

UNIVERSITY OF LATVIA
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH STUDIES

**USE OF CONCEPTUAL METAPHORS IN
POLITICAL SPEECHES**

**KONCEPTUĀLO METAFORU IZMANTOŠANA
POLITISKAJĀS RUNĀS**

BACHELOR THESIS

Author: **Līga Veigure**
Matriculation Card No lv07003

Adviser: lect. Vineta Apse

RIGA 2011

Anotācija

Bakalaura darbs pēta konceptuālo metaforu izmantošanu politiskajās runās. Darba mērķis ir pierādīt, ka konceptuālās metaforas politiskajās runās ir bieži lietotas, jo tās palīdz runai izklausīties iespaidīgai, radikālai, demonstratīvai, emocionālai vai patriotiskai. Lai sasniegtu darba mērķi, kā praktiskā pētīšanas metode tika izmantota diskursa analīze. Literatūras analīze apraksta publiskās runas nozīmīgumu politikā un pēta metaforas, atsevišķi izceļot konceptuālās metaforas. Empīrisko pētījumu aprakstošā bakalaura darba daļa pierāda, ka konceptuālās metaforas politiskajās runās ir plaši lietotas un galvenais iemesls to izmantošanai ir fakts, ka tās palīdz runai izklausīties pārliecinošai, tās piešķir runai konkrētu emocionālu nokrāsu, kā arī palīdz nostādīt politiķus labā pozīcijā. Pašreizējais darbs var tikt izmantots politoloģijā, lai atklātu politisko runu apslēpto nozīmi.

Atslēgas vārdi: metafora, konceptuālā metafora, politiskā runa, diskursa analīze, ietekme

Abstract

The present Bachelor's Thesis investigates conceptual metaphors used in political speeches. The research paper aims at proving that conceptual metaphors are widely used in political speeches, as conceptual metaphors help the speech sound impressive, radical, demonstrative, emotional or patriotic. To achieve the aim of the thesis, discourse analysis was used as a practical research method. The literature review of the Bachelor's Thesis describes the significance of public speaking in politics, investigates metaphors in general and conceptual metaphors in particular. The empirical research proves that conceptual metaphors are widely used in political speeches and the main reason of their usage is the fact that they help the speech sound more convincing and persuasive; they leave a definite emotional colouring on the speech, and help to situate politicians in a good position. The present thesis may be used in political science to find out the hidden meaning of political speeches.

Key words: metaphor, conceptual metaphor, political speech, discourse analysis, impact

Table of Contents

Introduction.....	1
1 Politics and public speaking.....	3
2 The essence of metaphor and the use of metaphor in political speeches.....	6
2.1 Definitions and explanations.....	6
2.2 The role and use of metaphors.....	8
2.2.1 Metaphors in literary language.....	10
2.2.2 Metaphors in everyday language.....	11
2.2.3 Metaphors in political speeches.....	12
2.3 Metaphors and mind.....	13
2.4 Conceptual metaphors and conceptual metaphor theories.....	15
2.4.1 Types of conceptual metaphors.....	16
2.4.2 Theories of conceptual metaphors.....	18
3 Discourse analysis of political speeches.....	22
Conclusions.....	45
Theses.....	47
References.....	48
Appendix 1	50

Introduction

Politics is a very important part of every person's life. It influences economic and social processes and, thus, the welfare and quality of life. However, how much the person is interested in political problems depends on each individual separately. In order to show plans, intentions, ideology, and to list a number of events which have been already taken to improve the situation in the country, politicians debate, make speeches to prove that they will do everything to improve the welfare of the nation. However, it is not easy, as the speech has to be influential and effective: it has to be persuasive and aimed at some specific direction. In order to make the speech efficient, politicians use different stylistic devices, including metaphors, which leave a specific colouring on the speech.

A metaphor is one of the most frequently used and one of the most interesting and creative stylistic devices. Metaphors are used not only to make the language more colourful, but also to clarify and express something. A metaphor also serves as a tool in the creation of words with new meanings. Thus, a metaphor, actually, is a universal stylistic device and this is one of the factors, why it is widely used in political speeches.

There are several types of metaphors and one of them is called conceptual metaphor. Conceptual metaphors are connected with human conceptual system and they express one idea in terms of another. Thus, different issues are often expressed in terms of money, war or sport, in order to make the speech more emotional and more convincing.

Therefore, the **aim** of the Bachelor's Thesis is to analyze conceptual metaphors used in political speeches and find out the impact which they create on the listener.

The study of theoretical literature has allowed the author of this paper to formulate the following **hypothesis**:

Conceptual metaphors are widely used in political speeches, which allow the nation to believe and to rely on the premises made by politicians, as conceptual metaphors help the speech to sound impressive, radical, demonstrative, emotional and patriotic.

To achieve the goal of the research paper, the following **enabling objectives** have been defined:

1. to study and analyze the theoretical literature on metaphors and political speeches;
2. to do the discourse analysis of political speeches;
3. to sum up the results of the discourse analysis and to draw conclusions.

The methods of research are the following:

- Theoretical – literature review on political speeches and metaphors, in particular, conceptual metaphors;
- Practical – discourse analysis of USA presidential speeches.

The present Bachelor's Thesis consists of **3 chapters**

Chapter I defines such terms as politics, speech, and public speaking, and provides information about political speeches, their structure and impact which they create on the audience.

Chapter II provides the information on stylistic devices in general and metaphors in particular, paying attention to the role and use of metaphors. It investigates conceptual metaphor in details, and studies 3 conceptual metaphor theories.

Chapter III presents the discourse analysis of political speeches.

Chapter I. Politics and Public Speaking

The theme of the thesis is Conceptual Metaphors Used in Political Speeches. Therefore, firstly it is important to investigate terms related to politics and public speaking in order to better understand the sense and the peculiarities of political speeches. In Chapter I the author of the present paper will define such terms as politics, speech, and public speaking and will briefly explain the essence of public speaking in politics.

Politics is an important part of everyday life. It influences such significant issues as economics, education, social situation and welfare. The welfare of the nation and living standards are very much dependent on the decisions that politicians make.

In order to better understand the term *political speech*, the author of the present paper first will give some definitions and explanations of what politics means.

Politics is defined as ‘the activities of the government, members of law-making organizations or people who try to influence the way a country is governed.’ (Online 1)

Another, more specific, definition is that:

Politics is the science of government; that part of ethics which has to do with the regulation and government of a nation or state, the preservation of its safety, peace, an prosperity, the defense of its existence and rights against foreign control or conquest, the augmentation of its strength and resources, and the protection of its citizens in their rights, with the preservation and improvement of their morals. (Online 2)

Further, there is a bit different way of how politics is defined: ‘politics is the game of power that the mighty play to hold their domination over the weak.’ (Online 3) In the latter politics is perceived as a game – something that is not serious. Such conclusions can be made because of manipulations and affairs that usually take place in politics.

According to Paul Chilton (2004), there are two descriptions of how politics is viewed. He says that, on the one hand, politics is a race for power. On the other hand, politics is viewed as cooperation in order to solve conflicts of interest over influence, liberty, and money. (2004: 3)

From these definitions and explanations, the author of the present paper concludes that there are different definitions and explanations of the term as politics can be treated differently. However, this research will use the definition by Cambridge Advanced Learners dictionary (Online 1) as it is neutral and concise.

Politics deals very much with speaking and speaking has a very important role in politics as politicians have to make a lot of speeches and participate in debates. Speech acquisition is not a simple process. A child starts to acquire the language and speech since his/her birth and advances during the life. However, it is not enough with knowing the language well and with the ability to speak if the speaker with his/her speech wants to influence a larger audience. In order to better understand the concept of speech and public speaking, the author of the present paper will introduce some definitions and explanations.

Speech is the faculty or power of speaking; oral communication; ability to express one's thoughts and emotions by speech sounds and gesture. (Online 4) Paul Chilton (2004) asserts that with the use of language and speech, people express their opinion, emotions, and thoughts. He says: 'Speech serves to indicate what is useful and what is harmful, and also what is just and what is unjust.' (2004: 5)

John H. Powers (1987) claims that speech most often is spontaneous, but not always. Sometimes there are occasions when speech has to be prepared before. He declares the following: 'The study of speech aims to free you to be able to express yourself in public situations so that your ideas may be heard.' (1987: 5) It is not easy to influence the listener and to persuade him/her to accept the ideas which are considered important by the speaker. Thus, the speaker has to use appropriate language, expressions etc. in order to reach a desirable effect.

Public speaking means to hold a speech in the front of audience. Public speeches may be different: they differ based on the occasion. The occasion dictates not only the content of the speech, but also the duration, the tone, and the expectations of the audience. For example, humour may be inappropriate during a business presentation, while it may be welcome during a wedding speech, or a sports event. Moreover, the public speech should not be based on the assumptions, but it has to be based on arguments. (Online 5)

Public speaking is an integral part of politics. In order to declare their plans and to express their future ideas, politicians make political speeches. In such a

way, citizens may listen to their opinions, promises and intentions, make a decision whether they are satisfied with the plans or ideas proposed and choose the best candidacy in their opinion.

It is very important that politicians should feel comfortable during the public speech, and it does not matter whether the politician has been involved in politics for a long time or not. Moreover, the speech has to be persuasive and the words and phrases have to be chosen very carefully as the audience is mostly sceptical. Politicians should not also forget about emotional characteristics of political speech. (Online 6

Thus, it is very important to prepare the speech very well. The speech has to be well structured, persuasive and based on arguments. According to Paul Chilton (2004), the political process typically involves persuasion and bargaining. It is interesting to see how the use of the language can leave an effect of authority, solidity, legitimacy, which are characteristic features in politics (2004: 5) Therefore, political speeches are persuasive, convincing, patriotic and heroic.

