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Conceptual Blending Theory

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Abstract:

Conceptual Blending Theory (CBT), developed by Fauconnier and Turner (2002), contributes significantly to the advancement of cognitive linguistics as it offers a model for understanding cognitive processes involved in meaning construction. Based on the earlier theory of mental spaces, CBT claims that human thought and communication are not confined to straight conceptual mappings, but often involve blending different mental spaces to create innovative and emergent meanings. This blending process is not random but guided by a set of conceptual and structural principles that ensure coherence and relevance across domains.

This paper presents a thorough analysis of CBT's fundamental components, including the four-space network model, which is composed of two input spaces, a generic space, and a blended space. These principles describe how elements from separate inputs are integrated and mentally developed to form new and contextually meaningful structures based on selective projection, composition, completion, and elaboration.

Furthermore, the paper emphasizes the structural differences between mirror networks, single-scope networks, and double-scope networks and their roles in linguistic and cognitive creativity, examining the different types of conceptual blending networks. A special emphasis is placed on the application of CBT to the interpretation of metaphorical and idiomatic expressions, as well as its relevance to abstract reasoning, literary criticism, and everyday communication.

Moreover, the paper provides a critical assessment of the theory in addition to its explanations. It discusses both its strengths—such as its ability to explain human creativity and flexibility—as well as its limitations, such as its inability to be empirically measured, its difficulty in defining clear analytical boundaries, and its abstract nature. The discussion also addresses existing disputes in the field about the applicability and testability of CBT in various language and cognitive contexts.

This study intends to clarify Conceptual Blending Theory's mechanics and theoretical implications for students and experts in linguistics, cognitive science, and discourse analysis by offering an accessible yet comprehensive review.

Key words: Conceptual Blending Theory, Mental Spaces, Meaning Construction, Typical Network, Blending Networks, Metaphor Interpretation

نظرية المزج المفاهيمي

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الملخص:

تُعدّ نظرية المزج المفاهيمي(Conceptual Blending Theory) ، التي طوّرها فوكونييه وتورنر (٢٠٠٢)، مساهمة بارزة في تطوير اللسانيات الإدراكية، إذ تقدم نموذجًا لفهم العمليات المعرفية المرتبطة ببناء المعنى. وانطلاقًا من النظرية السابقة للفضاءات الذهنية، تفترض نظرية المزج المفاهيمي أن التفكير البشري والتواصل لا يقتصران على عمليات المطابقة المباشرة بين المفاهيم، بل غالبًا ما ينطويان على مزج فضاءات ذهنية مختلفة لإنتاج معانٍ مبتكرة وناشئة. ولا تحدث هذه العملية بشكل عشوائي، بل تُوجَّه بواسطة مجموعة من المبادئ المفاهيمية والبنيوية التي تضمن التماسك والملاءمة بين المجالات المختلفة.

يقدّم هذا البحث تحليلًا دقيقًا للمكونات الأساسية في نظرية المزج المفاهيمي، بما في ذلك نموذج الشبكة رباعية الفضاءات، الذي يتكوّن من فضاءي إدخال، وفضاء عام، وفضاء مدموج. وتوضح المبادئ الأساسية—مثل الإسقاط الانتقائي، والتكوين، والإكمال، والتوسيع—كيفية دمج العناصر المستخلصة من الفضاءات المختلفة وتطويرها ذهنيًا لتشكيل بنى جديدة ذات معنى وسياق محدّد.

بالإضافة إلى ذلك، يركّز البحث على الفروقات البنيوية بين أنواع الشبكات المزجية الثلاث: الشبكات المتطابقة، وشبكات النطاق الواحد، وشبكات النطاقين، مع بيان أدوارها في تعزيز الإبداع اللغوي والمعرفي. كما يتناول البحث بشكل خاص تطبيق النظرية في تفسير التعابير المجازية والاصطلاحية، إضافة إلى أهميتها في التفكير المجرد، والنقد الأدبي، والتواصل اليومي.

