A Cognitive Study of Conceptual Metaphor of Hawthorne's *The Scarlet Letter*

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Abstract

This study explores the use of conceptual metaphors in The Scarlet Letter through Appraisal Theory. While previous studies have examined metaphor and literary analysis, there has been no specific study on the relationship between conceptual metaphors and Appraisal Theory in this work. This study aims to fill that gap by systematically analyzing how metaphorical language influences the novel's themes.

The objectives include identifying how metaphors frame social judgment and moral assessments of characters, determining the frequency of attitude categories (Affect, Judgment, Appreciation), analyzing engagement categories (monoglossia vs. heteroglossia) related to Puritan moral codes, and uncovering common graduation patterns (upscaling or downscaling) in metaphorical expressions.

Five guiding hypotheses suggest: 1) negative affective categories dominate sin and guilt metaphors; 2) negative judgment metaphors reinforce societal condemnation of Puritan violations; 3) Judgment is the most frequent attitude related to morality; 4) Monoglossic engagement asserts strict Puritan morals; and 5) Upscaling patterns emphasize thematic significance.

Using Martin and White's Appraisal System, the analysis of fifteen extracts reveals that Hawthorne's portrayal of sin

and guilt is shaped by oppressive Puritan values, with negative judgment as a dominant framework. Monoglossic assertions reinforce strict morals, while upscaling highlights thematic importance.

1. Introduction

This study explores how individuals comprehend and process metaphors in novels, acknowledging a general understanding gap in how readers mentally construct symbolic meanings from text. In recent years, the study of conceptual metaphor in literature has gained prominence, bridging literary analysis with cognitive science. Building on George Lakoff and Mark Johnson's groundbreaking work, which posits metaphors as fundamental cognitive structures rather than mere linguistic expressions, this research recognizes the significant implications for literary study, enabling exploration of how writers use metaphorical language to convey intricate topics and emotional depth.

Despite the growing popularity of conceptual metaphor research in literature, a specific gap exists in systematically analyzing the relationship between conceptual metaphors and Appraisal Theory within *The Scarlet Letter*. While previous studies have examined metaphor and literary analysis, this study aims to fill that void by systematically analyzing how metaphorical language influences the novel's themes and conveys attitudes.

The primary objectives of this study are to identify dominant affective categories (e.g., happiness, sadness, anger, fear) realized through conceptual metaphors, analyze how these metaphors frame social judgment and moral assessments of characters, specify the most frequent categories of attitude (Affect, Judgment, Appreciation) expressed via conceptual metaphor, determine the most frequent engagement category (monoglossia vs. heteroglossia) related to Puritan moral codes, and uncover common graduation patterns (upscaling or downscaling) in metaphorical expressions. This research employs a mixed-methods approach, combining qualitative and quantitative analysis, and utilizes Martin and White's (2005) Appraisal System, including its sub-systems of Attitude, Engagement, and Graduation, which is particularly effective for analyzing how texts convey emotion, judge behavior, and express different viewpoints. This systematic, data-driven approach offers a novel methodology by combining Appraisal Theory and Conceptual Metaphor Theory for analyzing *The*

Scarlet Letter, thereby enriching literary interpretation by bridging cognitive linguistics with social-semiotic analysis.

2. Literature Review
2.1 Cognitive Linguistics(CL) :General Overview

Cognitive Linguistics (CL) is a relatively new linguistic approach that began to take shape around 1987, marked by the publication of key works by Lakoff, Langacker, and Johnson. It emerged as a reaction against generative grammar, which prioritizes syntax over semantics and pragmatics. CL emphasizes the importance of meaning in language analysis, arguing that focusing solely on form neglects crucial aspects of linguistic phenomena (as cited in Barcelona & Valenzuela, 2011).

Evans (2007) defines CL as "A school of linguistics and cognitive science which emerged from the early 1980s onwards.it places central importance on the role of meaning, conceptual processes and embodied experience in the study of language and the mind, and the way in which they intersect. Cognitive linguistics is an enterprise or an approach to the study of language and the mind rather than a single articulated theoretical framework. It is informed by two overarching principles or commitments: the generalization commitment and the cognitive commitment. The two best developed sub-branches of cognitive linguistics are cognitive semantics and cognitive approaches to grammar."

Cognitive linguists argue that language's systematic structure reflects human conceptual systems, with certain phrases indicating this, and that the mind's structure may also reflect environment and sociocultural experiences(Evans & Green, 2018).

2.2 Conceptual Metaphor Theory(CMT)

Cognitive Metaphor Theory (CMT) originated from the book "Metaphors We Live By" by Lakoff and Johnson (1980), which is considered a foundational work for much subsequent research on metaphors. The authors explored how metaphors in language are reflections of conceptual metaphors and are cognitive phenomena. This work emphasizes the significance of cognitive linguistics and conceptual metaphor in understanding individuals' worldviews (Lakoff, 1986; Kövecses, 2000, 2002, 2005). According to cognitive linguistics ,the logic of abstract concepts is replaced by the logic of more concrete concepts via a cognitive mechanism known as conceptual metaphor(as cited in Pham, 2023). Lakoff and Johnson (2008) argue that metaphor is a mental mapping that significantly influences daily thought, reasoning, and imagination, rather than merely being a figure of speech. They suggest that conceptual metaphors arise from mental constructions based on analogy, integral to everyday communication and varying in detachment from the physical world.