Thus, in order to make the speech effective, politicians have to use the language appropriately.

Chapter II. The Essence of Metaphor and the Use of Metaphor in Political Speeches

Chapter II provides basic information on stylistic devices, and looks into more details in the essence of metaphors. It gives some definitions and explanations, looks into more details in conceptual metaphors and conceptual metaphor theories, discusses the role of metaphors in everyday and literary language, and briefly discusses the use of metaphors in political speeches.

2.1 Definitions and explanations

Firstly, it is important to look at the meanings of a *stylistic device* and a *metaphor*. Stylistic device is part of stylistics. Stylistics can be defined as ‘the study of the use of elements of language style, such as metaphor, in particular contexts.’ (Online 7) Thus, it is possible to say that a stylistic device is an element of a language style.

According to I.R. Galperin (1971), we use the language in different life situations and different aims of communication have led to the differentiations in the language. (1971: 35) By the use of different types of expressions, sentence structures, and stylistic devices it is possible to vary the style of the language. I.R. Galperin gives the following definition of a stylistic device: ‘Stylistic device is a conscious and intentional intensification of some type structural or semantic property of a language unit promoted to a generalized status and thus becoming a generative model.’ (1971: 30)

Stylistic devices must always have some function in the text, besides they bring some additional information. The conception that words possess several meanings gives rise to such stylistic devices as metaphor, metonymy, irony, epithet and others. (Online 8)

Metaphor is one of the most interesting stylistic devices as it is fresh, witty and there are several types of them. According to Jonathan Charteris-Black (2004), the etymological origin of the word *metaphor* is from the Greek *meta*, which means *with/after* and *pherein* which means to *bear*. The central notion of metaphor is one in which meanings are transferred. (2004: 19)

Figurative and symbolic language occurred very early in human culture. Already in the ancient times, the term *metaphor* meant to be a part of poetic language. George Lakoff (1992) says that ‘the word *metaphor* was defined as a novel or poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a *similar* concept.’ (1992: 3)

Sumerians and Greeks used descriptive, poetic and symbolic language in their epics. In those times, figurative language was closely connected with the term *mythos*, which deals with imaginative and transcendental experiences. However, with the development of science and technology, modern discourse is more connected with rationalism. (Erich A. Berndt, 2008: 2)

Nowadays it has been proved that metaphor is also a part of our everyday language and our conceptual system. George Lakoff (1992) argues, ‘The word metaphor has come to mean a cross-domain mapping in the conceptual system.’ (1992: 3)

Murray Knowles and Rosamund Moon (2006) explain this term in a more understandable way. They say: ‘When we talk about metaphor, we mean the use of language to refer to something other than what it was originally applied to, or what it ‘literally’ means, in order to suggest some resemblance or make a connection between the two things.’ (2006: 3)

There are several theories and approaches to metaphors developed by different linguists (such as Alice Deignan, Murray Knowles and Rosamund Moon, George Lakoff a.o.), which help to understand metaphors. The author of the present paper agrees with the definition of Jonathan Charteris - Black (2004), who suggests that:

A metaphor is a linguistic representation that results from the shift in the use of a word or phrase from the context or domain in which it is expected to occur to another context or domain where it is not expected to occur, thereby causing semantic tension. It may have any or all of the linguistic, pragmatic and cognitive characteristics. (2004: 21)

The author of the present paper presumes that this definition is concrete, precise and explains the main essence of metaphor. Therefore, this research paper will be based on this definition of metaphor.

2.2 The role and use of metaphors

It seems that it is impossible to imagine a literary text without stylistic devices, which make the text more colourful and more interesting. It is delightful to see how the author of a literary work plays with words in order to create some bright, curious and even witty stylistic means. Stylistic devices are used not only in literary texts, but also in our everyday speech. The appropriate use of stylistic devices in a speech makes an impression of an intelligent and interesting person. Moreover, if stylistic devices are used appropriately, they may leave different effects on the listener, such as harmony, excitement, or even anger. That is why stylistic devices, and especially different kinds of metaphors, are widely used also in political speeches. Speaking about metaphors, Paul Chilton (2004) argues the following:

The standard cognitive account stresses that metaphor is a part of human conceptualization and not simply a linguistic expression that occurs especially frequently in oratory and literature. It is thought that metaphor works by mapping well understood source domains of experience onto more schematic ones. (2004: 51)

Stylistic devices are an integral part of the language. Many stylistic devices have become so daily that speakers even do not notice that they have actually used some interesting stylistic means. Such stylistic devices are, for example, dead metaphors. However, with the use of different types of stylistic devices, the writer or the speaker may reach different effects on the reader or listener. Thus, they are also very important in public speaking as they help to make the speech more emotional.

According to their use, Dominik Lukeš divides metaphors in three categories: for cognitive uses, for social uses and for textual uses. (Online 9)

Metaphors for cognitive uses can be further subdivided into explanative and generative metaphors. Explanative metaphors are used instinctively, without explicit purpose, while generative metaphors are purposeful and their processing requires imaginative effort. (Online 9)

The functions of **metaphors for interpersonal uses** are subdivided into 6 subcategories (ibid)

Conceptual/Declarative
Figurative
Innovative
Exegetic
Prevaricative
Performative

Declarative use is the most common. It is used when speakers want to share the information through ‘establishing a mutually compatible conceptual background’, but when the speaker wants to avoid repetitions, he/she uses metaphors figuratively. Innovatively used metaphors show a particular problem from another point of view, while exegetic use (retelling the opinion of somebody else) is common in academic and general discourse. Another use of metaphors, which is called prevaricative use, functions in a way that it misleads the listener. Performative function, on the other hand, as the author says, is ‘central to any analysis of policy discourse’. (Online 10)

In a text, metaphors contribute to both *cohesion* and *coherence*. The cohesive function of metaphor is its ‘binding power’, for example, by referring back to previous items in a text (anaphoric reference). Dominik Lukeš remarks: ‘This might be expected particularly with instances of cognitively generative and interpersonally innovative or exegetic metaphors, set up at the start of a text and being referred to implicitly with a keyword.’ (Online 9) The opposite is the cataphoric reference. The author explains:

Unlike pronouns, where cataphora is possible only over very short, stretches of text (up to one sentence ahead), cataphorically used metaphors set up a mental space that can theoretically last over a whole book or even an oeuvre. (Online 9)

Coherence is inseparable from cohesion, only it has a ‘semantic scope’. (Online 9) Thus, it is possible to see that metaphors are used often and in different ways - starting from social use and ending with textual use and ‘text blending’. In the following subchapters, the author of the present paper will describe the use of metaphor in both literary and everyday language.

2.2.1 Metaphors in literary language

A metaphor is a stylistic device, and it is often used in literature, appearing in every genre from poetry to prose and from essays to epics. Metaphors in literature often make the text more colourful; they help to express the meaning; they help to show emotions and atmosphere and the author's attitude towards the theme and towards the plot.

Metaphors are used to mirror something that is difficult to describe in a simple sentence or in a literal way. Moreover, metaphors can make overused actions or subjects colourful and tasty. Whatever the author wants to say, analysis of metaphors can show much about the meaning of literary work and help to find its hidden idea. (Online 11)

When speaking about poetry, its main idea is to raise concrete emotions and feelings, to make the reader think about the theme or a problem expressed in the poem. Poetry often opens to the reader new perspectives and new points of view. In order to reach this effect, the author plays with words and creates 'verbal pictures'. A metaphor is one of the most important tools, which helps to create these 'pictures'. (Online 12)

Murray Knowles and Rosamund Moon (2006) argue that authors in their works use metaphors in order to establish relationships with their readers, because metaphors make the reader think what the author has meant with the particular stylistic device. The author, on the other hand, has an image of the reader, when he/she is thinking about the narrative. In such a way relationships between the author and the reader are being established. (2006: 131)

In literary language the main functions of metaphors are the following: they make the text fresh, they help to explain the main idea, and they help to raise certain feelings and emotions to the reader, which is the main tool to make the reader think about the theme or the problem which is described in the literary work.

2.2.2 Metaphors in everyday language

As it has been mentioned above, metaphors are not just a part of literary language, but they are also common in everyday language 'because generalizations

governing poetic metaphorical expressions are not in language, but in thought.’
(George Lakoff, 1992: 3).

Lakoff contends that:

[...] the result is that metaphor (that is, cross-domain mapping) is absolutely central to ordinary natural language semantics, and that the study of literary metaphor is an extension of the study of everyday metaphor. Everyday metaphor is characterized by a huge system of thousands of cross-domain mappings, and this system is made use of in novel metaphor. (1992: 2)

A metaphor in everyday language has different functions. According to Murray Knowles and Rosamund Moon (2006), metaphors are used for different purposes: for clarifying something that is difficult to understand, for expressing feelings and attitude, for making new words. The following functions of metaphor can be listed:

1. Explaining
2. Clarifying
3. Describing
4. Expressing
5. Evaluating
6. Entertaining
7. Creating (ibid. 6)

The author of the present paper will give a brief description of some of them. One of the functions is called **lexicalization**, or it is possible to say that it is **creating of words with new meanings**. Murray Knowles and Rosamund Moon (2006) explain that these are often multi-sense words or words with extended meaning from pre-existing words. (2006: 6) For example, many computer terms have been borrowed from pre-existing terms, such as mouse and virus due to the similarity between two concepts. Thus, the visual appearance of a computer mouse is similar to a real mouse, but computer viruses have similar functions to the virus, which is known as a term in medicine.

