stephen Harvey's selected metaphorical speeches: A critical Analysis

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### Abstract

People who struggle to describe topics with one metaphor will have trouble influencing others and understanding their surroundings. If one cannot critically evaluate images, one must accept others' metaphors without inquiry. Metaphor is the key to reclaiming language and starting discussions if language is the main tool for power. The conceptual metaphors that undergird the candidate metaphor in chosen speeches are the focus of this study. The work addresses core Critical Metaphor Analysis questions, such as identifying Broderick Stephen Harvey's metaphor domains. What metaphors do Broderick Stephen Harvey's speeches cover? What constrained notions and views do the metaphors represent? Broderick Stephen Harvey's talks use what motivational metaphors most often? According to the qualitative study, Harvey's preference for metaphor domains like things, disease, and conflict reflects his conceptualisation and beliefs. Harvey often compares people to powerful items or forces to show strength. This shows his belief in self-confidence and trusting one's talents. Sociologically, object metaphors represent alienation or dehumanisation, showing how society can reduce people to objects. This highlights marginalisation and the need for identity and agency, reflecting dehumanising sentiments towards excluded communities.

**Keywords:** conceptual metaphor, critical discourse analysis, metaphor ,critical metaphor analysis.

الخطب الاستعارية المختارة لستيفن هارفي: تحليل نقدي

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الأشخاص الذين يجدون صعوبة في وصف المواضيع باستعارة واحدة سيواجهون صعوبة في التأثير على الآخرين وفهم محيطهم. إذا لم يتمكن المرء من تقييم الصور بشكل نقدي، فيجب عليه قبول استعارات الآخرين دون استفسار. الاستعارة هي المفتاح لاستعادة اللغة وبدء المناقشات إذا كانت اللغة هي الأداة الرئيسية للسلطة. إن الاستعارات المفاهيمية التي تدعم الاستعارة المرشحة في الخطب المختارة هي محور هذه الدراسة. يتناول العمل الأسئلة الأساسية للتحليل الاستعاري النقدي، مثل تحديد مجالات استعارة برودریک ستيفن هارفي. ما هي الاستعارات التي تغطيها خطابات برودریک ستيفن هارفي؟ ما

هي المفاهيم والآراء المقيدة التي تمثلها الاستعارات؟ ما هي الاستعارات التحفيزية التي تستخدمها محادثات برودريك ستيفن هارفي في أغلب الأحيان؟ وفقاً للدراسة النوعية، فإن تفضيل هارفي للمجالات المجازية مثل الأشياء والمرض والصراع يعكس تصوراته ومعتقداته. غالباً ما يقارن هارفي الأشخاص بالعناصر أو القوى القوية لإظهار القوة. وهذا يدل على إيمانه بالثقة بالنفس والثقة بمواهبه. من الناحية الاجتماعية، تمثل استعارات الأشياء الاغتراب أو التجريد من الإنسانية، مما يوضح كيف يمكن للمجتمع أن يختزل الناس إلى أشياء. وهذا يسلط الضوء على التهميش والحاجة إلى الهوية والقوة، مما يعكس المشاعر اللإنسانية تجاه المجتمعات المستعبدة.

**الكلمات المفتاحية:** الاستعارة المفاهيمية، تحليل الخطاب النقدي، الاستعارة، تحليل الاستعارة النقدية.

## 1.1 Cognitive semantics

Cognitive semantics arose in the 1970s in response to the Anglo-American philosophical traditions of objectivism and truth-conditional semantics, which were emerging within formal linguistics. According to eminent cognitive linguist Sweetser, the truth-conditional approach eliminates cognitive organisation from the linguistic system by viewing meaning as the interplay of words with their surroundings. However, Cognitive Semantics takes a different approach, viewing linguistic meaning as a reflection of conceptual structure, or the nature and organisation of mental representation in all its forms. This is the point where truth-conditional semantics and cognitive semantics split. (Evans and Green, 2006, p. 156)