علاوة على ما سبق، يُقدّم البحث تقييمًا نقديًا للنظرية، لا يقتصر على شرحها، بل يتضمّن أيضًا مناقشة مكامن القوة فيها—مثل قدرتها على تفسير مرونة وإبداع التفكير البشري—إلى جانب بعض التحديات التي تواجهها، كصعوبة قياسها تجريبيًا، وتعقيد تحديد حدود تحليلية دقيقة، وطبيعتها المجردة. كما يتطرق البحث إلى النقاشات الدائرة حول قابلية تطبيق النظرية وإمكانية اختبارها في سياقات لغوية ومعرفية متعددة.

تهدف هذه الدراسة إلى توضيح آليات نظرية المزج المفاهيمي ودلالاتها النظرية للطلبة والمتخصصين في مجالات اللسانيات، وعلوم الإدراك، وتحليل الخطاب، من خلال مراجعة شاملة وسهلة الفهم في الوقت ذاته.

الكلمات المفتاحية:

نظرية المزج المفاهيمي، الفضاءات الذهنية، بناء المعنى، الشبكة النموذجية، شبكات المزج، تفسير المجاز.

1. Introduction

The field of cognitive linguistics emerged in the 1970s and has been growing in popularity since the 1980s. Cognitive linguistics for Karen van Hoek (2003) is chief described as a pattern within linguistics. In the course of its growth and development, cognitive linguistics has subsumes a number of different theories and well-known names such as the studies on metaphor (Lakoff & Johnson, 1980), mental space theory (Fauconnier, 1985), Langacker's cognitive grammar (Langacker, 1991), construction grammar (Glodberg, 1995), and Croft and Curse (Croft & Cruse, 2004), which provide a general definition of a paradigm with three main hypotheses that the cognitive linguistic method to language and so on . Within cognitive linguistic theories, conceptual metaphor theory and conceptual blending theory have proposed new ways of researching the processes of meaning construction. The conceptual blending theory, also

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known as conceptual integration theory, which proposed by Fauconnier and Turner based on Lakoff's conceptual metaphor theory. Fauconnier's theory is a further development of metaphor.

2.Conceptual Blending Theory

Blending Theory, likewise referred to as Conceptual Integration Theory, Conceptual Blending Theory, or the Many Space Model, was established by Gilles Fauconnier and Mark Turner (2002). This theory originates from two frameworks in cognitive semantics: Conceptual Metaphor Theory and Mental Spaces Theory. According to Blending Theory, a structure might consist of a combination of structures that together initiate in excess of the total of its components. The process that makes this possible, denoted as "blending" or conceptual incorporation, is thought to be a fundamental cognitive function that is essential to our thought processes. Because Blending Theory makes extensive utilize of intellectual spaces and mental spaces creation as a fundamental component of its building, it is most closely aligned with Mental Spaces Theory in terms of both its basic concerns and architectural design. However, Mental Spaces Theory and even Conceptual Metaphor Theory are unable to sufficiently explain certain facts, leading to the development of Blending Theory as an independent theory. Furthermore, Blending Theory enhances an important hypothetical complexity of its own.

Language has a significant function in the creation of meaning, mainly 'creative' features of meaning structure for example counterfactuals, metaphors, etc. Blending Theory was initially established to explain that part. Recently, however, research indicates that conceptual blending is crucial to individual creativity that fancy, and that indication for this is created not only in linguistic, but in a variety of further activities as well. Fauconnier and Turner (2002) specifically contend that the emergence of sophisticated human behaviors that depend on intricate symbolic capacities may have been facilitated by the capacity

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for conceptual integration or blending. These include the creation and use of tools, rituals, and the advancement of language and art.

2.1 Historical Background of CBT

According to Dancygier (2014), CBT is a relatively new theory, having been recognized in the 1990s and fully articulated by Fauconnier and Turner (2002:299). It was based on the CMT cases in its most formal structure. It did, however, satisfy the requirement that not all enunciations, such as representational ones, are totally unintentional and that entire spaces activated can contribute ro the growing significance. The source and the target are the two spaces that make up CMT as a whole. This allows for the unidirectional visualization of conceptual creation from the source into the target. Gilles Fauconnier and Mark Turner's research initiatives are where CBT got its start. Turner moved in the direction of improving meaning based on his analyses of metaphor in fictional language. Their research plans combined a variety of language characteristics that seemed to consume conspicuous resemblances that both of their systems could not directly explain. Generally speaking, both of them observed that meaning progress seems to originate from construction that is obviously unobtainable in the language or theoretical construction that serves as the procedure's involvement. Their attempts to depict this impression gave rise to Mixing Theory (Evans and Green, 2006:401).