Another important function of metaphor is **to make more understandable something that is hard to explain**. Murray Knowles and Rosamund Moon (2006) argue that many things are often understood through metaphors as they might be too complicated to explain and to understand, for example: ‘The cells in our bodies react biologically in complex ways to infection: we can understand the process

more easily through metaphor of war, thinking of it in terms of fighting and invasion.’ (2006:6)

Alice Deignan emphasizes one more function. She explains that sometimes speakers or writers use metaphors in order to express radical opinion or ideology. This is often used in politics and advertising. Thus, in politics, war and sport metaphors are often used in order to sound more radical, persuasive and heroic. However, the writers should be very attentive when using metaphors as metaphors often have radical (positive or negative) connotation. (Online 10)

It is possible to conclude that metaphor is a universal stylistic device. The author of the present paper has come to such a conclusion because metaphor has several functions. It is not just one of many stylistic devices which has a great importance in poetry or literary language, but it also serves as a very important device in everyday language.

2.2.3 Metaphors in political speeches

Paul Chilton (2004) claims that metaphor has long been recognized as important in political rhetoric. (2004: 5) In a study of American political discourse based on readings of newspapers such as *The New York Times* and periodicals, Howe (1988) found that the most common metaphors are originated from the domains of sports and war. (1988: 89)

Jonathan Charteris – Black (2004:91) explains that politicians refer to metaphors when the speech has to be ‘ruthless and treacherous’. The domain of conflict highlights the good personal characteristics of the speaker and puts an emphasis on his/her intention to struggle against the socially important issues. It is either for social goals that are positively evaluated, such as: rights, freedom, faith etc. or against social phenomena that are negatively evaluated, such as poverty, disease, injustice etc. Jonathan Charteris – Black asserts: ‘These social ills are conceptualized as “enemies”.’ (2004: 91)

He also gives an explanation that there exists relationship between the domains of politics and war and there is a similar sequence of activities: ‘Initially there is a threat – leading to identification in which allies are summoned, a military

struggle against an enemy – in which they may be sought “dead or alive” – leading to victory, surrender and some form of punishment.’ (2004: 91)

Another explanation of why politics is related to conflict is that this conceptual metaphor “politics is conflict” as Jonathan Charteris – Black (ibid.) claims, is motivated by two conceptual keys: life is a struggle for survival and society is a person. Thus, people can understand social issues better when they are viewed as personal ones. Conflict based on metaphors helps to identify what is valued and what is rejected and therefore politicians may become a heuristic for creating political identity. (2004: 92)

It is possible to say that metaphors are the most common stylistic devices not only in literature or rhetoric, but in everyday speech as well, as they are interesting, witty and there are many types of them. Moreover, metaphors are also widely used in political discourse. Especially common are conceptual metaphors. Politicians often use conceptual metaphors in their speeches as they are persuasive.

2.3 Metaphors and mind

Recent evidence has shown that mind nowadays in everyday situations works in a bit different way. The old view deals with conscious thinking, which means to think rationally and to make logical decisions, while the new view is connected with unconscious thinking. Thus, it has been proved that people mostly make decisions and solve problems unconsciously, and all these cognitive processes are connected with metaphors, biases, emotions etc. (Online 13)

Creation and understanding of metaphors are closely connected to mind because parallels between two different concepts are drawn in mind. This relates especially to conceptual metaphors. Alice Deignan confirms: ‘The fundamental tenet of conceptual metaphor theory is that metaphor operates at the level of thinking’. Moreover, when talking about conceptual metaphors, it is claimed (ibid.) that thought has primacy over language. (Online 10)

Thus, the author of the present paper will give an insight into how the brain creates metaphors and which brain hemisphere is responsible for it, as different language functions are associated with different parts of the brain.

Murray Knowles and Rosamund Moon (2006) affirm that recent evidence has shown that primary areas of language functions for many left-handed people and most right-handed people are lateralized in the left hemisphere of the brain, which include Broca's area, which is responsible for the production of speech and Wernicke's area, which is associated with comprehension. (2006: 61) If the Broca's area is damaged, the speaker is unable to build complex sentences. However, the speaker is capable of comprehending language without a problem. (Online 13) If the Wernicke's area does not function fully, the speaker is able to speak, but his speech is often chaotic and often has no sense. (Online 14)

Further, Murray Knowles and Rosamund Moon (2006) argue that the right side of the brain is associated with all non-literal processes, such as humour, irony and metaphors. (2006: 61) Thus, it is possible to relate this to the view that emotions, feelings, and creativity are connected with the right hemisphere of the brain, but the left hemisphere is responsible for rational functions, such as logic and analytical thinking. (2006:61)

As metaphors are connected with the right hemisphere of brain, the author of the present paper will explain some peculiarities of this part of brain in a detailed way. Thus, the right brain thought processes are complex, rapid and connected with visual imagery and music. A damage of this brain hemisphere creates difficulties in recognizing faces, familiar melodies or pictures. The right brain hemisphere is also closely connected with emotions. Thus, right-brain damage may influence production or interpretation of expressions of emotion. (Online 15)

Further, right-brain thought processes have a tendency to synthesize and not to analyze. They interpret things through analogies: 'seeing relationships between wholes'. Moreover, the working of the right hemisphere is 'nontemporal, nonrational, holistic, and intuitive, relying on leaps of insight, hunches, or visual images'. (Online 15)

Thus, metaphors are the outcome of human mind creativity, based on analogies, imagination and intuition.

Murray Knowles and Rosamund Moon (2006) also deduce that as different types of thinking are processed in different parts of the brain, it may be possible that metaphors are processed differently, as some metaphors are more creative (e.g. creative metaphors), but others are more connected with lateral meaning (e.g.

conventional metaphors). Thus, creative metaphors probably are processed in the right hemisphere of the brain, while conventional metaphors might be processed in the left hemisphere of the brain. (2006: 61) However, these are just hypotheses, and it is not possible to firmly confirm that one part of the brain is responsible for the creation of a particular metaphor.

Although there are many types of metaphors, they are all connected with human experiences, as the main idea of metaphor is to express one thing in terms of another. This means that one kind of thing is being expressed based on some kind of experience in the past. In such a way, it is possible to compare two different things, which are found in some way similar to one another, and the experience in the past helps to find similarities.

It is interesting to find out and to research how people create these abstract domains in their minds. Alice Deignan claims the following:

If it is true that abstract subjects are generally talked about using metaphor, and a mass of linguistic evidence has been gathered to support this contention, a close examination of the metaphors used can be an important key to the way people have mentally constructed abstract domains. (Online 12)

Thus, the creation of metaphors is not a simple process as it is connected with human mind. Therefore, there have been developed different types of theories, which help to understand and to analyze them. The main conceptual metaphor theories will be described in the further subchapter.

2.4. Conceptual metaphors and conceptual metaphor theories

The previous subchapters have shown that conceptual thinking is metaphorical in nature and that people actually think in metaphors. A metaphor which is very much connected with the conceptual thinking is called conceptual metaphor.

Jonathan Charteris-Black (2004) gives the following definition of conceptual metaphor: ‘A conceptual metaphor is a statement that resolves the semantic tension of a set of metaphors by showing them to be related.’ (2004: 22)

In other words, a conceptual metaphor consists of two conceptual domains, in which one domain is understood in terms of another. The conceptual domain from which metaphorical expressions are drawn are called *source domain*, but the

conceptual domain to which a metaphor is applied is called *target domain*. A systematic set of correspondences between *source domain* and *target domain* is called a mapping. In order to understand a conceptual metaphor, it is necessary to know the set of mappings that applies to a given source and target domain.

(Online 16)

Paul Chilton (2004) stresses that it is important to be aware that metaphorical mappings can enter into quite complex bundles of meaning. Therefore, cultural knowledge such as ‘knowledge about transport, the structure of houses, what illness is and what doctors do’ is important. (2004: 51)

Thus, in a conceptual metaphor, one term is compared with another, taking in account its functions and meaning. For example, in the conceptual metaphor *life is a journey*, the two terms are related because they are similar in some context: there are sometimes changes in life which can be compared with turn off’s or doubts which are compared with crossroads.

2.4.1 Types of conceptual metaphors

George Lakoff and Mark Johnson (2006) distinguish between three types of metaphors: **structural, orientational and ontological**. (1980: 14)

According to George Lakoff and Mark Johnson (1980), **structural metaphor** is a metaphor, where one concept is explained in terms of another concept. A typical example is a metaphor ARGUMENT IS WAR, where argument is explained in terms of war. The authors explain: ‘Structural metaphors often involve using one concept from one domain (war as a physical or cultural phenomenon) to structure a concept from another domain (argument as primarily intellectual concept, but with cultural content).’ (1980: 14)

When speaking about **orientational metaphor**, George Lakoff and Mark Johnson (1980) say that orientational metaphor ‘organizes the whole system of concepts with respect to one another.’ (1980: 14) The authors (ibid.) assert that these are mostly *spatial metaphors*. (1980: 14)

Murray Knowles and Rosamund Moon (2006) explain that spatial metaphors are connected with spatial concepts, such as *up/down, in/out*. Typical examples of this kind of metaphor are HAPPY IS UP/SAD IS DOWN or MORE IS UP/LESS IS DOWN. (2006: 40)

George Lakoff and Mark Johnson (1980) give some examples in order to explain how these metaphors are created:

HAPPY IS UP; SAD IS DOWN

Happiness is associated with erect posture, while sadness goes along with drooping posture. (e.g. You are in *high* spirits. / You let me *down*.)