According to some cognitive linguists such as Geeraert, cognitive semantics is the polar opposite of the theoretical movement of grammar and the generativist theory of language. New contributions include a prototype model of category structure. It demonstrates how the dynamic nature of meaning manifests itself in the structure of categories; the conceptual theory of metaphor and metonymy, which is defined as semantic mechanisms that extend beyond the lexical level; the idealised cognitive model and frame theory, which point to a description of meaning structures; and the benefits that cognitive semantics has brought to the field of meaning change research. All of these examples represent fresh contributions. One advantage of these contributions is that they demonstrate three key principles that are critical to a cognitive linguistic model of language. These ideas include the belief in the contextual and pragmatic flexibility of meaning, as well as the notion that meaning is a cognitive phenomenon that transcends the bounds of the word. Meaning is a matter of perspective, which in turn prompts a study into the manner in which word meaning is a matter of perceiving one object in relation to another. This is the core theme of this research (Geeraert, 2010, p. 182-183)

Metaphor, in particular, is a fundamental component of cognitive semantics, which has been the subject of numerous papers by Ortony (1979) and Honeck, but the main propeller came from George Lakoff and Mark Johnson's

1980 publication "Metaphors We Live By," which was the first boat for a new generation of linguists. (Geeraert,2010,p. 203-204)

## **1.2 Metaphors, Beliefs and Thought**

As previously stated, it is critical to combine metaphor analysis with pragmatics because semantics alone will only provide a characterisation of the literal meaning or conventional content of the phrases concerned. Lackoff and Johnson 1980 state that:-

**“never merely matter of having a body of a certain sort. rather, every experience takes place within a vast background of cultural Presuppositions..... Cultural assumptions, values, and attitudes are not a conceptual overlay which may or may not place upon experience as we choose. It would be more correct to say that all experience is cultural through and through, that we experience our world in such a way that our culture is already present in the very experience itself”.**

According to Fowler (1996, p. 57), ideological metaphors blend into social common sense. These metaphors become profoundly embedded in a culture, causing its adherents to ignore or reject the idea that they are metaphors rather than objective facts.

Therese (2007, p. xi) expands on this argument by claiming that meaning is entirely relative and imposing the reader's perspective on the text. Individuals would never be able to engage in debates about their readings because everyone would be exposed to different materials. Metaphor is based on an awareness of linguistic constructions and interpretations rooted in human physiology. Given their comparable physiological composition, humans can understand the majority of each other's verbal conceptions. Furthermore, the shared cultural background strengthens the common understanding among individuals..

## **1.3 Ideology and Culture**

In ordinary language, culture refers to music, literature, painting, sculpture, theatre, and film, among other arts. Culture is the set of beliefs, habits, objects, and other traits shared by members of a specific group or society. Culture allows people and groups to define themselves, conform to shared ideals, and contribute to society. Thus, culture comprises numerous societal factors such as language, conventions, values, norms, regulations, tools, technology, goods, organisations, and institutions (Jaggi, 2015)

According to Eagleton (1991, p.), ideology is more than a set of beliefs; it is a cultural formation that impacts how we perceive the world. Culture, on the

other hand, can influence ideology by providing the setting in which beliefs are developed. The interaction between ideology and culture frequently leads in mutual reinforcement. Cultural practices can represent ideological principles, whilst ideologies can legitimise or criticise cultural norms. This dynamic is obvious in how religious doctrines shape cultural behaviours in many countries. (Geertz, 1973,p.4).

Ideologies are frequently the results of certain cultural situations. They originate from historical events, social conditions, and collective memory. Marxism, for example, emerged in response to the Industrial Revolution's socioeconomic realities, reflecting working-class conflicts. The cultural backdrop of Europe in the nineteenth century—characterized by class struggle, industrialisation, and colonialism—shaped Marxist philosophy. (Marx Engels, 1848).

#### **1.4 Critical Metaphor Analysis**

In his study of the relationship between language and cognition, Black (2004, p. Xii) investigates the elements that influence theocrats, politicians, and media magnates' use of impactful words and phrases. He emphasises on metaphors because of their powerful capacity to influence people by delivering concepts in a specific light.