For Turner (2007:377) asserts that the CB hypothesis was commonly well-known by Gilles Fauconnier and Turner in 1993 and is further developed by them for more than a decade. One of the most recent additions to the field of cognitive stylistics is the mixing hypothesis. Additionally, CBT is derived from CMT and MST, as confirmed by Whiteley (2018:214). It views areas as information-theoretic mental spaces that are arranged according to ICMs. As we naturally suspect and converse, the mental spaces are created on the web, and we draw upon them to find meaning. CBT is a genuinely flexible system that can depict intricate conceptual planning across many places

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and provides an alternative picture of how humans interact in representations.

2. 2 Principles and Fundamental Concepts

According to Dancygier (2014:297), the phrase "conceptual blending" surfaces in a series of structures that integrate the study of linguistic and the study of perception. These approaches, which are a component of the wider ground of cognitive linguistics, generally assume that inclusions are not appropriately strapped into words but rather arise as a result of meaning improvement. Sensible combination systems, which are the structures that allow the creation of meaning, are the foundation of cognitive behavioral therapy. When insufficient places are connected by rational harmonies or functions, which are clearly representative of approximately of the fictitious rules of the dual mothering representations. When distant or unrelated conceptual domains are connected through rational correspondences or functions, they represent the abstract operations behind conceptual integration. The idea of “spaces” is drawn from Mental Space Theory, while the notion of designing among spaces finds its roots in Conceptual Metaphor Theory (Nina et al., 2010:51). CBT emerged as an advanced model, offering an alternative to MST and CMT, and it introduces a higher degree of theoretical complexity.

The essential information required for CBT is that importance improvement typically entails the integration of creation that sets to in excess of the quantity of its portions. Blending professors hypothesized that this process of conceptual blending is a necessary and global cognitive movement that is essential to our thought processes. Establishing mental spaces, corresponding across spaces, designing specifically for a mix, finding shared forms, framing inputs in reverse, selecting new structure for the input sources or the mix, and performing various functions in the actual blend are all steps in the process of building a mix network. The goal of the combination network is regularity (Evans & Green, 2006:400).

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CBT functions as a highly dynamic model that captures the flexibility of human cognition. It has an explanatory power not only in the realm of metaphor, but also in the realms of humor, narrative structure, visual representation, and problem-solving. For instance, irony, poetic language, and literary creativity are all involve "framing inputs in reverse". This illustrates how the blending mechanism enables the mind to use well-known conceptual processes to interact with abstract and complicated entities. A successful blending network aims to achieve a state of coherence, which means the integrated concept becomes mentally satisfying or 'blissful.' This regularity can be imposed by specific constraints, such as when solving puzzles like the *Buddhist Monk problem*. This example illustrates how a blend can create an emergent intersection between seemingly incompatible paths. As a result, the mind is able to generate meaningful conclusions through the compression and harmonization of conceptual information (Fauconnier & Turner, 2002: 44).

The ability of Conceptual Blending Theory to describe how people come up with new ideas and apply old knowledge to new circumstances is one of its main advantages. Human innovation and problem-solving are fundamentally based on this adaptive creativity. For instance, in the context of scientific breakthroughs, scientists frequently combine novel data with known hypotheses to produce ground-breaking ideas or solutions. Similarly, in order to portray distinct emotional or intellectual meanings, artists usually combine different ideas or symbols. The blending process is a crucial mechanism for cognitive development because it permits cognitive flexibility, allowing people to creatively combine new experiences with prior information. Research demonstrates how CBT might improve creativity by integrating various cognitive components, which lends credence to this viewpoint (Mahdizadeh Hakak & Bhattacharya, 2018:155).