Lakoff & Johnson (1999) introduced various conceptual metaphors across different domains. Here is an example:

 Example: LOVE IS A JOURNEY:
Source Domain: Physical journey
Target Domain: Romantic relationship
Mapping: The progression of a relationship is compared to a journey, partners are seen as travelers, obstacles as challenges, and reaching a destination signifies success. In literature, novelists use their emotions, creativity, and life experiences into their writings. Sometimes they use uncommon terms to add flair to their phrases. Language used in the novel differs from language used in daily life; this is done to ensure that the novel is correctly communicated. This novel's literary work often communicates the author's artistic objective in a communicative manner. Novels in particular, which are often referred to be metaphors, must possess this crucial quality(Bloom et al., 2009).Literary works that use implied words are often subject to many forms of interpretation, which might cause readers to get the opposite impression from what the author intended. Misunderstandings will result in misunderstandings and ultimately incomprehension(Anone et al., 2023).

2.3 Appraisal Theory

The novelty of this work lies in its specific application of Appraisal Theory to explore the use of conceptual metaphors in Nathaniel Hawthorne's *The Scarlet Letter*. While Appraisal Theory is a recognized tool for analyzing language, this study uniquely employs it to examine how these metaphors convey dominant affective categories and shape social judgment and moral assessments within a literary text, addressing a previously unexamined research gap in this intersection. According to Martin (2015), AT reveals the opinions of communicators, reflecting their cultural values (Hunston & Thompson, 2000). Martin and White (2005) define AT as "evaluative use of language," focusing on how individuals assess attitudes (Attitude), the intensity of those assessments (Graduation), and the resources for shaping identity through social engagement (Engagement).AT consists of categories and subcategories that will be mentioned in the following:

2.4.1 Attitude

Appraisal theory is founded on the attitude system, which assesses how a speaker feels about a subject and how it aligns with societal norms and values (Mirzaaghabeyk, 2022). In appraisal literature, "attitude" refers to evaluative meanings that encourage positive or negative stances towards events or claims (White, 2015). It encompasses feelings, emotional reactions, judgments of behavior,

and evaluations (Martin & White, 2005). Attitude can be attributed to oneself or others (J. Martin & Rose, 2007).

Attitude resources are divided into three categories: affect, judgment, and appreciation. Affect relates to positive and negative feelings, while judgment concerns attitudes towards behavior, further divided into social sanction and esteem. Appreciation involves evaluating phenomena based on their value in a specific context (Martin & White, 2005).

2.4.1.1 Affect

First, there are some essentially attitudinal definitions of emotion: texts express good or negative opinions by reporting either the speaker's or writer's emotional reactions or those of other people.

In terms of affective attitude, authors typically depict both positive and negative emotions, such as happiness or misery, confidence or anxiety, and excitement or fatigue. All of these emotions are categorized as dis/satisfaction (feeling of interest or pleasure), in/security (feeling of peace or worry), and un/happiness (feeling of like or hate and happy or mournful) (Martin & White, 2005). These types of affect are polarized into positive and negative:
1. Un/happiness: "We felt sad/happy".
2 - In/security: "We felt anxious/confident".
3 - Dis/satisfaction: "We felt fed up/absorbed".

2.4.1.2.Judgment

Second, speakers can assess other people's behavior and characters using the judgment system (Martin & White, 2005). Scholars like Thompson (2014), Martin and White (2005), Martin and Rose (2007), and White (2001) distinguish two important subcategories within this system: social sanction, which includes moral evaluations (such as assessments of integrity or ethical conduct), and social esteem, which deals with personal judgments (such as admiration or criticism of someone's abilities or behavior). This difference demonstrates how language serves to place interpersonal and cultural ideals in addition to describing activities.

According to Martin and White (2005) ,the sub-system of Judgment can be further divided into those which fit into Social Esteem and those which belong to Social Sanction.

1. Social Esteem evaluates individuals based on admiration or criticizing, focusing on:

- **Normality** (how conventional one is): *Positive*- normal, natural; *Negative*- peculiar, odd.
- **Capacity** (how capable one is): *Positive*-skilled, able; *Negative*-weak, foolish.
- **Tenacity** (how resolute one is): *Positive*-brave, hero; *Negative*-cowardly, annoyed.

2. Social Sanction assesses moral right/wrong through:

- **Veracity** (truthfulness): *Positive*-honest, credible; *Negative*-dishonest, manipulative.
- **Propriety** (ethical behavior): *Positive*-fair, honorable; *Negative*-dishonest, arrogant.

2.4.1.3 Appreciation

Appreciation is the last attitude system. Appreciation is a way for someone to assess both tangible and intangible things. Three aspects of appreciation exist. **Composition**, **valuation**, and **reaction** (Martin & White 2005, p. 56). Therefore, appreciation seeks out resources to explain the worth of objects and goods rather than being a manifestation of human behavior. (White, 2001; Martin & White, 2005). Additionally, it offers assessments of natural phenomena and frequently uses aesthetic notions and other social value systems to assess natural objects, artifacts, and language in addition to more abstract structures like plans and policies (White, 2001, p.4; Martin & White, 2005, p.36), as in:

4. "a beautiful woman"

In the example, the process of appreciation focuses on the quality of the woman, as opposed to criticizing her for what she accomplishes; hence, a beautiful lady, a gorgeous woman, a prominent figure, etc., are all examples of aesthetic appreciations.

Appreciation can be thought of as the institutionalization of feelings in the context of proportion. There are three types of appreciation:

1. Reaction: This includes whether something attracts attention or is fun. It can be expressed with words such as fascinating, exciting, sensational, dull, boring, flat.

2. Composition: This is concerned with the balance and complexity of a thing. It can be expressed with words such as simple, clear, precise, complicated, unclear, plain.