Black investigates a novel approach known as Critical Metaphor Analysis, drawing on viewpoints from pragmatics, cognitive linguistics, corpus analysis, and critical discourse analysis. The purpose of critical metaphor analysis is to reveal the underlying (and sometimes unconscious) intentions that drive language users' use of metaphor. (Black, 2004, page 34). He claims that metaphor is always about both thought and language forms; thus, it is primarily about meaning (the relationship between the world, linguistic forms, and underlying mental representations); thus, learning more about metaphor can only help you learn more about what meaning is indicating (Black, 2004, p. Xiii). He goes on to say that metaphors bring the language to life. As a result, metaphor has dualistic aspects because it refers to both the cognitive process and the words that come from it. The more a metaphor is understood, the clearer the link between metaphor and other kinds of language and human mind becomes. Language is thus both a reflection of human thought and the outcome of the process. (Black 2004, pp.2–3)

The cognitive-semantic approach is useful since it uses a single, consistent set of criteria to classify metaphors. It allows for accurate comparisons of metaphor usage across speech domains (Black, 2004, p.9). The degree to which distinct allophones are seen as belonging to a single phoneme varies according to one's experience with different accents; the phoneme exists only as an abstract idea that unifies the entire range of allophonic variations. However, the

concept of the phoneme may explain why different phonetic forms can convey the same meaning to different languagespeakers.(Black,2004,p.244)

Johnson (2008, p. 49) contends that common ways of thinking about mental processes and cognition rely heavily on the concept of written and spoken language; the assumption that thoughts are linguistic forms written in the mind provides the foundation for expression. As an example from an Iraqi culture, it is typical to state "I memorise you, I can read you well" in order to convey to another person that I feel you and know you well.

The core concept of CMA is that cognition is the result of mental instruction to understand what is going on in the world. Whether language, perception, or memory require going beyond the provided knowledge, it results from the interaction of the individual's prior knowledge and the context. In other words, perception and language are inextricably and indiscriminately linked.

### **1.5 The Model of the Study**

The present study is based on one primary source "Corpus Approaches to Critical Metaphor Analysis by Jonathan Black 2004 as a model in analyzing the data .Black (2004) outlines three steps in the analysis of metaphors: identification, interpretation, and explanation stages. Metaphor identification involves a detailed analysis of selected texts to determine potential metaphors. The criterion for identifying a linguistic expression as a candidate metaphor is the presence of incongruity or semantic tension at linguistic, pragmatic, or cognitive levels, which results from a shift in domain use (Black, 2004, p. 35).

Metaphor interpretation involves examining the relationship between metaphors and the cognitive and pragmatic factors that shape them, highlighting the identification of conceptual metaphors and, when applicable, conceptual keys. At this stage, it is pertinent to evaluate the degree to which metaphor selections contribute to the formation of a socially significant representation.

### **1.6 Data Analysis**

#### **Extract 1**

**When you are trying to get to the next level and you can see where you're trying to get to, there is a ceiling that you have to break through. But in order to get to the next level, it is because you can see what you want to become. But the only reason you can see the next level is because this ceiling is made of glass. In order to get to the next level, you must be willing to break through the glass. Anytime you break through glass, you are going to get cut, you are going to bleed, and in order to get to the next level, you are going to have to give up something that you care about; you cannot take everything with you; everybody comes with you; you can't go with you, so**

**when you go through the glass ceiling, you have to be willing to get cut. The cut is going to put some bruises and bludge, but that's the only way to get to the next level.**

The domain of metaphor in extract 1 is a **Conflict metaphor**

### **1- Identification stage**

When it comes to attaining the next level of success, Harvey contrasts it to breaking through a glass ceiling. Despite the fact that the glass ceiling is a barrier to advancement, the next level reflects achievement and accomplishments. There is a number of significant terms that provide light on the conceptual metaphor. These words include **glass, breaking through, being cut and bleeding, and giving up something that is vital to you**. The term "glass ceiling" refers to the fact that even if a person is completely aware of the destination he wants to reach and the goals he wishes to achieve, there may still be impediments in his way that he is unable to perceive. This underlines the fact that there are barriers that might stand in the way of achievement, even when it is obvious via the ceiling (objectives) that they are there .