MORE IS UP; LESS IS DOWN

It is associated with the fact that if a substance is added to the container, the level goes up. (e.g. The knowledge keeps *increasing*. / My income *fell* last year.)

RATIONAL IS UP; EMOTIONAL IS DOWN

Rational condition is connected with humans and with control. Control is up, as it has a physical basis and that means that rational is up. (e.g. We put our feelings aside, and we had a *high-level intellectual* conversation.) (based on George Lakoff and Mark Johnson, 1980: 15-16) Moreover, George Lakoff and Mark Johnson assert that these metaphors are universal rather than centred on a specific culture. (1980: 16)

The third type of conceptual metaphor is called **ontological metaphor**. According to George Lakoff and Mark Johnson (1980), this type of metaphor sees ideas, things, experiences as if they were physical substances. They assert: ‘Once we can identify our experiences as entities or substances, we can refer to them, categorize them, group them, and quantify them – and by this means, reason about them.’ (1980: 25) An example of this type is a metaphor TIME IS MONEY. Thus, time is viewed in terms of a physical substance, which is possible to give, or lose.

However, George Lakoff and Mark Johnson (1980) argue that all three types of conceptual metaphor may overlap as structural and orientational metaphors may have ontological functions, but ontological metaphors may have structural source domains. Moreover all conceptual metaphors are structural and ontological, and many of them are orientational. (1980: 27)

There are many types of metaphors, and this may sometimes confuse the language user. Murray Knowles and Rosamund Moon (2006) assert that this is mainly because of multiple mappings (when a source domain provides conceptualizations for several target domains or on the contrary, when a target domain is conceptualized by several source domains). Moreover, there are cases when there are too many mappings. (2006: 41)

Although sometimes it seems that there is lack of systems in the numbers of different metaphors, they are systematic. The way metaphors are created actually is a systematic and structured process.

George Lakoff and Mark Johnson (1980) use the metaphor ‘you are wasting my time’ in order to explain the systematicity of metaphorical concepts. (1980: 7) They explain that with an example where time is explained in terms of money, because time as money is limited resource. Moreover, nowadays time is associated with money, because in order to get money (salary), people have to spend definite hours at work, or they have to pay for minutes spent on the phone. Understandably, this issue is not typical of all cultures, but this metaphor has arisen in modern industrialized societies. Thus, as people act as if time is money, it means that time can be spent, wasted, invested, and saved. (1980: 8)

Further, George Lakoff and Mark Johnson assert that *time is money*, *time is limited resource* and *time is a valuable commodity* are all metaphorical concepts which form a single system, based on sub-categorization. They explain that money is a limited resource, but limited resources are valuable commodities. (1980: 8)

However, according to Murray Knowles and Rosamund Moon (2006), not all metaphors can fit in the system. In order not to confuse, they suggest: ‘Perhaps the most useful approach to these is to analyse them in terms of very general modes of conceptualization, rather than over-specific ones.’ (2006: 42)

It is possible to conclude that it is not easy to understand metaphors, their structure and their meaning. Conceptual metaphors are especially difficult as they are connected with the conceptual system and mind. Moreover, conceptual metaphors have a detailed structure, which has many subcategories and different overlaps. Thus, in order to understand how the meaning of the metaphor is achieved or how metaphors are structured, different theories have been developed, which help to understand and examine conceptual metaphors.

2.4.2 Theories of conceptual metaphors

Philosophical theory is a traditional view of metaphor which was developed already in ancient times. This theory considers metaphor through philosophy. Murray Knowles and Rosamund Moon (2006) assert that philosophical theory leads to concern in direct and indirect meanings and the rank to which they are

truthful. (2006: 65) The authors assert: ‘In general, utterances which conflict with literal truth, or real – world truth, are seen as problematic.’ (2006: 65) Further, they add: ‘However, it would be wrong to say that all utterances which are not literally true are false, wrong, or lies and metaphor is case in point.’ (ibid.)

According to Rosamund Moon and Murray Knowles (2006), there are two types of meaning – **sentence meaning** and **utterance meaning**. Sentence meaning is the literal meaning, but utterance meaning is the intended meaning. There is a gap between these two meanings, and as the authors (ibid.) say ‘this is how metaphor fits in’. (2006: 66)

Alan Cruse (2004), Murray Knowles and Rosamund Moon (2006) emphasize two approaches of metaphor within the philosophy of language. These are the **substitution** and **comparison** approaches. (2004: 198-199; 2006: 66-68) According to Murray Knowles and Rosamund Moon (2006), the substitution approach deals with recognizing polysemous words or expressions (words with several meanings) and being sure that the word or expression is used with its non-literal meaning instead of its literal meaning. (2006: 66) The authors explain this in the following scheme:

Word A has literal meaning **A**

Word B has literal meaning **B1**

has metaphorical meaning **B2**

Metaphor: B2 is substituted for A (2006: 66)

Alan Cruse (2004) asserts that this approach was developed a long time ago and for Aristotle ‘a metaphorical meaning was always the literal meaning of another expression’. (2004: 198)

The second approach is called **comparison**. Murray Knowles and Rosamund Moon (2006) explain that it deals with similarity between the topic and the vehicle. The metaphor is investigated in the following way: at first, it is necessary to recognize that it is the comparison, then similarities between the topic and the vehicle should be found, and, in the end, vehicle relevance to the topic should be examined. (2006: 67)

They give the following scheme to explain how the comparison approach works:

A has literal meaning **A**

B has literal meaning **B**

Metaphor: A is like B (2006: 67)

. However, American philosopher Max Black (1979) rejected the substitution and comparison approaches. (Quoted in: Cruse: 2004: 200)

Talking about the method of Black, Cruse asserts: ‘Black’s picture of the mechanism of metaphor involved the projection of a set of “associative implications”, derived from one entity (the “secondary subject”) onto another entity (the “primary subject”).’ (2004: 200)

Alan Cruse uses Black’s example in order to explain this theory. The metaphor MARRIAGE IS A ZERO-SUM GAME is taken as an example, where the primary subject is marriage and the secondary subject is a zero-sum game. Cruse shows the function of metaphor schematically:

The secondary subject

I A game is a contest

II between two opponents

III in which one player can win only at the expense of the other

The primary subject

IV A marriage is a sustained struggle

V between two contestants

VI in which the rewards (power-money-satisfaction) of one contestant are gained only at the other’s expense. (2004: 200)

Thus, it is possible to see that the primary subject has similar qualities as the secondary subject. Moreover, Cruse adds that implications of these two objects should not be identical, but similar. (2004: 200)

Blending Theory

This theory was developed in the late 1980’s by Gilles Fauconnier and Mark Turner. (Murray Knowles and Rosamund Moon, 2006: 73) Alan Cruse (2004) gives the following explanation of blending theory: ‘[...] blending theory sets up a separate representation of the metaphor which draws selected conceptual features from source and target domains and combines these to form a new structure, the blend.’ (2004: 207)

The basis of this theory is the term “mental space”. When processing a piece of language, a person creates a ‘mental space’ in mind. This mental space contains the information and knowledge that are needed to process the ideas, which are expressed in that piece of language. (Murray Knowles and Rosamund Moon, 2006: 73) In the blending theory, there are 4 “mental spaces”, which help to process a metaphor. Two input spaces characterize the source and target domains. Generic space contains general characteristics, which have source and target domains. The blended space contains blended information from other spaces, but the output of this space is the meaning of metaphor. (Murray Knowles and Rosamund Moon, 2006: 73)

Further, Murray Knowles and Rosamund Moon add: ‘A significant feature of blending theory is that both source domain and target domain actively contribute to the blend and eventual meaning: the blend is dynamic.’ (2006: 74)

Text-Based Theory

Text -based theory differs from the theories mentioned above. This theory deals with describing the language rather than constructing different models in order to explain how the metaphorical meaning is reached. This theory examines a metaphor through corpus data, and this is done by corpus linguists. Dafydd Gibbon gives the following definition of corpus linguistics: ‘Corpus linguistics is the branch of linguistics which analyses large corpora (bodies, collections) of written texts or recordings of speech.’ (Online 8)

According to Alice Deignan (2008) and Tony McEnery, Richard Xiao and Yukio Tono (2006), there are two types of approaches in corpus linguistics: corpus driven and corpus based approaches. (2008: 155; 2006: 8) Tognini Bonelli (2001) gives the following definition of corpus based approach: ‘In the corpus based approach corpora are used mainly to expound, test or exemplify theories and descriptions that were formulated before large corpora became available to inform language study.’ (2001: 65)

The Corpus-driven approach, on the contrary, ‘develops directly from some form of automatic processing of the corpus, without *a priori* theoretical assumptions.’ (Alice Deignan, 2008: 155)

According to Alice Deignan (2008), conceptual metaphors through corpus data are analysed with the help of corpus based approach as it is based on the pre-existing conceptual metaphor theory. (2008: 155)

Murray Knowles and Rosamund Moon (2006) argue the following: ‘Corpus data provides statistical evidence for the relative frequency of different meanings, and what kind of text they occur in.’ (2006: 74 – 75)

Corpus linguistics shows that there is little evidence of literal meanings of many expressions; expressions with non literal meaning are more frequent. (Murray Knowles and Rosamund Moon, 2006: 75)

Another factor which is studied by corpus linguists is collocational and phraseological patterning of words. Murray Knowles and Rosamund Moon (2006) explain:

Literal and metaphorical meanings are often associated with different clusters of collocates and different phraseologies: *gold, diamond(s), ruby/rubies, sapphire(s)* co-occur with the literal meaning of *jewel*, while *real, hidden* and *glittering* co-occur with metaphorical uses. (2006: 75)