Additionally, CBT is applicable in a wider range of social and cultural contexts than just basic cognitive domains. Blending, for instance, can be used in cultural studies to explain how cultural behaviors and symbols

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change throughout time by fusing traditional and contemporary elements. In music, art, and language, cultural fusion frequently entails combining ideas from several societies to produce hybrid forms that appeal to a wide range of listeners. CBT helps explain how shared knowledge and cultural experiences lead to the establishment of new identities and social meanings by taking into account the impact of cultural contexts on meaning production (Nina et al., 2010: 51).

To sum up, Conceptual Blending Theory provides an effective framework for analyzing meaning production as an evolving, context-sensitive, and fluid process. CBT embraces the creative, integrative character of mind, in contrast to paradigms that depend on fixed metaphorical mappings. It demonstrates how dynamic brain processes that allow for the creation of novel and significant conceptual fusions, rather than fixed rules, impact our comprehension of language, vision, and imagination.

2.3.Typical Network of Conceptual Blending Theory

Conceptual blending involves, as its typical network, four mental spaces of conceptual mixing, and they are as follows:

1. The input spaces: are separate mental areas. They are comparable to the source and target fields in CMT in some respects. They encompass components that should be suggested in the generic space.
2. Cross-space mapping: It lies among the input space. In other words, its a double direction procedure.
3. Generic space: It comprises all of the data that is used by the two input spaces.
4- The blended space: This involves the features of the input spaces that are proposed into the varied space since which the increasing structure is shaped. It contains the features proposed from the primary involvement. Spaces as well as new-fangled inferences growing since the entire sensible mixture system (Whiteley, 2018: 215-216). These inputs are diagrammed in the figure below:

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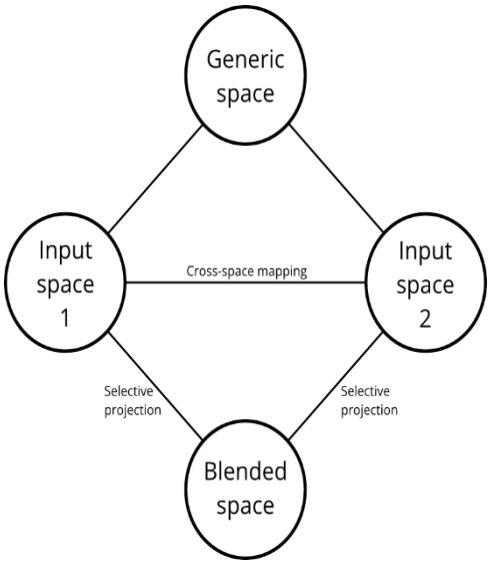

Figure (1): A typical conceptual integration network (Whiteley,2018: 216)

2.4 Types of Blend

Fauconnier and Turner (2002: 120) proposed a four-stage continuum of distinct forms of integration networks that can differ in complexity. These networks include simplex networks, mirror networks, single-scope networks, and double-scope networks, is proposed These networks can differ in complexity. They can be illustrated as follows:

2.4.1. Simplex Networks

In the scenario, Paul is identified as Sally's father; thus, establish the connection using a kinship framework and understanding of familial relationships. Simplex networks employ the role-value vital relationship. The characters of father and daughter are represented in one input area, and the ethics of Paul and Sally in the other. In the general area, we have each individual's gender. These critical links of role-value are forced into the mix, creating uniqueness. Apparently plain and self-evident, Paul obtains the separate member in this kinship network who can be precisely identified as the father of Sally. This simplex network seems so humble

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that it is frequently unnoticed, and it may not even be classified as an integration network so forth (Fauconnier &Turner ,2002).