When applied to the real world, the term "**glass ceiling**" refers to an unseen barrier that may prohibit some persons from attaining their full potential or making advancements in their careers. People who are attempting to achieve the next level of success face a number of obstacles.

Additionally, physical shattering through a glass barrier, which would result in cuts and blood, indicates that a person is smashing something important, so it is important to keep moving forward. Furthermore, it is evident that even if the ceiling is beautiful, clear, and protective above one's head, one must get red off it in order to let go and find themselves. Also, in order to achieve one's objectives, it is vital to successfully solve problems and find solutions to them. In addition, it is possible to do great things even if they demand blood, given that one is tenacious and has the passion to accomplish all of these things.

Moreover, in order to achieve new heights in one's life or job, it may be required to defy expectations, break free from limitations, and question traditional beliefs of what is realistically achievable. This is because it is conceivable that these things will be necessary in order to achieve new heights. A further meaning of the phrase "breaking through glass" is that it symbolizes the individual's victory over the concerns or limits that are preventing them from working towards the reform of society. It's possible that this will motivate other people to pursue goals that are similar to yours and encourage them to follow the same footprint. It is possible that the act of cutting and bleeding is a metaphor for the agony and difficulties that are associated with taking risks and

going beyond one's comfort zone. This is something that may be a possibility. It is possible that in order to achieve personal growth, any person may be required to make sacrifices, which may force him to give up something that is significant.

In the same way that it takes time for a physical wound to heal and that human skin repairs itself over time, obstacles also have to confront the fact that they are only transitory and that the pain they create will ultimately fade as a result of the process of growing up.

## 2- Interpretation stage

The conceptual metaphor that can be concluded from extract (1) is “Achieving success is a bleeding process”

The metaphor that Harvey uses highlights the importance of having strength, tenacity, and the ability to overcome hurdles. By doing so, it exemplifies the concept that one may triumph over obstacles and achieve their objectives in spite of the fact that they have had failures if they are determined and persistent. When it comes to accomplishing one's objectives, this viewpoint places a strong focus on the necessity of doing so with tenacity and perseverance. In addition to this, it requires taking into mind the greater consequences of reducing social barriers and working for inclusivity and justice for each and every person. By analysing this metaphor, it is possible to understand the difficulties that marginalised groups have in their efforts to achieve recognition and success in their respective fields. Despite the fact that growth often includes adversity and difficulty, it is feasible that the benefits of development may finally be worth the effort over time.

The similarity between the two spheres is that, in the same way that a glass ceiling may restrict growth and progress, there may be hurdles or barriers that are not visible to the naked eye that stand in the way of one's path to accomplishment.

**Table 1 Analysis of extract (1)**

| No. | The source domain                | Target domain                                      | Redundancy |
|-----|----------------------------------|--|------------|
| 1   | glass ceiling                    | Obstacles  | 3          |
| 2   | breaking the glass               | cope the obstacles                                 | 4          |
| 3   | get cut                          | the suffering of stepping out of your comfort zone | 2          |
| 4   | give up something you care about | Sacrifices   | 2          |
| 5   | bruises and bludge               | the price of the success                           | 2          |
|     | Total                            |  | 13         |

### **3- Explanation stage**

This is the conceptual metaphor that helps bring attention to concerns of inequality, especially those that apply to racial or gender inequality. The obstacles that disadvantaged groups face as they grow closer to achieving higher degrees of achievement and recognition is one potential interpretation of this metaphor. In order for individuals to achieve success on their own terms, they will be able to face and prevail over the hurdles that are provided by institutions if they are able to break through what is known as the “glass ceiling”.

By studying the implications of these metaphors, one might potentially initiate important talks about the significance of establishing settings in which everyone has the chance to be successful. When seen from this conceptual point of view, the blood and bruises are symbolic of the many expenses that are connected with achieving one's ambitions..