Corpus data show that the understanding of context is artificial. As an example, Murray Knowles and Rosamund Moon (2006) mention an expression *Sam is a pig*. In this case, the context is very important as it is possible to understand the expressions in two ways: it can relate to a person or an animal. (2006: 75) In order to explain how metaphors are analysed with the help of corpus data, Alice Deignan (2008), uses the conceptual metaphor ARGUMENT IS WAR as an example. In order to explore this metaphor, at first, source domains and target domains should be analysed using concordance data and by studying hyponyms and other related lexis. These domains cannot be explored with the help of corpus. They can be studied through semantic tests. However, Alice Deignan (2008) asserts: ‘The corpus can be used to examine whether relationships between entities in each domain mirror each other. (2008: 156) She adds: ‘The existence of mirror sets of relationships would be consistent with the notion of one domain structured by the other.’ (2008: 156)

Further exploration of metaphor shows that there is a wider range of topics than argument and war. For example, it is possible to talk about attacks also in the domains of personal violence, sport and illness. Thus, it shows that a source domain can be mapped onto a number of target domains. Moreover, it is not easy

to distinguish between two domains, because often one domain merges into the next. (Alice Deignan, 2008: 158-159)

According to Carter (2004), everyday language is very creative, and this is the reason why extended strings of metaphors appear. (2004: 56)

To sum up, a metaphor is a universal stylistic device, as it is used not only in literary language, but also in everyday language and even in political speeches. It has many functions and therefore is widely used. Metaphors are closely connected with mind, as in the creation of metaphors different parts of brain are involved. A metaphor which is very much connected with mind is a conceptual metaphor, as in the creation of this metaphor two different terms are compared in mind.

Conceptual metaphor is a type of metaphor, where one concept stands for another concept. There are three types of conceptual metaphor, but it is difficult to separate them as they have a tendency to overlap. This is one of the factors why conceptual metaphors seem to have no system. Other factors include a great number of mappings and multiple mappings. However, this fancy is not true, as conceptual metaphors are systematic. The only problem is that this system is very detailed, with many overlaps and subcategories, which may confuse. Further, there are several theories of conceptual metaphors, which try to explain and bring the meaning of metaphors. Three theories, which have been examined in this chapter, are philosophical theory, blending theory and text-based theory. Philosophical theory is an ancient theory and deals with the philosophy of language. It includes three approaches: the substitution, the comparison and the approach developed by Max Black. Another theory, which was developed by Gilles Fauconnier and Mark Turner in the 1980's, suggests that there are four 'mental spaces' which contain the information of source and target domains. The fourth space blends the information together, and the outcome is the meaning of metaphor. The third theory differs from the previously mentioned theories in a way that it studies the language and the context in order to understand the sense of metaphor.

Chapter III. Discourse Analysis of Political Speeches

Chapter III deals with the discourse analysis of the USA political speeches. Speeches on economy of the year 2010 given by the president of the USA Barack Obama will be analyzed.

The USA is the leading country in the global politics, and it has a strong foreign policy which influences other world countries. However, the economic crisis, which overtook the global economy and which is still a global problem, has also influenced the USA. The mortgage crisis and the financial crisis were the main problems.

The crisis has influenced not just the economy, but also the people. All the economic problems and the growing rate of unemployment have left an impact on the mental condition of people. People need exhilaration and belief in a better future. Therefore, American people want to hear a good speech from the president, which would give a hope to them, which would be convincing and exhilarating. It is not easy to convince people in such hard times. However, there are some ways, how to leave the necessary effect on the audience and one of such ways is an appropriate use of stylistic devices. Metaphors, especially conceptual metaphors are widely used in the speeches given by Barack Obama.

In the present paper 6 speeches given in a period from March till June will be analyzed. The speeches are taken from the web page of the White House (Appendix 1). The speeches include such themes as mortgages, recession, unemployment, expansion of small businesses, and investments in infrastructure and clean energy. Obama addresses American people very friendly and with enthusiasm. His patriotic speeches inspire the people and leave a hope for a better future. The author of the present paper has chosen to analyze speeches from this time period, because it is significant with a fact that this is a period of reforms and a period before the Wall Street Reform was signed. In order to convince the nation that this reform is necessary, that it will help to avoid another economic crisis and will introduce economic stability, the president has to give convincing speeches. One of the ways, how the president makes his speeches persuasive and convincing, is the use of conceptual metaphors.

The further analysis will show how this convincing atmosphere and the spirit of fight are achieved. The discourse analysis is based on Philosophical theory, in particular, an approach, developed by Max Black. With the help of this theory the author of the present paper, first, will find implications between two different objects, find similarities and connection between them and then will discuss the effect which the metaphor creates and leaves on the audience. The analysis will show how the president uses metaphors by giving to a term the qualities of completely different term and what impact these metaphors leave on the audience.

1. ‘And thank you to the Chairman of the Export-Import Bank, Fred Hochberg, for having me here today, and for all the important work the Export-Import Bank is doing to help American businesses sell their ideas to the world.’ (Online 1 Appendix 1)

Metaphor - idea is a commodity

Primary subject

An idea is a mental representation, an abstract notion, ‘a suggestion or plan for doing something.’ (Online 1) It is possible to share the ideas- to present the idea to somebody else.

Secondary subject

A commodity is ‘a substance or product that can be traded, bought or sold’. (Online 17)

Connection

Ideas are compared with commodities, because it is possible to represent a good idea for money and somebody else may use the idea in action.

Effect

The metaphor emphasizes that American companies employ smart people and thus obtain the profit for the company.

2. ‘Instead of funding the status quo, we will only invest in reform -- reform that raises student achievement, that inspires students to excel in math and science, and turns around failing schools that steal the future of too many young Americans.’ (Online 6 Appendix 1)

Metaphor – the future is a valuable commodity

Primary subject

The future is 'a period of time that is to come'. (Online 1)

Secondary subject

A valuable commodity is something valuable, which is possible to sell or to buy.

Connection

The future is associated with something good. We live for a better future. Moreover, the children are the future. Thus, the future has a great value in the eyes of people and therefore it is compared with a valuable commodity, which is exclusive.

Effect

The metaphor makes the speech more emotional as the future is associated with hope, something positive, but if there is no hope, it may influence the mental condition of nation in a bad way. Therefore, if the future has such a great value, it has to be protected from thefts.

3. 'But it's only a competitive advantage if our companies know that someone else can't just steal that idea and duplicate it with cheaper inputs and labor.' (Online 1 Appendix 1)

Metaphor - the idea is a jewel

Primary subject

The idea is 'a suggestion or plan for doing something'. (Online 1)

Secondary subject

A jewel is 'a precious stone which is used to decorate valuable objects'.

Connection

The idea is compared with a jewel, because they both are worth. A good and unique idea may also be valuable. From this metaphor comes also another one - 'bright idea'. The president uses the verb 'duplicate', because duplicates are not real, they are made of cheaper materials. The same it is with an idea - it is possible to realize it with 'cheaper inputs' in contrary to the original.

Effect

The metaphor helps to create an impression that ideas of American companies are bright, valuable and ask for protection.

4. 'We do not have to choose between markets that are unfettered by even modest protections against crisis, or markets that are stymied by onerous rules that suppress enterprise and innovation.' (Online 3 Appendix 1)

Metaphor – economic crisis is an enemy

Primary subject

Economic crisis is defined as 'a long-term economic state characterized by unemployment and low prices and low levels of trade and investment'. (Online 1)

Secondary subject

An enemy is 'a person who hates or opposes another person and tries to harm them or stop them from doing something'. (Online 1)

Connection

Economic crisis influences economic situation of state and thus, economic situation of nation in a negative way and therefore the economic crisis is perceived as an enemy.

Effect

The metaphor makes the speech more heroic and convincing.

5. 'And because we did, we can stand here just over a year later, and say that we prevented another depression, we broke the back of the recession, and the economy that was shrinking a year ago is growing today.' (Online 1 Appendix 1)

Metaphor – recession is an enemy

Primary subject – recession is 'a period when the economy of a country is not successful and conditions for business are bad'. (Online 1)

Secondary subject – an enemy is 'a person who hates or opposes another person and tries to harm them or stop them from doing something'. (Online 1)

Connection

Recession is a process, which affects the economy in a negative way and therefore it is viewed as an enemy, against whom it is necessary to fight.

Effect

The metaphor leaves an impression of heroism. The speech is convincing and shows that politicians do as much as possible to improve the economic situation.

6. 'In Afghanistan, in Pakistan and beyond, we're forging new partnerships to isolate violent extremists, but also to combat corruption and foster the development that improves lives and communities.' (Online 6 Appendix 1)

Metaphor – corruption is an enemy

Primary subject

Corruption is ‘illegal, bad or dishonest behavior, especially by people in positions of power’. (Online 1)

Secondary subject

An enemy is ‘a person who hates or opposes another person and tries to harm them or stop them from doing something’. (Online 1)

Connection

This metaphor is similar to the previous one. Corruption is an illegal action where state’s money often is used for private gain. Therefore, corruption is perceived as an enemy, against whom it is necessary to combat.

Effect

The metaphor, just like other war metaphors, leaves an effect of spirit of fight and helps to characterize the speaker as a hero, who is ready to fight against the enemy.