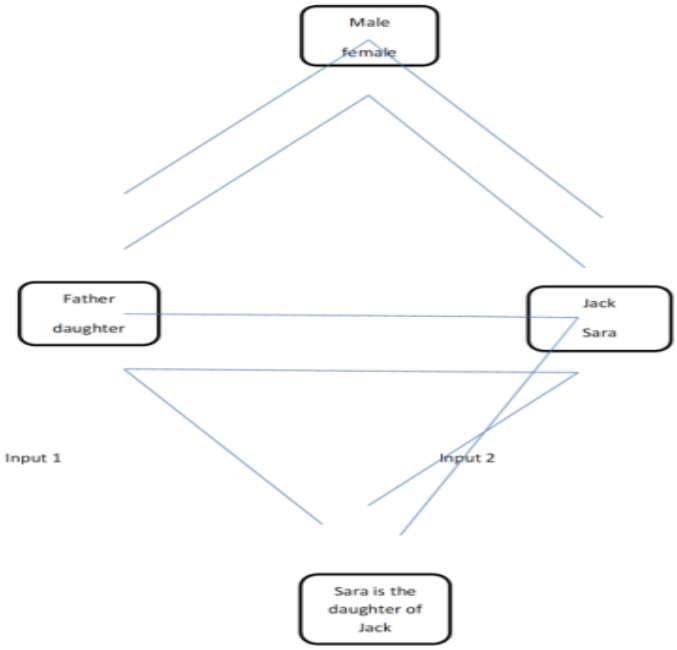

Figure (2): Simplex integration (Evans & Green, 2006:427)

2.4.2. Mirror Network

For Fauconnier and Turner (2002:122-123), the important merit of a mirror network is that each place in the association meets a standard frame incorporating the mix. The regularized typological frame includes the space that it creates and offers a usual of organized relations between the items in it. When binary spaces have the identical arranging frame, they follow the associating network topology and can be effortlessly identified as communication. The design of cross-space between inputs is forthright. Even though mirror network spaces engage in topology at the place of a legalizing frame, they may shift at a more obvious place. For instance, in the “the boat race” network, there are binary elements that suit the mission boat.

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2.4.3 Single-Scope Network

It is most commonly stated by means of metaphorical, with the prediction to the integrated space unequal. This demonstrates that one of the inputs, identified as the source input, provides an shaping frame and a frame correspondent. The target frame will offer parts in a similar manner, but these components will be assigned to the specific rank or related topology. Thus, the source arrives the regulating frame to place the mixture only, not the further involvement's frame. Once again, Fauconnier and Turner (2002) provide an excellent example of a solitary scope network: "the part of two men boxing serves as input space 1, as proposed onto the notion of two top executives belligerent in a commercial struggle, being the input space 2. There exist topologies between the two inputs.

2.4.4 Double-Scope Network

Here, two inputs are included in a clear frame. However, the arrangement derived from each frame corresponds with the blend, and this is why the term “double-scope” is used instead of “single-scope”. As a result, the blend might contain construction of inputs that incorporate contrasting or contradictory elements. This is why that this part of double networks has a significant role. These networks are highly creative and can lead to novel and unconventional conclusions. In addition, these networks involve multiple inputs with various formatting structures in addition to an arranging frame that combines portions of all these frames and has its own unique construction. In double networks, both organizing frames make essential contribution to the blend and their intense alterations facilitate rich collisions. Although these collisions might lead to several challenges in the development of network, the outcome can be highly creative (Evans & Green, 2006: 429).

It is worth mentioning that the Computer Desktop joining point is a twofold extent network. The two main inputs consume several spacing frames: " the frame of office work with file, trashcans, and folders from

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one viewpoint, and the frame of conventional processer instructions, on the other"(Fauconnier &Turner, 2002: 131). The frame in the combination magnets from the covering of office work -clearance trash, initiating credentials in addition to the frame of habitual PC instructions "supplant, "find," "save," "print." Portion of the creative achievement currently is trailing disconsolate frames that can equally join to the blended motion in comportments that are feasible. "Tossing things in the waste" in addition to "printing" do not struggle, despite the fact that they do not consume a residence with a comparable covering.

Furthermore, the Computer Desktop construction point is a double-scope network. The two main inputs involve a variety of frames. "the frame of office work with file, trashcans, and folders from one viewpoint, and the frame of conventional computer orders, on the other"(Fauconnier &Turner, 2002: 131). The frame in the blend draws from the covering of office work-discarding garbage, initiating documents as well as from the frame of customary PC orders "supplant, "find," "save," "print." Part of the inventive achievement here is tracking down frames that can both join to the blended motion in manners that are feasible. "Tossing things in the waste" and "printing" do not conflict, in spite of the fact that they do not have a place with a comparable covering.