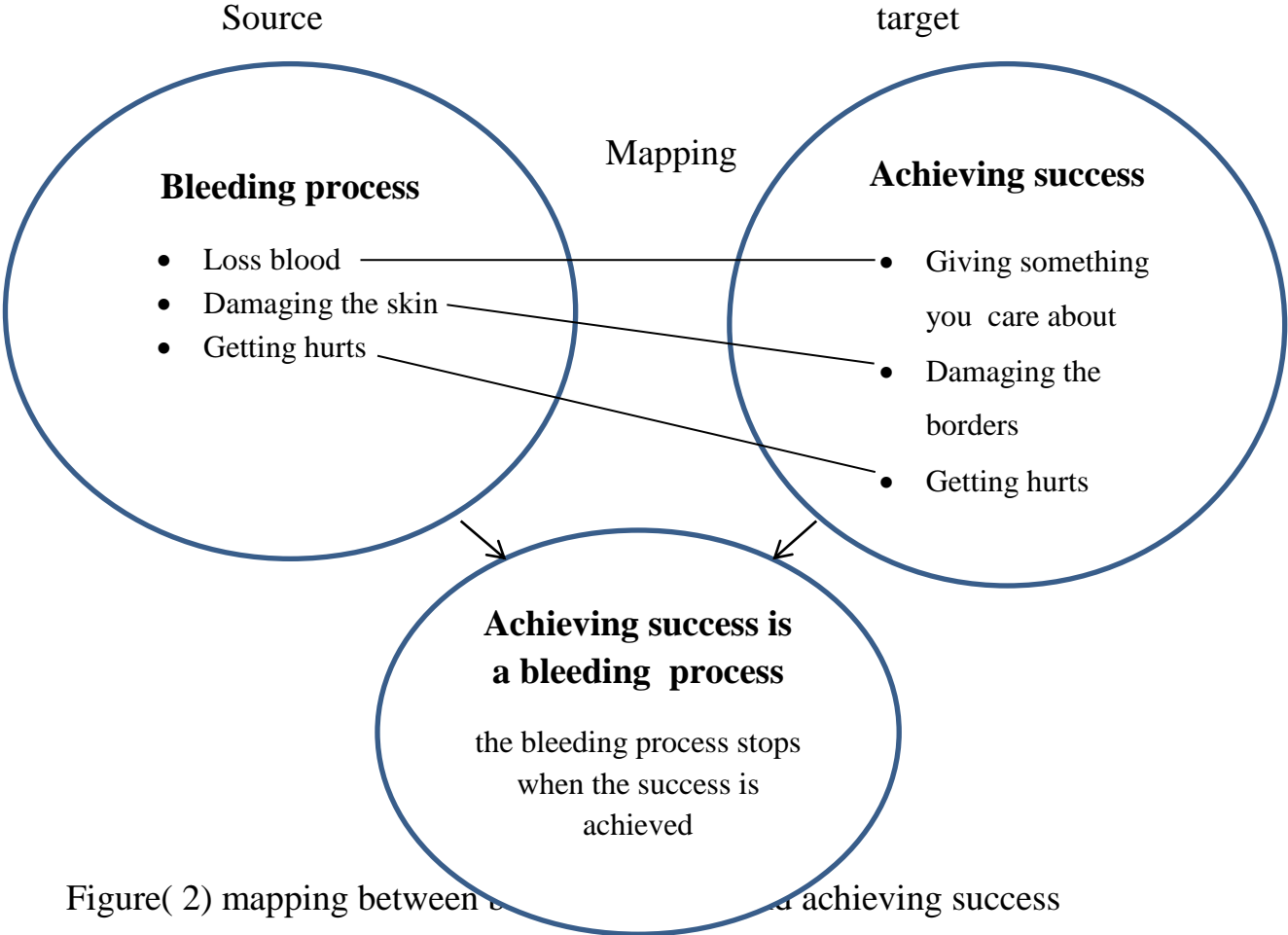
It is often necessary to let go of long-standing habits, beliefs, or even particular interpersonal relationships that may be preventing the individual from growing and progressing in life. The goal is to let go of these things so that one may go ahead. This is due to the fact that these items have the potential to act as a kind of self-control. To the greatest extent possible, it is essential for human beings to be surrounded by others who encourage the growth and drive necessary to realise their full potential.