7. And being unable to find work -- being able to provide for your family -- that doesn’t just affect your economic security, that affects your heart and your soul. It beats you up. It’s hard. (Online 2 Appendix 1)

Metaphor - unemployment is an enemy

Primary subject

Unemployment is 'the number of people who do not have a job which provides money'. (Online 1)

Secondary subject

An enemy is 'a person who hates or opposes another person and tries to harm them or stop them from doing something'. (Online 1)

Connection

Unemployment is compared with an enemy, because it affects people in a negative way. Because of unemployment people can not provide their families. Moreover, they feel depressed.

Effect

The metaphor creates an ambient of war. The president affirms the power of enemy (unemployment). At the same time it enforces greater will not to give up.

8. 'Among other things, it's a time when the worst environmental disaster of its kind in our nation's history is threatening the Gulf Coast and the people who live there.' (Online 6 Appendix 1)

Metaphor – environmental disaster is an enemy

Primary subject

Environmental disaster is a damage which has been done to the environment, such as oil spill, a toxic gas leak, or a nuclear meltdown.

Secondary subject

An enemy is 'a person who hates or opposes another person and tries to harm them or stop them from doing something'. (Online 1)

Connection

Environmental disaster is perceived as an enemy, because it destroys the nature and may leave bad consequences for a long time period.

Effect

The metaphor helps the speech sound more sinister and emphasizes that environmental problems are very important.

9. What's more, we're going to aggressively protect our intellectual property.' (Online 1 Appendix 1)

Metaphor - intellectual property is a victim

Primary subject

Intellectual property is 'Intellectual property (IP) refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce.' (Online 20)

Secondary subject

A victim is 'someone or something which has been hurt, damaged or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance'. (Online 1)

Connection - Intellectual property is the pride of country and therefore the country has to take care of it.

Effect - The metaphors creates the spirit of fight and patriotism. The metaphor is also underlined with an adverb 'aggressively', which help to create an effect of battle.

10. ‘To do that required difficult and sometimes unpopular steps to rescue our financial system (1) and to jumpstart an economic recovery (2).’ (Online 1 Appendix 1)

(1) **Metaphor** - financial system is a victim

This metaphor is also used for several times in other speeches:

‘And as a nation we were forced to take unprecedented steps to rescue the financial system and the broader economy.’ (Online 3 Appendix 1)

‘This will not only safeguard our system against crises, this will also make our system stronger and more competitive by instilling confidence here at home and across the globe.’ (Online 3 Appendix 1)

Primary subject

Financial system is ‘the processes and procedures used by an organization's management to exercise financial control and accountability’. (Online 17) Financial system can be influenced negatively by financial crisis and the recession.

Secondary subject

A victim is ‘someone or something which has been hurt damaged or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance’. (Online 1)

Connection

The financial system is compared with a victim, because it has been influenced by the economic crisis and there must be done something to improve the economic situation and the financial system.

Effect

The metaphor creates an effect of heroism.

(2) **Metaphor** – the economic recovery is a car

Primary subject

Economic recovery is a process that follows the recession. In this process ‘businesses take to position themselves for the upturn’. (Online 18)

Secondary Subject

A car is ‘a road vehicle with an engine, four wheels, and seats for a small number of people’. (Online 1)

Connection: Economic recovery is compared with a car, because the recovery from economic crisis is a quite long process, which is like a journey. In order to start this journey, it is necessary to jumpstart the car (in this case the economic recovery).

Effect

The metaphor creates an effect that economic recovery is on the start position and after getting behind the scratch, there will be a better life.

11. ‘But the fact is, if we want to once again approach full employment; if we want to create broad, shared, and lasting wealth for our workers and our families; if we want an America that is ready to compete on the global playing field in the 21st century –then we can’t slide back into an economy where we borrow too much and put off tough challenges. (Online 1 Appendix 1)

Metaphors – global economy is a playing field

Primary subject - global economy is the economy of world countries which includes cooperation between countries, collaboration and competition.

Secondary subject – playing field is ‘a large area of ground where sport is played’. (Online 1)

Connection

Global economy is similar to a playing field, because in order to achieve better results similar activities are used, for example, competition, collaboration and cooperation between countries or between players of sports game.

Effect

The metaphor creates emotions which are similar when watching sports game. These are the spirit of fight and patriotism. With the speech the president tries to exhilarate American people who are tired of economic crisis.

12. ‘Those who would once support every free trade agreement now see that other countries have to play fair and the agreements have to be enforced.’ (Online 1 Appendix 1)

‘The fact is other countries haven’t always played by the same set of rules.’ (Online 1 Appendix 1)

‘And it’s why we need to ensure that our competitors play fair and our agreements are enforced. ’ (Online 6 Appendix 1)

Metaphor – world countries are players of sports game

Primary subject

A country is ‘an area of land that has its own government, army, etc.’ (Online 1)

Secondary subject

A player is 'someone who takes part in a game or sport'. (Online 1)

Connection

This metaphor refers to the previous one. If the world economy is a playing field, then the players of the game are world countries.

Effect

The metaphor leaves a feeling of patriotism which is present when watching a sports game. Then the opponent team seems like an enemy, which does not play fair and which has to be defeated. Then it seems that your team is the right one and it plays the best. So it is with this metaphor – the president emphasizes that the U.S.A is the best country which plays fair game unlike other countries.

13. 'Now, there's no question that as we compete in the global marketplace, we've got to look out for our workers.' (Online 1 Appendix 1)

Metaphor – global marketplace is a game

Primary subject

A marketplace is 'the world of commercial activity where goods and services are bought and sold'. (Online 17) Without competition there would be no market'. Global marketplace is connected with export and import services.

Secondary subject

A game is 'a particular competition, match or occasion when people play a game'. (Online 1)

Connection

In both terms a competition is of primary importance.

Effect

The metaphor helps to create the spirit of fight.

14. 'And we've seen folks in Washington trying to play the usual politics with the crisis.' (Online 2 Appendix 1)

(2) It's a belief that government has little or no role to play in helping this nation meet our collective challenges. (Online 6 Appendix 1)

Metaphor - politics is a game

Primary subject

Politics is defined as 'the activities of the government, members of law-making

organizations or people who try to influence the way a country is governed'. (Online 1)

Secondary subject

A game is 'an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity'. (Online 1)

Connection

Politics is viewed in terms of a game, because competition dominates in politics. Politicians compete for leading positions.

Effect

The metaphor leaves an effect that politics is something unserious, because the word *play* gives to the sentence such colouring.

15. 'So we're going to increase financing, advocacy, and assistance for American businesses to locate, set up shop, and win new markets.' (Online 1 Appendix 1)

Metaphor - a market is a prize

Primary subject

A market is defined as 'the people who might want to buy something, or a part of the world where something is sold' (Online 1) An important part of market is competition.

Secondary subject

A prize is 'something valuable, such as an amount of money, that is given to someone who succeeds in a competition or game or that is given to someone as a reward for doing very good work'. (Online 1)

Connection

World market is like a sport game where firms compete for new markets.

Effect

The metaphor helps the speech to sound more convincing and exhilarating.

16. 'We have to rebuild our economy on a new, stronger, more balanced foundation for the future – a foundation that will advance the American people's prosperity at home, and support American leadership in the world'. (Online 1 Appendix 1)

‘And we are rebuilding an economy where we generate more American jobs in more American industries by producing and exporting more goods and services to other nations.’ (Online 1 Appendix 1)

‘I’ve spoken before about the need to build a new foundation for economic growth in the 21st century.’ (Online 5 Appendix 1)

‘By the way, these changes have the added benefit of creating incentives within the industry to ensure that no one company can ever threaten to bring down the whole economy.’ (Online 5 Appendix 1)

‘We can’t have an economy that’s just built on maxing out on credit cards and home equity loans and complex financial instruments that are generating big bonuses but can potentially bring an entire economy down.’ (Online 5 Appendix 1)

Metaphor – the economy is a building

Primary subject

The economy is ‘the system of trade and industry by which the wealth of a country is made and used’. (Online 1)

Secondary subject

A building is ‘a structure with walls and a roof such as a house or factory, or the business of making these’. (Online 1)

Connection

The economy is similar to a building, because it has its structure. Just like a building is made of roof and walls, the economy is made of trade and industry.

Effect

The use of this metaphor helps the speech sound more convincing. As the president uses the metaphor of building, his speech sounds persistent and strong.

17.‘We’re building a better health care system that works for our people, our businesses, and our government alike.’ (Online 1 Appendix 1)

Metaphor – health care system is a building

Primary subject

Health care system is a country system which manages health care services.

Secondary subject

A building is ‘a structure with walls and a roof such as a house or factory, or the business of making these’. (Online 1)

Connection

Health care system is compared with an old building, which has to be rebuilt. Thus, the system is in the process of improvements.

Effect

The metaphor underlines the fact that health care system is in the progress. Moreover, it creates an impression that the improvements will be good and steady.

18. ‘So I try to visit places like this about once a week, hear from folks as often as possible who are actually doing the extraordinary work of building up America.’ (Online 5 Appendix 1)

‘But what you are proving here -- all of you, collectively -- is that as difficult as it will be, as far as we’ve got to go, we will recover. We will rebuild.’ (Online 5 Appendix 1)

Metaphor – America is a building

Primary subject

America is defined as ‘North American republic containing 50 states - 48 conterminous states in North America plus Alaska in northwest North America and the Hawaiian Islands in the Pacific Ocean’. (Online 17)

Secondary subject

A building is ‘a structure with walls and a roof such as a house or factory, or the business of making these’. (Online 1)

Connection

America, just like other world countries has its own state’s structure, government and rules, which may be compared with windows, walls and the roof of building, and American people are all members of one family, who live in the building, called America.