3. Blending Theory and Metaphors

3.1 Conceptual Metaphor Theory

Lackoff and Johnson's (1980) conceptual metaphor theory involves mapping between two fields where essentials as of the source domain are shifted to the target domain. However, this theory does not completely elucidate why solitary convinced aspects of the source domain are charted to the target domain. For example, in the subsequent sentence, babyhood is associated with an original notion in psychology:

"Cognitive psychology is still in its infancy." (Lakoff & Johnson, 1980: 47).

The interrogation here, is what some features of babyhood like early stage, youth, and incompleteness are mapped to the target domain

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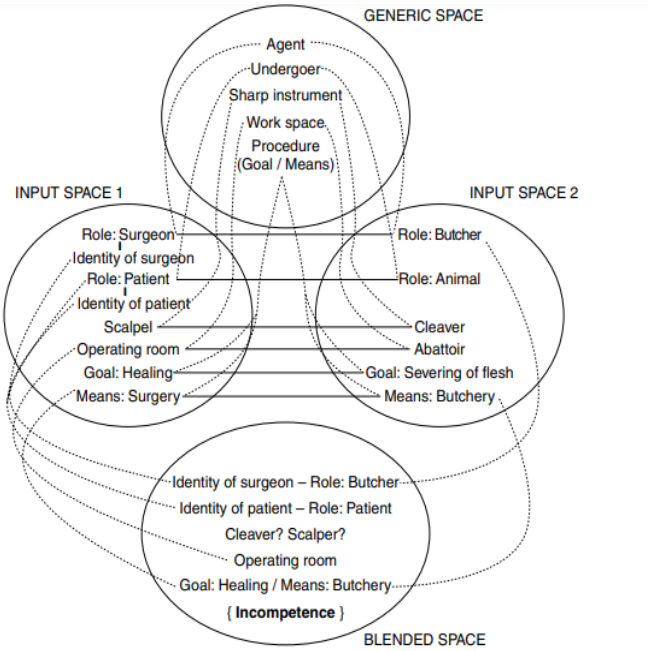
whereas other features like crying, napping, breastfeeding, and babbling are not?.

Building on this frame, Grady et al. (1999) utilized one of the most common illustrations in Cognitive Linguistics:

(6) "The surgeon is a butcher."



Figure(3):Surgeon as a butcher blend (Grady et al., 1999: 105)

To explain the metaphorical meaning of the phrase " a surgeon is a butcher," the field mapping of the conceptual metaphor theory does not fully provide a reasonable justification for the metaphor. The metaphor suggests that the surgeon is unqualified, yet butchers are not essentially unqualified. On the other hand, this interference can by explained by the blending theory through the formation of emergent structure. Figure (3) presents two input spaces. The first consists of the roles and identities of the surgeon and the patient (a human), the surgeon's tools (e.g., a scalpel), the operational area, and the therapeutic process. The goal of this process is to cure the patient which involves using surgery as a way to achieve that. The second space features the butcher's role, the animal

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carcass (a part of meat), the butcher's instrument (e.g., a cleaver), the slaughterhouse, and the procedure. However, the procedures made by the butcher does not cure the animal; instead, it main focus is cutting the animal into smaller pieces. As illustrated in Figure (3), the individuality of the physician is incorporated into the blend , nonetheless it is influenced through both the character of the surgeon and the patient individuality. Then, the method of the surgeon in cutting is conflated with that of the butcher in cutting meat. Picturing a surgeon who attempts to cure a patient in the same way a butcher cuts meat would leave an unforgettable scar and would undoubtedly be seen as unqualified by the patient.

While metaphors of this kind originally motivated Fauconnier and Turner's development of Blending Theory, this approach applies equally to nonmetaphorical instances of meaning construction. Consider the counterfactual example:

In France, Bill Clinton wouldn't have been harmed by his relationship with Monica Lewinsky. As with the SURGEON AS BUTCHER metaphor, this counterfactual prompts for a complex conceptualisation that is more than the sum of its parts. In particular, it involves the conceptual blending of counterparts in order to produce a blend in which Clinton is not politically harmed by his relationship with Lewinsky, an emergent meaning that does not exist in either of the inputs that give rise to it (Evans & Green, 2006).