3. Valuation: This relates to whether something is innovative, valuable, unique, authentic, fake, useless, or ineffective (Martin & White,2005).

2.4.2 Engagement

The second method of appraising linguistic resources is engagement, when writers or speakers express their opinions on the significant attitudes that are discussed in the text. According to Martin and White (2005), this dialogistic perspective illustrates the type of relationship that speakers or authors portray as engaging.

Martin and White (2005,p.94) define engagement as "all those locutions which provide the means for the authorial voice to position itself with respect to, and to

engage with, the other voices and alternative positions construed as being in play in the current communicative context".

Engagement examines how writers/speakers position their viewpoints while acknowledging or excluding other voices (Almutairi, 2014). It involves **stance-taking** and **intersubjective positioning**, assessing how propositions are evaluated and sourced.

Types of Engagement

1. **Monoglossia**: Presents statements as absolute facts, excluding alternative perspectives (e.g., *"Humans are warm-blooded mammals"*).Reflects no dialogic negotiation (Martin & White, 2005).

2. **Heteroglossia**: Acknowledges multiple voices, allowing debate (e.g., *"Biologists say humans are warm-blooded mammals"*). Subdivided into:

-Dialogic Expansion: Opens space for opposing views.

-Dialogic Contraction: Restricts or challenges alternatives.

2.4.3 Graduation

According to Martin and White (2005), the Graduation system consists of two main axes: Force and Focus. Force scales the intensity or quantity of attributes (e.g., "extremely angry" vs. "slightly annoyed"), while Focus adjusts the specificity of non-scalable categories (e.g., "a true friend" vs. "sort of friendly"). These resources enable speakers to fine-tune their evaluations by intensifying or softening qualities (Force) and negotiating categorical boundaries (Focus).

Martin and Rose (2007) explain that intensifiers help us compare feelings about someone or something. They distinguish between "isolating" intensification—where an individual component sets the intensity (e.g., "somewhat miserable")—and "infusing" intensification, which combines intensity with additional semantic meaning. The current study explores the use of conceptual metaphors in The Scarlet Letter, where figurative language often intensifies processes. Examples include "He came out like a jack in a box" (high vigor) and "Prices have skyrocketed" (also high vigor). These metaphors can be conventionalized and may be described as "dead" or "inactive."

Martin and White (2005) describe Focus as adjusting expressions based on their alignment with ideal semantic categories, affecting emotional tone. For instance,

"They don't play real jazz" implies a scaled performance evaluation, with sharper terms indicating stronger commitment to values (e.g., "a real brat" vs. "a kind of brat").

Consequently, Appraisal Theory analyzes how conceptual metaphors in *The Scarlet Letter* convey emotional, moral, and aesthetic evaluations. It helps uncover the narrator's stance, influences on reader response, and the evolving meanings of metaphors like *the scarlet letter*. This theory reveals the novel's complex themes of sin, shame, and redemption, going beyond simple cognitive mappings to explore the text's evaluative depth. It highlights how these metaphors shape perception and judgment within the narrative.

3. Theoretical and Practical Frameworks

The theoretical framework of this study is built around two important concepts: Conceptual Metaphor Theory (CMT) and Appraisal Theory (AT). These theories play a crucial role in understanding how language and thought interact. CMT, introduced by Lakoff and Johnson, suggests that metaphors are more than just figures of speech; they shape the way we see and understand the world. On the other hand, AT provides a detailed look at how we use language to evaluate and express opinions, fitting into the broader field of Systemic Functional Linguistics. Together, these theories set the stage for exploring language from both a cognitive and a linguistic perspective.

The practical framework is through the analysis of Hawthorne's *The Scarlet Letter*. It focuses on identifying key emotional themes and exploring how metaphors in the text reflect societal judgments and moral evaluations of the characters. By analyzing specific passages from the novel, the study connects theoretical ideas with real-world literary interpretation, demonstrating the relevance of these theories.

4. Analysis and Discussion

The study employs quantitative analysis alongside qualitative analysis to provide a comprehensive understanding of the subject (Kielmann, 2012). Qualitative research focuses on interpreting events based on the meanings individuals assign to them in their natural environments (Denzin & Lincoln, 2005, p. 3 as cited in Harwell, 2011) and can reveal underlying ideas, values, and motivations regarding health behaviors (Curry et al., 2009). In contrast, quantitative research involves gathering and analyzing numerical data to investigate social, economic, and psychological processes (Ahmad et al., 2019). This method supports or disproves claims through statistical treatment of data (Williams, 2007, p. 66). Combining qualitative and quantitative approaches, known as mixed-method research, enhances study validity and provides deeper insights (Creswell & Clark, 2017).

Approximately fifteen extracts might be examined for a comprehensive analysis (In this article, three extracts are chosen for analysis to demonstrate the method that the researcher followed) . The researcher may understand the nuances of

metaphorical language without being overloaded with data because of this method's balance between manageability and depth.

The proper sample size is essential to achieving notable outcomes. In qualitative researches, picking a part to denote a whole, O'keeffe (2006, p.78) mentions, is a trustworthy strategy. This feature has to do with how the chosen texts represent a social product that represents the author's assertions.

The linguistic theory used for language evaluation in this research is Martin and White's (2005) theory of attitude, which focuses on examining the conceptual metaphor in *The Scarlet Letter* . This evaluation theory is divided into three main categories: attitudes, engagement, and graduation. The category of attitudes is further divided into three subcategories: effect, judgment, and appreciation. The researcher will explore Martin and White's appraisal theory, specifically concentrating on the category of attitudes and its three subcategories.