Effect

The metaphor helps to mirror politicians as protectors, who take care of house (America) in order to make the family (American people) feel good.

19. ‘They’d say they’ve seen the plant across town shut down, jobs dry up, communities deteriorate.’ (Online 1 Appendix 1)

Metaphor – jobs are plants

Primary subject

A job is ‘the regular work which a person does to earn money’. (Online 1)

Secondary subject

A plant is ‘a living thing which grows in earth, in water or on other plants, and usually has a stem, leaves, roots and flowers and produces seeds’. (Online 1)

Connection

In order to earn money, an employee has to do a regular work, which asks a definite effort. The similar process is with plants. If one wants to get fruits, vegetables seeds, or beautiful flowers, it is necessary to take care of plant. If there is not enough water, the plant may dry up. In this case there is not enough free job spaces, therefore, the president says that ‘jobs dry up’.

Effect

The metaphor helps to emphasize the economic situation which is not satisfying. A plant which is dried up does not raise positive associations.

20. ‘And we have aspiring entrepreneurs who are looking to grow their businesses and hire new workers.’ (Online 4 Appendix 1)

Metaphor – business is a plant

Primary subject

Business is defined as ‘the activity of buying and selling goods and services, or a particular company that does this, or work you do to earn money’. (Online 1)

Secondary subject

A plant is ‘a living thing which grows in earth, in water or on other plants, and usually has a stem, leaves, roots and flowers and produces seeds’. (Online 1)

Connection

In order to be competitive, business has to be developed all the time and only then it will bring gaining. Business is compared with a plant, because it is necessary to take care of plant, if one wants to enjoy the outcome.

Effect

The metaphor makes an effect that it is simple to develop a business. It seems that there are necessary just enough sunlight, water and fertilizer.

21. ‘We’ll create public-private partnerships to help firms break into new markets with the help of those who have been there -- shipping and supply-chain

companies, for example.' (Online 1 Appendix 1)

Metaphor - firms are conquerors

Primary subject

The term 'firm' is defined as 'the members of a business organization that owns or operates one or more establishments'. (Online 17)

Secondary subject

A conqueror is 'someone who has conquered a country or its people'. (Online 1)

Connection

Firms are compared with conquerors, because it takes an effort to get into new markets.

Effect

The metaphor creates an effect of struggle. It shows that getting into new markets is not a simple process, but firms are compared with warriors, who will conquer new territories.

22. But the tough measures that we took -- measures that were necessary even though sometimes they were unpopular -- have broken this slide and are helping us to climb out of this recession. (Online 2 Appendix 1)

Metaphor - recession is a pit

Primary subject

A recession is 'a period when the economy of a country is not successful and conditions for business are bad'. (Online 1)

Secondary subject

A pit is 'a coal mine or an area of land from which a natural substance is taken by digging'. (Online 1)

Connection

Recession is compared with a pit, because it is unpleasant to get into one or another. Moreover, an effort or a set of actions have to be taken if one wants to get out of pit or recession.

Effect

The metaphor helps to give to the term 'recession' an unpleasant colouring. It seems that recession is a dark, wet and unpleasant pit.

23. ‘Look what happened when Muhammad shared his idea with a woman from Pakistan, who has since lifted hundreds of thousands of families and children out of poverty through a foundation whose name literally means “miracle.’ (Online 4 Appendix 1)

Metaphor – poverty is a pit

Primary subject

Poverty is ‘the condition of being extremely poor’. (Online 1)

Secondary subject

A pit is 'a coal mine or an area of land from which a natural substance is taken by digging'. (Online 1)

Connection

This metaphor works similar as the previous one. Poverty is a very unpleasant situation, when people can not provide themselves. Therefore, poverty is compared with a pit, which is dark and where people feel unpleasant.

Effect

The metaphor helps the speech to sound braver and more convincing.

24. Now, at the same time, it’s important to emphasize: While we’ve come a long way, we still got a ways to go. (Online 2 Appendix 1)

Metaphor - life is a journey

Primary subject

Life is defined as 'the period between birth and death; the experience or state of being alive'. (Online 1)

Secondary subject

A journey is 'the act of travelling from one place to another, especially in a vehicle'. (Online 1)

Connection

Life is similar to a journey, because in life we have good days and bad days, situations when we have to decide something or situations when something changes rapidly. Thus, the crossroads in a journey may be compared with doubts or rapid changes can be viewed as turn offs etc.

Effect

The metaphor creates an effect of a long journey which is not easy. The president emphasizes that there has been done a lot, but there is still a lot to do to achieve the conditions of better life.

25. 'A lot of folks got it mixed up with the steps we had to take to avoid the banking system melting down, and I know that wasn't popular.' (Online 2 Appendix 1)

Metaphor – the banking system is an ice

Primary subject

Banking system is a system of 'business of operating a bank'. (Online 1)
Secondary subject

An ice is 'water which has frozen and become solid, or pieces of this'. (Online 1) It can melt down when being affected by heat.

Connection

Banking system was compared with an ice, because as the sun may melt down an ice, the crisis may influence banking system in a negative way.

Effect

The metaphor helps to emphasize that banking system did not melt down, that this process was avoided.

26. He's spending the weekend here.' (Online 2 Appendix 1)

Metaphor - time is money

Primary subject

Time is 'that part of existence which is measured in seconds, minutes, hours, days, weeks, months, years, etc., or this process considered as a whole'. (Online 1)

Secondary subject

Money is 'the coins or notes which are used to buy things, or the amount of these that one person has'. (Online 1)

Connection

Time is compared with money, because people work definite hours in order to get money. People spend money in order to get goods or services, but they spend time in order to get money.

Effect

This metaphor is often used in everyday conversations, so that many people even do not notice that this is a metaphor. The metaphor creates an effect of a usual everyday conversation.

27. 'Just about every sector of our economy has felt the pain, whether you're paving driveways in Arizona, or selling houses in Ohio, or you're doing home repairs

in California, or you're using your home equity to start a small business in Florida.' (Online 1 Appendix 1)

'To start with, we can't compete as a nation if the irresponsibility of a few folks on Wall Street can bring our entire economy to its knees.' (Online 6 Appendix 1)

'Additionally, the steps that we had to take to save the economy from depression temporarily added more to the deficit -- by about \$1 trillion.' (Online 6 Appendix 1)

Metaphor – the economy is a human being

Primary subject

The economy is 'the system of trade and industry by which the wealth of a country is made and used'. (Online 1)

Secondary subject

A human being is 'a culture-bearing primate that is anatomically similar and related to the other great apes but is distinguished by a more highly developed brain and a resultant capacity for articulate speech and abstract reasoning.' (Online 19)

Connection

The economy is viewed as a human being, because it is possible to compare sectors of economy with different parts of human body. Moreover, life conditions are based on economy and living standards depend on economy. The economy of country is very important for a nation and therefore may be perceived as something equal and close.

Effect

The metaphor creates an effect that economy is a part; it has been hurt and therefore it has to be protected. The metaphor makes the speech more emotional.

28. We've seen misleading arguments and attacks that are designed not to improve the bill but to weaken or to kill it. (Online 3 Appendix 1)

'But we've still got more work to do, and that's why I'm going to keep fighting to pass comprehensive energy and climate legislation in Washington.' (Online 5 Appendix 1)

Metaphor – argument is war

Primary subject

An argument is 'a disagreement, or the process of disagreeing'. (Online 1)

Secondary subject

A war is an ‘armed fighting between two or more countries or groups, or a particular example of this’. (Online 1)

Connection

Argument is viewed in terms of a war, because in arguing we attack the opponent with arguments, but the opponent defends his/her arguments. Moreover, it is possible to win or lose arguments. Therefore, it sounds similar as war.

Effect

The metaphor makes the speech dramatic and escalated and, actually, even a bit exaggerated.

29. ‘But what you are proving here -- all of you, collectively -- is that as difficult as it will be, as far as we’ve got to go, we will recover.’ (Online 5 Appendix 1)

Metaphor – the economic crisis is illness

Primary subject

Economic crisis is defined as ‘a long-term economic state characterized by unemployment and low prices and low levels of trade and investment’. (Online 17)

Secondary subject

Illness is ‘a disease of the body or mind’. (Online 1)

Connection

The economic crisis is compared with illness in a similar way as it is with the metaphor, where secondary subject is ‘an enemy’. The economic crisis influences more or less everyone in a negative way and it is necessary to take a set of definite actions in order to improve the situation. A similar process happens, when people try to recover from illness – the patient has to follow to the indications of doctor, to take pills in order to recover.

Effect

The metaphor helps to put a negative colouring to the term ‘economic crisis’, at the same time emphasizing the fact that American people are strong enough to ‘recover’. It makes the speech more patriotic.

30. 'We will not rest until this well is shut, the environment is repaired, and the cleanup is complete.' (Online 5 Appendix 1)

Metaphor – the environment is a machine

Primary subject

The environment is 'the air, water and land in or on which people, animals and plants live'. (Online 1)

Secondary subject

A machine is 'a piece of equipment with several moving parts which uses power to do a particular type of work'. (Online 1)

Connection

It is possible to say that the environment consists of several parts (for example, flora and fauna). All the parts are connected with each other and changes in one may cause changes in another. Therefore, it is compared with a machine, where a defect in one part may influence the whole system.

Effect

The metaphor creates an effect that it is easy to 'repair' the environment. It seems that there is necessary only to change some details and such problems as global warming, pollution, recycling will be solved.

Summative Analysis

In the discourse analysis 6 political speeches on the economy, given by the president of the USA Barack Obama were analyzed. In these 6 speeches, 30 conceptual metaphors were found.