The integration network for this expression includes two inputs. One input space contains CLINTON, LEWINSKY and their RELATIONSHIP. This space is structured by the frame AMERICAN POLITICS. In this frame, there is a role for AMERICAN PRESIDENT, together with certain attributes associated with this role such as MORAL VIRTUE, a symbol of which is marital fidelity. In this space, marital infidelity causes political harm. In the second input space, which is structured by the frame FRENCH POLITICS, there is a role for FRENCH PRESIDENT. In this frame, it is an accepted part of French public life that the President sometimes has a MISTRESS. In this space,

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marital infidelity does not result in political harm. The two inputs are related by virtue of a generic space, which contains the generic roles COUNTRY, HEAD OF STATE, SEXUAL PARTNER and CITIZENS. The generic space establishes cross-space counterparts. The blended space contains BILL CLINTON and MONICA LEWINSKY, as well as the roles FRENCH PRESIDENT and MISTRESS OF FRENCH PRESIDENT, with which Clinton and Lewinsky are respectively associated. Crucially, the frame that structures the blend is FRENCH POLITICS rather than AMERICAN POLITICS. It follows that in the blend, Clinton is not politically harmed by his marital infidelity. However, because the inputs remain connected to the blend, structure in the blend can project back towards the inputs, giving rise to a **disanalogy** between the US and France. The integration network for this blend is represented in Figure (4) (Evans & Green, 2006).

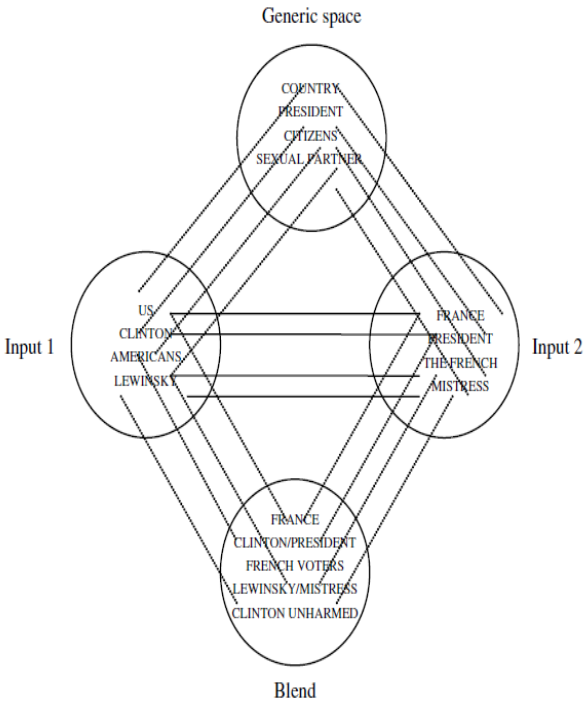

Figure (5): CLINTON as PRESIDENT OF FRANCE blend

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The disanalogy between the United States and France is an important consequence of the counterfactual. The point of the utterance is to emphasize the difference between US and French attitudes, and perhaps moral values, with respect to the behaviour of their politicians in their personal lives. In the US, Clinton was censured for his attempts to keep his affair secret. In France, an affair would not have harmed him politically. The disanalogy is achieved by constructing a counterfactual through blending. An important advantage that Blending Theory has over Mental Spaces Theory, as we presented it in the previous chapter, is that we now have a mechanism that accounts for how structure is recruited and integrated in order to produce emergent structure: novel
and highly creative scenarios like counterfactuals (Evans & Green, 2006).