In the face of challenges, Harvey's speech typically demonstrates a spirit of endurance and perseverance among his audience. The use of metaphors that emphasise endurance, such as equating achievement to a bleeding process or a struggle, is one of the ways that he conveys the message that his culture values tenacity and hard effort in the process of overcoming obstacles. When Harvey, who is a black man, employs metaphors that pertain to overcoming obstacles and perseverance, it is probable that he is making a reference to the historical backdrop of racial discrimination and structural inequalities that the Black community must cope with. This is something that the Black community must contend with.

It is possible that Steve is highlighting the resilience and tenacity with which many individuals of African descent have triumphed over it by adopting analogies that are comparable. As a reflection of the challenges and difficulties that individuals in the community face on a daily basis, he displays these characteristics. One interpretation of Harvey's metaphor is that he is attempting to convey the concept that in order to achieve success, one must be fast to grasp opportunities and take calculated risks. The fact that he employs allegories may create the idea that he is of the opinion that it is necessary to take initiative, to be courageous, and to be ready to venture beyond of one's comfort zone in order to achieve the objectives that one has set for oneself. Figure (1) clarifies the



mapping between bleeding process (the source domain) and achieving success (the target domain)



Figure( 2) mapping between bleeding process and achieving success

**Extract 2**

**Pain always leaves a gift. Always, it is not going to change for you. The blessing could be you have to have a career change. You didn't care about your job. No way. It just paid bills; it wasn't your dream job. It wasn't what you were to do the rest of your life. See, what people don't understand is when a door closes, all God is really saying to you is, "Walk up the hall; there are some more doors". Man, quit thinking this is the only door available. When a door closes, could God be saying to you, Walk up the hall; he got another door that's probably bigger and better that he wants you to go to.**

The domain of metaphor in extract 2 is **"Illness metaphor"**

### **1- Identification stage.**

It is a metaphor that admits that pain is an inescapable component of life and indicates that there is a consistently good conclusion, such as gifts or blessings, that emerges from these experiences. "Pain always leaves gifts" is a metaphor that accepts that suffering is an unavoidable component of existence. It is feasible to see pain as a potent and often unavoidable component of one's own personal experience to some degree. This phenomena may have its roots in a variety of personal experiences, including but not limited to hardships, disappointments, or losses. The experience of pain is not just something that one must go through; rather, it is a vital experience that shapes the person who is going through it. As a consequence of this, it encourages personal growth and progression, which ultimately leads to a good change.

The metaphor of doors is a helpful complement to the idea of suffering since it illustrates the possibilities and shifts that might occur in an individual's life. It is common knowledge that the act of shutting a door is a sign that a certain time period or set of circumstances has reached its conclusion.

This is often connected with a feeling of hardship or disappointment. On the other hand, it also implies that a different door may open, which would be a representation of fresh prospects that might result in development and good transformation. When seen in this light, the closed door acts as a stimulant for movement, motivating people to look for new avenues or opportunities (to open a new door).

### **2- Interpretation stage**

The conceptual metaphor that can be concluded from extract (2) is "Pain is a teacher"

When seen through this lens, it seems that suffering is a means by which one might acquire vital lessons and insights, much like a teacher leading a human being through challenging topics. It brings to light the idea that experiencing difficulty may lead to the acquisition of a significant amount of information, wisdom, and self-awareness. According to the metaphor, the transforming potential of suffering demonstrates that enduring through hardship

may pave the way for human progress and development. It is possible to reframe suffering as a source of understanding and power, rather than just as a source of sorrow. A person's life is a natural cycle of progress and challenges that occur throughout their lifetime, and the door that closes is a metaphor for life. This indicates that by maintaining a positive attitude in the midst of hardship, one may open himself up to new opportunities that are not only enjoyable but also rewarding.