4.1 Qualitative Analysis

Illustrative extract 1

"In a moment, however, wisely judging that(1) **one token of her shame would but poorly serve to hide another,** *she took the baby on her arm, and with(2)* **a burning blush, and yet a haughty smile, and a glance that would not be abashed***, looked around at her townspeople and neighbours.(3)* **On the breast of her gown, in fine red cloth, surrounded with an elaborate embroidery and fantastic flourishes of gold thread, appeared the letter A.** *It was so artistically done, and with so much fertility and gorgeous luxuriance of fancy, that(4)* **it had all the effect of a last and fitting decoration to the apparel which she wore***, and which was of a splendour in accordance with the taste of the age, but greatly beyond what was allowed by the sumptuary regulations of the colony."(ch2,p.65)*

1. Conceptual Metaphor
 In this extract several conceptual metaphors that Hawthorne employs to convey Hester and her internal struggles
1.SHAME IS CLOTHES
Clothes are concrete objects with properties like fit and style as well as behaviors like wearing. Shame, regret, and social stigma are all included in the abstract idea of shame.
2.PRIDE AND DEFIANCE ARE PHYSICAL REACTIONS
Hester's bodily responses such as her "burning blush," "haughty smile," and "glance that would not be abashed" are symbolically used to convey her pride and rejection. Her abstract feelings become clear to these physical pictures.
3. SIN AND IDENTITY ARE PHYSICAL OBJECTS

The scarlet letter serves as a physical representation of the abstract concepts of identity and sin. The gold thread and intricate embroidery suggest that it is not merely a symbol of dishonor, but also an essential aspect of Hester's personality and self-expression.

4. SHAME AND DEFIANCE ARE PHYSICAL ADORNMENTS

The metaphorical description of the scarlet letter as a "decoration" suggests that it is not merely a symbol of shame but also represents Hester's strength and resilience.

2.The Appraisal Theory

The underlying appraisal system in extract 1 is illustrated as follows:

A. The Attitude System

In a complicated attitude of public shame Hawthorne presents Hester Prynne, a woman accused for adultery in Puritan Boston. She started off with a negative attitude in front of the audience, but she changed it to a positive one by smiling and expressing her power by admitting her ignorance of the town's gossip. Her attitude is shown in Table 1 .

Table 1 The Attitude System in Extract 1

Appraisal Item	The Appraised	Aff.	Jud.	App.
one token of her shame would but poorly serve to hide another	Shame		-Pro	-Val
a burning blush, and yet a haughty smile, and a glance that would not be abashed	Hester's emotional state	-Hap		-Rec
On the breast of her gown, in fine red cloth, ……, appeared the letter A	The scarlet letter		-Pro	+Comp
it had all the effect of a last and fitting decoration to the apparel which she wore,	Hester's clothes		+Cap	+Val

The analysis of Hester Prynne's shame in *The Scarlet Letter* uses Appraisal Theory to explore the complex attitudes surrounding her shame. Through the lens of **Affect**, the analysis reveals Hester's emotional turmoil, which is reflected in her *"burning blush"* and her defiant smile. This tension between internal suffering and external composure reinforces the metaphor, presenting shame as both a personal burden and a public performance. **The judgment** analysis reveals the dual nature of societal condemnation and personal resilience, with the scarlet letter serving as both a mark of moral failing and a symbol of Hester's capacity to endure social

rejection. **The Appreciation** dimension highlights the ironic aesthetic valuation of the letter, which creates a dissonance between its beautiful handiwork and its shameful purpose. This negative Composition appreciation reveals Hawthorne's critique of Puritan society, as their attempt to brand Hester results in a perverse prettification of sin. The metaphor's transformative potential is evident, challenging the community's control over Hester's transgression.

Illustrative extract 2

""Drink, then," replied he, still with the same cold composure. "Dost thou know me so little, Hester Prynne? Are my purposes wont to be so shallow?(1) Even if I imagine a scheme of vengeance, what could I do better for my object than to let thee live—than to (2)give thee medicines against all harm and peril of life—so that(3) this burning shame may still blaze upon thy bosom?" As he spoke, he laid his long fore-finger on the scarlet letter,(4) which forthwith seemed to scorch into Hester's breast, as if it ad been red hot. He noticed her involuntary gesture, and smiled. "Live, therefore, and(5) bear about thy doom with thee, in the eyes of men and women—in the eyes of him whom thou didst call thy husband—in the eyes of yonder child! And, that thou mayest live, take off this draught."(ch4,p.91)

1. Conceptual Metaphor

In this extract, several conceptual metaphors are at work, revealing the complex power dynamics and emotional intensity of the scene. Here's a breakdown:

1. **Vengeance is a Scheme or Plan**: Hawthorne presents the concept of a scheme or plan (source domain) to illustrate the act of taking revenge (target domain). For instance, the phrase *"Even if I imagine a scheme of vengeance"* suggests that vengeance is not merely an abstract emotional impulse but rather a deliberate and calculated action.

2. **Medicine is a Protection**: The phrase *"give thee medicines against all harm and peril of life"* uses the concept of protection to represent the effect of medicine. It suggests that medicine can create a barrier against danger.

3. **Shame is a Fire** :Hawthorne uses the imagery of fire (source domain) to represent shame (target domain). The scarlet letter is seen as a "brand" that burns into Hester's breast, both literally and metaphorically.

4. **THE SCARLET LETTER IS A HOT IRON**: In the sentence "*which forthright seemed to scorch into Hester's breast, as if it had been red hot,"* the emotions associated with the scarlet letter are described abstractly, while the imagery of a hot iron is presented as a concrete element.