4. Critiques and Chains of Blending Theory

Gubbs (2000) has presented one of the utmost well-known critiques of the Blending Theory In his critique, Gibbs emphasizes the necessity for a system to be verifiable as Popper (1959) suggests, particularly once the theory has mental inferences, in addition questions whether the blending theory ca be refuted. The exertion of refuting such a theory deceit in the reality that is not a concrete solitary theory but a very wide-ranging framework that cannot be tested (Gibbs, 2000: 349). In response to this subject of falsifiability, Fauconnier and Turner (2002) maintain that they intend to create empirically testable prediction, for instance "predications about kinds of blending, what sums as a logical or illogical blend, and how the creation of a blend relies on the contextual goal" (Fauconnier &Turner, 2002: 55), though they consume yet to do so. Broccias (2004) argues, as his critique for blending theory, that this theory does not have alternative analyses. For instance, in relation to the Buddhist riddle, he (2004: 579) offers a secondary explanation where he suggests that unrelated characteristics can be eliminated, for instance the departure of time among ascension and descension, positioning the genuine period (the specific, token time of the event) in relation to period

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as a type (the broader, nonconcrete concept of time). Thus, he requests whether this puzzle truly includes blending or if it only entails a move as of a "token" to a "type" understanding of time.

Furthermore, to discourse condemnations that blending theory appears unrestricted and has a "everything goes " framework (Fauconnier &Turner, 2002: 309). They propose two types of constraints: constitutional ideologies, which are "the organizational and energetic ideologies of conceptual incorporation" (Fauconnier &Turner, 2002: 310), in addition developing overriding ideologies, which adjust the evolving construction. The purpose of these ideologies is to fulfill the predominant aim of conceptual blending theory, which is to attain individual-scale integration. Likewise, Fauconnier and Turner (2002) outline a established of sub-goals: "wrapping what is distributed, gain universal vision, reinforce critical connections, create a narrative, and move from many to one" (Fauconnier &Turner, 2002: 312, 323, 346).

Johnson (2007) offers yet another criticism, casting doubt on Conceptual Blending Theory's cognitive transparency. Johnson contends that the intricate relationships across domains in CBT frequently lack cognitive transparency, despite Fauconnier and Turner's (2002) emphasis on the adaptability of mental regions and the fluidity of blending. The theory helps explain the dynamics of conceptual integration, but it is not always evident how these cognitive processes take place in real-time processing. The cognitive mechanisms behind blending and how these processes are cognitively accessible or transparent to people during communication and problem-solving activities require more explanation, according to Johnson (Johnson, 2007: 25).

Furthermore, Thagard (2008) raises concerns about the lack of a computational framework in Conceptual Blending Theory. Although the theory offers valuable insights into the cognitive processes involved in blending, he contends that it falls short of providing a tangible, computational model that might be utilized to formalize the simulation of blending operations. Computational frameworks are crucial for evaluating theories in the era of cognitive modeling, particularly when

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examining abstract cognitive phenomena. CBT might have trouble integrating completely into the larger field of cognitive research, which depends more and more on computer simulations to test theories, in the absence of a formal computational model (Thagard, 2008: 114).

CBT is also criticized by Kaal (2009) for its tendency to apply blending mechanisms to an excessively broad range of cognitive problems without paying enough attention to the constraints or limitations that may exist in certain settings. He contends that the theory occasionally overreaches, implementing blending procedures in contexts where they might not be useful or appropriate. Kaal notes, for instance, that blending mechanisms are not always helpful in comprehending language events that require little mental work, such simple sentence formation. Other cognitive models, including processing models of syntax, may be more suitable in these situations (Kaal, 2009: 62).

5.Conclusions

To sum up, one of the main schools of cognitive theory is Conceptual Blending Theory (CBT) that provides a solid framework for understanding the mental operations that creates new insights and meanings across a variety of domains. By focusing on the systematic and dynamic interaction between different domains, this theory sheds lights on how new perspectives can be merged by individuals. The feature of mapping two domains has a fundamental part in perception. "it has integrated, organized possessions of construction and dynamics" (Fauconnier, 2010:189). As the research highlights, conceptual blending is considered a fundamental framework that helps in shaping human experiences, making decisions, and solving problems. That's why it cannot be considered as a merely cognitive process. Future studies could further integrate the Conceptual Blending Theory with other cognitive theories to provide more subtle insights into the intricacies of meaning productions and the role of cognitive dynamics in other fields.

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