According to a different point of view, rather than seeing pain to be a totally unpleasant experience, it encourages individuals to consider suffering as a vital component of the path towards realising their actual potential. It portrays suffering as an inevitable component of life that propels individual development and opens doors to new chances. Additionally, every challenging event serves as a stepping stone on the path to the discovery and enhancement of oneself. This highlights the concept that the challenges and difficulties encountered throughout the process of growth are not only impediments but rather crucial components of the development process. For one's own development, it is an essential component.

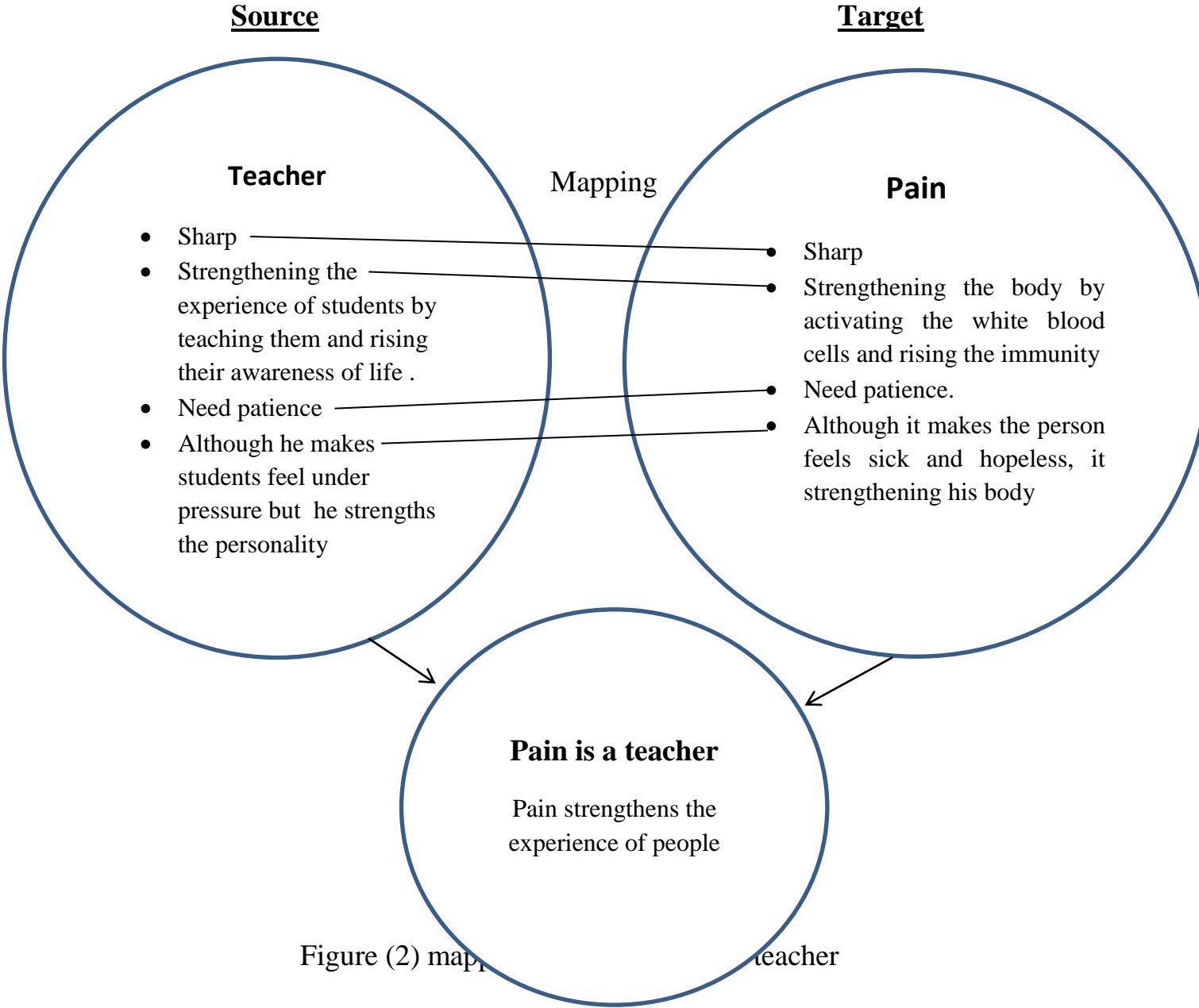
**Table 2 Analysis of extract 2**

| No.   | The source domain | The target domain   | Redundancy |
|-------|-------------------|---|------------|
| 1.    | Pain              | difficult or challenging experiences in life                                | 2          |
| 2.    | Gifts             | positive outcomes, lessons, or opportunities that arise from enduring pain. | 5          |
| 3.    | Closed door       | Unachieved goal   | 3          |
| 4.    | Opened door       | New opportunities for the goal  | 3          |
| Total |                   |   | 13         |

### **3- The explanation stage**

According to the theory of the function of pain in learning, pain is not only an unpleasant experience that should be avoided; rather, it may be an essential component of life. Resilience, sensitivity, and the capacity to know oneself are all gifts that it bestows onto its recipients. This is the method of dealing with pain that is constructive. People are more inclined to adopt a proactive approach when presented with obstacles if they regard pain as a teacher. This is because people tend to learn from challenges. It is possible that they may choose to see challenges as opportunities to learn and grow rather than as situations that would cause them to feel overwhelmed and depressed. When seen from a more long-term perspective, it has the potential to provide light on the relevance of contemplation and patience in the face of pain. There is a risk that the lessons acquired may not be immediately apparent; nonetheless, over the course of time, they can yield knowledge that is valuable.

By demonstrating how people may draw similarities between the instructive nature of education and the transforming potential of suffering in people's lives, this connection demonstrates how people might do this. Figure (2) classifies the mapping between the teacher(the source domain) and the pain (the target domain