5. **LIFE IS A BURDEN/DOOM**: The phrase *"bear about thy doom with thee"* employs the idea of a burden or doom (source domain) to symbolize Hester's life

(target domain). This metaphor indicates that her life is not merely a sequence of events; rather, it is a heavy weight that she must carry.

2. Appraisal theory

After identifying conceptual metaphors in extract 3 . The underlying appraisal system is illustrated as follows:

A. The Attitude System

Hester appears with negative emotions of fear and anxiety from Chillingworth's calculated vengeance . Table 8 illustrates on the linguistic resources manifesting her attitude with the graduation devices Hawthorne uses to sharpen or soften her attitude.

Table 2 The Attitude system in Extract no. 2

Appraisal Item	The Appraised	Aff.	Jud.	App.
Even if I imagine a scheme of vengeance"	Chillingworth's potential act of vengeance.	-Sat	-Nor	-Val
"give thee medicines against all harm and peril of life"	The medicines	-Sec	+Nor	
"this burning shame may still blaze upon thy bosom"	Hester's shame	-Sat	-Pro	-Rec
"which forthright seemed to scorch into Hester's breast, as if it had been red hot,"	The effect of The scarlet letter		-Pro	
"bear about thy doom with thee"	Hester's life	-Sec	-Nor	

The table illustrates the negative emotional experiences of Hester and Chillingworth. The mood conveyed is tense and manipulative, lacking any trace of happiness or peace. The feelings expressed are largely negative, centering on dissatisfaction and insecurity. Chillingworth's calculated actions and words are intended to cause pain and suffering, highlighting the emotional turmoil that both characters endure.

In terms of judgments reflecting a negative attitude, they involve negative social sanctions and esteem devices, particularly as Chillingworth expresses his harsh views of both Hester and himself. The text depicts Chillingworth as someone who recognizes his actions as cruel, underscoring a lack of moral propriety. He perceives the prolongation of Hester's shame as a desirable outcome, which violates societal norms of compassion and mercy. Phrases such as *"this burning shame may still blaze upon thy bosom"* and *"bear about thy doom with thee"* suggest a profound lack of mercy and a disregard for humane treatment.

In terms of **appreciations** that reflect the negative attitude, they consist of negative reaction and valuation devices, where Chillingworth manipulates aesthetic

and value judgments to enhance the cruelty of his actions. The negative reaction appears in **"this burning shame may still blaze upon thy bosom"** , this phrase indicates a sense of pain that evokes a strong negative emotion in the reader .

Illustrative Extract 3

"Pearl's inevitable tendency to hover about(1) **the enigma of the scarlet letter** *seemed (2)* **an innate quality of her being**. *From the earliest epoch of her conscious life, she had entered upon this as her appointed mission. Hester had often fancied that(3)* **Providence had a design of justice and retribution**, *in endowing the child with this marked propensity; but never, until now, had she bethought herself to ask, whether, linked with that design, there might not likewise be a purpose of mercy and beneficence. If little Pearl were entertained with faith and trust, as (4)* **a spirit messenger no less than an earthly child**, *(5)* **might it not be her errand to soothe away the sorrow** *(6)* **that lay cold in her mother's heart, and converted it into a tomb?—(7)and to help her to overcome the passion, once so wild, and even yet neither dead nor asleep, but only imprisoned within the same tomb-like heart?"** *(ch15,p.230)*

1.Conceptual Metaphor

The conceptual metaphors in this extract are essential to understanding the characters and their relationships. Here are the details:

1. THE SCARLET LETTER IS AN ENIGMA

As a "enigma," the scarlet letter is figuratively presented as having profound and nuanced meanings. The ambiguity of the letter as a representation of sin is highlighted by this metaphor.

2. **PEARL'S TENDENCY IS AN INNATE QUALITY**

This metaphor shapes not just Hester's life but also Pearl's identity and fate, reinforcing the concept that sin and its effects are unavoidable. Pearl's natural interest in the scarlet letter therefore emphasizes her strong bond with her mother's identity and transgression.

3. PROVIDENCE HAS A DESIGN

In a metaphorical sense, Providence is said to have a "design," implying that things happen as part of a planned and intentional scheme. This metaphor suggests that Hester's suffering and Pearl's participation are not random but rather a part of a greater, divine plan of justice, vengeance, and perhaps mercy.

4. PEARL IS A SPIRIT MESSENGER

Hawthorne in this extract reveals that Pearl's existence is not merely earthly but also spiritual, with a mission to bring about change or healing in Hester's life.

5. PEARL'S MISSION IS TO SOOTHE AND HEAL

The job of Pearl is defined figuratively as a "mission" to "soothe away the sorrow" in Hester's heart and assist her in overcoming her passion that has been imprisoned. According to this metaphor, Pearl serves a redemptive function by transforming and mending her mother.

6. HESTER'S HEART IS A TOMB:

The psychological depth of Hester's anguish is conveyed by this metaphor. Hester's internal sorrow, her repressed feelings, and Pearl's capacity to change her life are all depicted in striking detail. A picture of a "tomb" conjures up images of death.

7. PASSION IS IMPRISONED:

metaphor highlights the psychological and emotional limitations she has by implying that her feelings are imprisoned and incapable of being spoken.

2. Appraisal theory

Having identified the main conceptual metaphors in extract 8, we are now evaluating them using the categories of appraisal theory: attitude, engagement, and graduation.

A . Attitude System

Hawthorne portrays Hester's emotions through vivid images of her sin. When her daughter, Pearl, begins to inquire about the scarlet letter as a complex symbol, Hester's attitude shifts between positive and negative, as demonstrated in the following table:

Table 3 The Attitude system in extract 3

Appraisal Items	The Appraised	Aff.	Jud.	App.
"*the enigma of the scarlet letter* "	the enigma			-rec
"*an innate quality of her being*"	an innate quality		+cap	+val
"*Hester had often fancied that Providence had a design of justice and retribution*"	Providence		+pro	+val
"*a spirit messenger no less than an earthly child*".	Pearl		+cap	+val
" *might it not be her errand to soothe away the sorrow.*	Her job		+cap	+val
the sorrow that lay cold in her mother's heart, and converted it into a tomb"	The sorrow	-sec	-Nor	-val
"*the passion, once so wild, and even yet neither dead nor asleep, but only imprisoned within the same tomb-like heart*"	The passion	-sec	-Nor	-val

Table 3 reveals that Hester's attitude toward her suffering and Pearl's role combines negative and positive evaluations through Affect, Judgment, and Appreciation.

Negative Affect emerges in metaphors like "the sorrow that lay cold in her mother's heart," conveying emotional numbness, while negative Appreciation frames the scarlet letter as an oppressive "enigma" and Hester's heart as a lifeless "tomb." In contrast, positive Judgment elevates Pearl as a "spirit messenger" with a redemptive mission to "soothe away the sorrow," and positive Appreciation suggests Providence's "mercy and beneficence" as counterpoints to retribution. This duality—between Hester's despair (negative Affect/Appreciation) and Pearl's transformative potential (positive Judgment/Appreciation)—highlights the tension between punishment and redemption in the narrative.

4.2 The Quantitative Analysis

Following a demonstration of a qualitative analysis of the relevant data, a quantitative analysis is used to support the accuracy of the qualitative analysis and respond to the research hypothesis posed in the introduction. For quantitative analysis, the results of analyzing the whole data (15 extract from *The Scarlet Letter*) are stated.

4.2.1 The Attitude System Analysis

The attitude system consists of three categories: affect, judgment, and appreciation. Each of those categories has its subcategories. Thus, each category will be discussed separately first for a more comprehensive view.

4.2.1.1 Affect

The emotional evaluation of the conceptual metaphor in *The Scarlet Letter* is shown by the affect category. For the characters, these feelings might stand for un/happiness, in/security, and dis/satisfaction. Table 4 shows each conceptual metaphor's affect subcategory, which is subsequently calculated to represent the entire set of 15 extracts as a single corpus.

Table 4

The Affect Category in *The Scarlet Letter*

Affect Cat.	+hap	-hap	+sec	-sec	+sat	-sat	Total of categories
Extract 1	-	1	-	-	-	-	
Extract 2	-	1	-	2	-	-	
Extract 3	-	-	-	2	-	2	
Extract 4	-	1	-	3	-	1	
Extract 5	-	1	-	1	-	1	
Extract 6	-	-	-	4	-	-	
Extract 7	-	-	-	2	-	-	
Extract 8	-	-	-	2	-	-	
Extract 9	-	1	-	1	-	-	
Extract10	-	-	-	2	3	-	
Extract11	-	1	-	1	-	-	

Extract12	-	-	-	4	-	1	
Extract13	-	1	-	3	-	-	
Extract14	-	1	-	3	1	-	
Extract15	-	3	-	1	-	-	
Total	0	11	0	31	4	5	51
Percentages	0%	21.57%	0%	60.79%	7.84%	9.80%	100%

Table 4 summarizes the occurrences of affect subcategories, representing the emotional dimension of the appraisal system in *The Scarlet Letter*. The table reveals the dominance of **negative security**, with 31 instances (60.78%), followed by **negative happiness** at 11 occurrences (21.65%). Hawthorne's metaphors reinforce Puritanical punishment by linguistically encoding suffering, with **negative satisfaction** (9.80%, 5 occurrences) further reflecting resigned acceptance of fate.

Though rare, **positive satisfaction** (7.84%, 4 occurrences) briefly surfaces in moments of moral resolve or ironic relief, such as Dimmesdale's "triumphant death" or Hester's later social role. Strikingly, **positive happiness and security are entirely absent (0%)**, underscoring Hawthorne's critique of Puritan emotional repression. The systematic denial of joy or safety highlights the novel's bleak psychological landscape.

Thus, the first question **"What are the most dominant affective categories within Appraisal Theory that shape the conceptual metaphors in *The Scarlet Letter*?"** is answered: **negative security and happiness dominate**, reflecting pervasive despair, while the absence of positive affect reinforces the text's oppressive moral universe.

4.2.1.2 Judgment

Judgment is the second category of attitude that includes five subcategories: normality, capacity, tenacity, veracity, and propriety, which are used to evaluate

characters and actions. However, in *"The Scarlet Letter,"* the analysis primarily focuses on just three of these subcategories: normality, capacity, and propriety. The following numerical results represent the frequency of these three subcategories. Table 5 displays these results:

Jud. Cat.	+Pro	-Pro	+Nor	-Nor	+Cap	-Cap	Total of categories
Extracts	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	
Extract 1	-	2	-	-	1	-	
Extract 2	1	-	1	1	1	-	
Extract 3	-	2	1	2	-	-	
Extract 4	-	2	1	1	-	1	
Extract 5	-	2	-	1	-	1	