**Conclusion**

Harvey's predilection for specific metaphor domains, such as things, illness, and conflict, over others may reflect his conceptualisation and beliefs. The relatability of objects, illness, and conflict is universal. Everyone can identify to these ideas, making his words more powerful and understandable to a wider audience. These metaphors frequently have significant emotional impact. Illness and strife, for example, might elicit emotions of struggle, resistance, and success, making his presentations more engaging and memorable. Metaphors are frequently easy and simple, in addition to being clear. They can reduce difficult ideas and make them more understandable to his audience. This clarity can be especially useful in motivational speaking, where the goal is to excite and energise audiences.

When Harvey utilises the metaphor of disease, he does not necessarily mean only physical illnesses; rather, he means all potential illnesses that can harm a person, whether psychological or physical. As stated in Extract 9, the phrase "fear freezes people." The term "freeze" does not refer to the process of freezing itself; rather, it refers to the concept of the stability of things or people under low temperatures, which has resulted in the limitation of their use or mobility. This reveals a clear link between the symptoms of low temperatures and paralysis. While these mechanisms are unique, they eventually produce the same result: "inability to move." This paralysis arises because it stops a person from trusting himself or making independent decisions.

However, In many cultures, metaphors for objects, illness, and conflict are strongly rooted and well understood. Harvey's metaphors simply reflect his own preferences and experiences. He finds that using metaphors helps him deliver his messages and engage his audience. His life has had an undeniable impact on his symbolic choices; he has encountered considerable obstacles, including homelessness and career disappointments. Using metaphors relating to disease and conflict represents his personal battles and the resilience he developed as a result of those events. His background also includes a variety of vocations and life experiences, ranging from boxer to comedian. Object metaphors come readily to him since they can translate complex thoughts into concrete, everyday stuff, making his counsel more practical and relevant. The most evident and indisputable fact is that growing up in a working-class African American household has an impact on him because of the cultural narratives and values he was exposed to, like struggle and triumph within these communities.

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