Extract 6	-	3	-	1	1	-	
Extract 7	1	4	-	1	-	-	
Extract 8	1	-	-	2	3	-	
Extract 9	-	4	1	-	-	-	
Extract10	-	3	-	1	1	-	
Extract11	-	2	-	1	-	1	
Extract12	-	2	-	1	-	1	
Extract13	-	1	-	1	-	1	
Extract14	1	3	-	1	-	-	
Extract15	1	1	2	-	-	-	
Total	5	31	6	14	7	5	68
Percentages	7.35%	45.59%	8.82%	20.59%	10.30%	7.35%	100%

In *The Scarlet Letter*, negative propriety emerges as the most prevalent type of judgment, appearing in 45.58% of instances (31 occurrences), underscoring the novel's deep engagement with themes of morality, sin, and societal condemnation, often conveyed through vivid metaphors of corruption, illness, and darkness. Negative normality follows at 20.58% (14 instances), reflecting the Puritan community's rigid definitions of social conformity and the marginalization of those deemed deviant, framing outsiders as foreign or unnatural. While less frequent, positive capability (10.29%, 7 instances) highlights moments of resilience, skill, and personal agency, offering a counterpoint to the dominant themes of guilt and judgment, whereas positive normality (8.82%, 6 instances) briefly acknowledges conformity to Puritan ideals, reinforcing the novel's overwhelming focus on transgression rather than adherence. Together, these judgment patterns reveal a cognitive framework heavily weighted toward moral condemnation, emphasizing the oppressive nature of Puritan society while allowing glimpses of individual strength and the rare validation of social norms. Meanwhile, positive capability (10.29%) and positive normality (8.82%) provide important counterpoints, showcasing moments of strength and conformity among characters. Although these positive aspects are less frequent, they underscore individual agency and the desire for social acceptance.

4.2.1.3 Appreciation

The appreciation system is mainly concerned with evaluating things and abstract phenomena. Table 6 demonstrates the occurrences of appreciation categories of conceptual metaphor in *The Scarlet letter*.

Table 6

Appreciation Categories in the Selected extracts from *The Scarlet Letter*

App. Cat.	+rec	-rec	+com	-com	+val	-val	Total of categories

Extracts	Fr.	Fr.	Fr.	Fr.	Fr.	Fr.	
Extract 1	-	1	-	1	1	1	
Extract 2	1	1	-	-	1	1	
Extract 3	-	1	-	-	-	1	
Extract 4	-	1	-	-	-	5	
Extract 5	-	1	-	-	-	1	
Extract 6	-	-	-	-	1	2	
Extract 7	-	2	-	-	1	1	
Extract 8	-	1	-	-	4	2	
Extract 9	-	-	-	-	1	1	
Extract10	-	-	-	-	-	2	
Extract11	-	1	-	-	-	3	
Extract12	-	2	-	-	-	1	
Extract13	-	1	-	-	1	1	
Extract14	-	1	-	-	1	1	
Extract15	1	1	-	1	-	-	
Total	2	14	-	2	11	23	52
Percentages	3.85%	26.92%	0%	3.85%	21.15%	44.23%	100%

The appreciation analysis of *The Scarlet Letter* reveals a dominant emphasis on negative valuation (44.23%, 23 occurrences), indicating that the novel frequently employs metaphors highlighting harm, unworthiness, or lack of value, shaping its critical perspective on Puritan society. Negative reaction follows at 26.92% (14 instances), reinforcing a world filled with discomfort and negative emotional experiences, which deepens the novel's somber tone. In contrast, positive valuation appears less frequently (21.15%, 11 occurrences), offering moments of worth and significance that provide thematic contrast. Meanwhile, positive reaction and negative composition are equally rare (3.84%, 2 instances each), briefly introducing beauty or appeal alongside flaws, adding subtle complexity to the narrative. Together, these patterns underscore the novel's predominantly negative lens while allowing for nuanced glimpses of value and disorder, enriching its exploration of sin, judgment, and human experience.

### 4.2.2 An Overall Attitudinal Analysis

Tables 4, 5, and 6 give a detailed numerical analysis of the three attitude categories individually. However, the judgment category dominates the attitude manifested in *The Scarlet Letter* when compared and calculated as in the following table:

Table 7 Attitude Categories of Conceptual Metaphor in *The Scarlet Letter*

Attitude category	Frequency	Percentage
Affect	51	29.82%
Judgment	68	39.76%
Appreciation	52	30.4%
Total	171	100%

Figure 1

Attitude Categories of Conceptual Metaphor in The Scarlet Letter
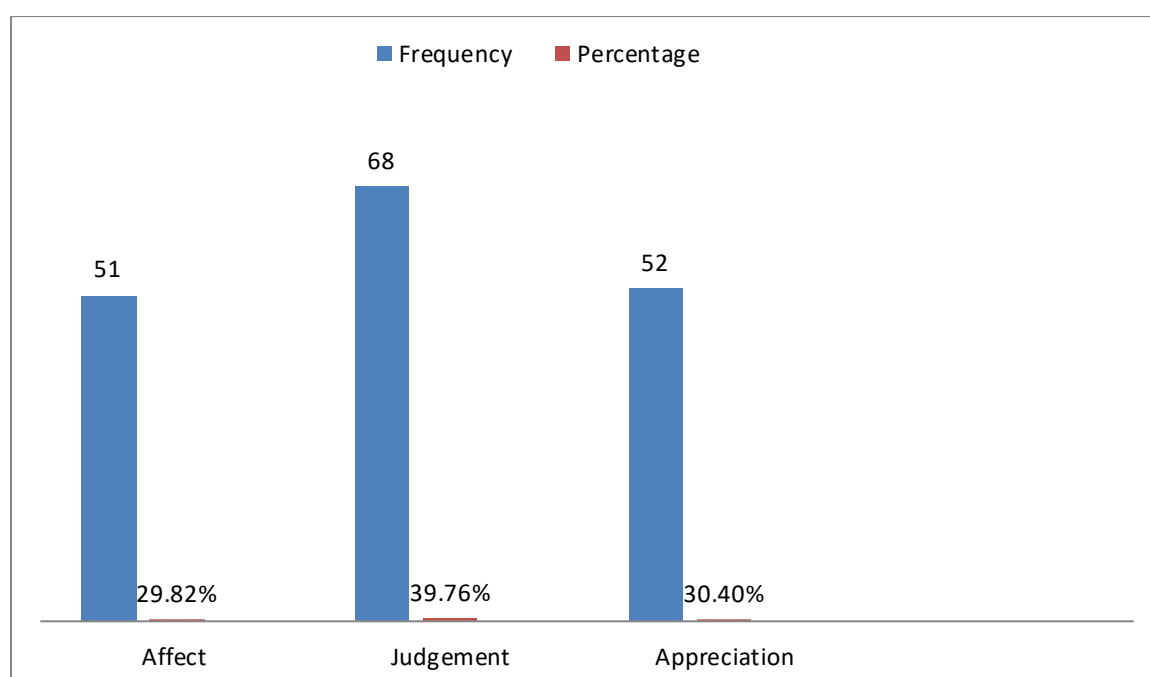
The analysis of *The Scarlet Letter* reveals three dominant attitude categories in its metaphorical framework. Judgment emerges as the most prevalent (39.76%, 68 occurrences), demonstrating how Hawthorne's narrative relies heavily on moral metaphors to explore Puritan ethics, social norms, and character evaluation. Appreciation follows closely (30.40%, 52 occurrences), showing the novel's significant use of metaphors assessing aesthetic and social value, which shape the symbolic landscape. Affect ranks third (29.82%, 52 occurrences), highlighting how emotional experiences are conveyed through concrete, embodied metaphors that map feelings onto physical forces and environments. Together, these patterns reveal a cognitive framework where moral evaluation, aesthetic judgment, and emotional experience are deeply interconnected through metaphorical language, creating the novel's rich thematic tapestry of sin, judgment, and human psychology.

5. Conclusion

The qualitative and quantitative analyses of *The Scarlet Letter* reveal key insights into Nathaniel Hawthorne's portrayal of sin, guilt, and societal judgment through conceptual metaphors. The findings confirm the study's hypotheses while shedding light on the novel's thematic focus.

First, the analysis demonstrates that Hawthorne emphasizes negative emotions such as insecurity and unhappiness in his depiction of sin and guilt, reflecting the oppressive influence of Puritan moral values. This aligns with the first hypothesis, which posited that **specific negative affective categories would dominate metaphors tied to these themes.** The strong feelings in the novel show the psychological impact of being judged morally.

Second, the dominance of negative propriety and negative normality in the metaphors highlights ethical failures and societal transgressions. Metaphors of corruption and deviation illustrate how Puritan society condemns characters who defy its norms. This supports the second hypothesis, confirming that **conceptual metaphors employing negative judgment frequently shape reader perception by reinforcing societal disapproval of moral transgressions.**

Finally, the study confirms that judgment is the most prominent category realized through conceptual metaphor in *The Scarlet Letter*. This finding validates the third hypothesis, which suggested that **judgment categories dominate the novel's metaphorical construction, reflecting its central concern with morality and social evaluation.** The pervasive use of judgment-based metaphors reinforces the text's critique of Puritan rigidity and its impact on individual lives.

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الملخص

تستكشف هذه الدراسة استخدام الاستعارات المفاهيمية في رواية "الحرف القرمزي" من خلال نظرية التقييم. في حين تناولت دراسات سابقة التحليل الاستعاري والأدبي، لم توجد دراسة محددة تبحث العلاقة بين الاستعارات المفاهيمية ونظرية التقييم في هذا العمل. تهدف هذه الدراسة إلى سد هذه الفجوة من خلال تحليل منهجي لكيفية تأثير اللغة الاستعارية على ثيمات الرواية.

تشمل الأهداف تحديد كيفية صياغة الاستعارات للحكم الاجتماعي والتقييمات الأخلاقية للشخصيات، وقياس تكرار فئات الموقف (العاطفة، الحكم، التقدير)، وتحليل فئات المشاركة (المونولوج مقابل الهيتروغلوسيا) المتعلقة بالقيم الأخلاقية البيوريتانية، بالإضافة إلى الكشف عن أنماط التدرج (التكثيف أو التخفيف) في التعبيرات الاستعارية.

تقترح خمس فرضيات توجيهية ما يلي:

1) تهيمن الفئات العاطفية السلبية على استعارات الخطيئة والذنب،

2) تعزز استعارات الحكم السلبي إدانة المجتمع لمخالفات القيم البيوريتانية،

3) الحكم هو أكثر فئات الموقف تكرارًا فيما يتعلق بالأخلاق،

4) المشاركة الأحادية (المونولوج) تؤكد الأخلاق البيوريتانية الصارمة،

5) أنماط التكثيف تُبرز الأهمية الموضوعية للثيمات.

باستخدام نظام التقييم لمارتن وايت، يكشف تحليل خمسة عشر مقطعًا أن تصوير هوثورن للخطيئة والذنب يتشكل عبر القيم البيوريتانية القمعية، مع هيمنة الحكم السلبي كإطار أساسي. كما تعزز التأكيدات الأحادية

الأخلاق الصارمة، بينما يُظهر التكثيف الأهمية البنيوية للثيمات.