The most frequently used conceptual metaphors are war, sport and architecture metaphors. This can be explained with a fact that sport and war metaphors make the speech more dramatic, convincing and heroic, but architecture metaphors, where the verb *build* often dominates, make the speech more positive and patriotic. Many of these metaphors were repeated in different speeches and some of them were repeated even for word. These metaphors are not chosen accidentally. There are several reasons, why the president uses exactly these metaphors.

Firstly, the main problem in the economy in the year 2010 and which is still a topical problem is the economic crisis, which includes mortgage crisis, unemployment and other problems, created by the economic crisis. Therefore, in order to explain the unpleasant situation, the president uses war metaphors, with such verbs as *to fight, to combat, to beat, to threat, to protect*. In order to make the speech more sinister, the president uses metaphors where the noun *pit* is used as a secondary subject, which is associated with something dark and unpleasant. All of these metaphors help to explain that the situation is not easy and asks a lot of effort. At the same time war metaphors help the speech sound more heroic and situates politicians in a good position as they look like heroes who invest a lot of effort to improve the economic situation and to ‘fight’ against the economic crisis. Moreover, war metaphors help the speech sound convincing and create in the speech a spirit of fight.

Further, a spirit of fight, positive atmosphere and exhilaration is achieved with the use of sport metaphors. If war metaphors mostly create a dramatic atmosphere, then sport metaphors invite not to give up. With the use of sport metaphors the president tries to emphasize that American people are strong enough, clever, competitive, and able to win.

The third group of metaphors, architectural metaphors, is the most positive one. In these metaphors the verb *build* dominates, which has a positive connotation. This verb is associated with changes and something good and therefore is used to make the speech more patriotic. The president in his speeches has emphasized that

America is going for a better future and the use of these metaphors helps to achieve better effect of this feeling.

Further, in order to achieve a pleasant atmosphere, the president uses also metaphors where the noun *plant* is used as a secondary subject. This noun is associated with something beautiful, tender and something which asks for care. Therefore, the metaphor helps to make the speech more positive and likable, but at the same time it helps to emphasize that without hard work it will be not possible to enjoy the fruits of labor.

To conclude, the President of the USA varies with positive and negative connotation metaphors in his speeches. On the one hand, with the help of metaphors the President emphasizes that the economic situation is hard and asks a lot of effort to be improved, but politicians try to do as much as possible to change the situation for a better. On the other hand, with the help of other metaphors Obama wants to outline that there will be a better future, that American people are clever and competitive, and together they will be able to improve the economic situation. Thus, conceptual metaphors in political speeches on economy, given by the president of the USA Barack Obama are widely used; they are convincing and help to leave a definite effect on the audience, such as struggle, competition, heroism, patriotism and positivism.

Conclusions

The present Bachelor's Thesis has dealt with the analysis of conceptual metaphors used in political speeches. It has been achieved by the research of theory and by the discourse analysis. Thus, the goals and objectives stated have been fulfilled, and the author of the present paper has come to several conclusions.

Politics is an important part of everyday life as it influences such important issues as education, economics, and welfare. Politicians have been elected in order to represent the interests of the society and in the political speeches they express their plans, intentions, and they give an account for the aims which have been achieved. Thus, the speech has to be based on arguments; it has to be well organized and persuasive in order to make the audience rely on politicians and vote for them. As the audience is often sceptical, it is not easy to be done. Therefore, politicians vary with language by using different stylistic means.

A metaphor is one of the most creative stylistic means. The term *metaphor* was used already in the ancient times. At that time the term was perceived only as a part of poetic language. However, nowadays it has a much wider meaning. Metaphors are used not only in literary language; they are also an important part of everyday language as they not only make the language more colourful, but they can also express, explain, entertain, clarify, evaluate, create and describe something.

The creation and understanding of metaphors is not a simple process as different parts of the brain are involved. Moreover, metaphors, especially conceptual metaphors, are closely connected with human thinking and earlier experiences as parallels between two different concepts are drawn in mind. This leads to the conclusion that a detailed analysis of metaphor has to be done in order to understand the sense, the purpose and the meaning of metaphor.

A metaphor which is closely connected with human mind is a conceptual metaphor. Conceptual metaphor is a metaphor which deals with a human conceptual system. This metaphor expresses one concept in terms of another. There are three types of conceptual metaphors: structural, orientational and ontological. Structural metaphor has a clear structure, orientational metaphors are mostly spatial metaphors, but ontological metaphors see the ideas as if they were physical substances. However, it is difficult to separate them as they have a tendency to overlap. This is also one of the factors why it seems that conceptual metaphors have no system. However, this

opinion seems to be false because conceptual metaphors are very systematic. Although conceptual metaphors have a detailed system, it is still not easy to understand them, as there are many overlaps and many subcategories.

Thus, in order to understand the meaning and the way a conceptual metaphor is created; different theories of conceptual metaphors are developed. The main theories are the following: philosophical theory, blending theory and text-based theory. Philosophical theory deals with the philosophy of the language and includes three approaches, which explain the way of how the metaphor is created. Blending theory also explains the creation of metaphor and the basis of it is a model of 4 'mental spaces'. Text-based theory differs from both the previously mentioned theories as it deals with studying language rather than concentrating on models. It investigates such factors as frequency, collocational patterning and different meanings of the same pattern.

The analysis of political speeches given by the president of the USA Barack Obama has shown that conceptual metaphors are widely used in political speeches, many of them are repeated and some of them are repeated even word for word. Conceptual metaphors are used in political speeches in order to leave a certain effect on the audience. They help to make the speech more convincing, persuasive, heroic, and at the same time patriotic and positive. Thus, the use of conceptual metaphors help to situate the President in a good position as the use of different conceptual metaphors can make the speech dramatic and heroic at the same time, emphasizing the serious problems of state and underlining the heroic nature of the President, who is ready to invest a lot of effort in order to solve the problems and take care of nation. Moreover, with the help of conceptual metaphors the President makes premises for a better future, which make the speech more patriotic and positive.

Thus, the hypothesis of the present thesis has been approved: conceptual metaphors are widely used in political speeches, which allow the nation to believe and to rely on the premises made by politicians, as conceptual metaphors help the speech to sound impressive, radical, demonstrative, emotional and patriotic.

The present research might be of considerable use for political scientists to find out the hidden meaning of political speeches and to see, how politicians use appropriate language means to achieve desirable effect on the audience. In order to draw more relevant conclusions, more political speeches should be analyzed.

Theses

1. Politics is the activities of the government, members of law-making organizations or people who try to influence the way a country is governed.
2. Public speaking is an integral part of politics as in public speeches politicians give an account for the aims which have been achieved and declare their future plans.
3. Stylistic devices and especially different kinds of metaphors are widely used in political speeches.
4. A metaphor is a linguistic representation that results from the shift in the use of a word or phrase from the context or domain in which it is expected to occur to another context or domain where it is not expected to occur, thereby causing semantic tension.
5. Nowadays a metaphor is an important part of both literary language and everyday language as it makes the language not only fresh and colourful, but as it also serves as a tool for clarifying, explaining, expressing, describing, evaluating something, as well as for entertaining and for creating words with new meanings.
6. Conceptual metaphor is a metaphor in which one idea is understood in terms of another and which is closely connected with mind, human conceptual system and human experiences.
7. The discourse analysis has shown that conceptual metaphors are widely used in political speeches.
8. The most frequently used conceptual metaphors used in presidential speeches on economy, given by Barack Obama, are war, sport and architecture metaphors.
9. War and sport metaphors make the speech dramatic, heroic, convincing, and help to create in the speech a spirit of fight.
10. Architecture metaphors help to make the speech positive and patriotic.
11. The usage of different conceptual metaphors in political speeches helps to situate politicians in a good position as conceptual metaphors help to make the speech heroic.

References

1. Aristotle (1992) *The Politics*. London: Penguin Books
2. Aristotle (1952) *Poethics*. Oxford: Clarendon Press
3. Charteris – Black J. (2004) *Corpus Approaches to Critical Metaphor Analysis*. New York: Palgrave Macmillan
4. Chilton P. (2004) *Analysing Political Discourse*. London: Routledge
5. Cupchik and Gerald (2003) *The 'Interanimation' of Worlds: Creative Metaphors in Art and Design*. Oxford: Berg Publishers
6. Cruse A. (2004) *Meaning in language*. New York: Oxford University Press
7. Deignan A. (2008) *Metaphor and Corpus Linguistics*. Amsterdam: John Benjamins
8. Galperin I.R. (1971) *Stylistics*. Moscow: Higher school publishing house
9. Howe N. (1988) *Metaphor in Contemporary American Political Discourse*. London: Routledge
10. Jerome A. Feldman (2006) *Molecule to Metaphor: A Neural Theory of Language*. Cambridge: The MIT Press
11. Knowels M. and Moon R. (2006) *Introducing Metaphor*. London: Routledge
12. Lakoff G. and Johnson M. (1980) *Metaphors We Live By*. Chicago: University of Chicago Press
13. Lakoff G. (1992) *Contemporary Theory of Metaphor*. Cambridge: Cambridge University Press
14. McEnery A., Xiao R., Tono Y. (2006) *Corpus-based language studies: An advanced resource book*. London: Routledge
15. Williams H. (1896) *Realigning America: Mckinley, Bryan, and the Remarkable Election of 1896*. University Press of Kansas

Internet Sources

1. Available from: <http://dictionary.cambridge.org/> [Accessed March 12]
2. Available from: <http://global-english.lefora.com/2008/09/14/the-grammar-translation-method/> [Accessed June 2]
3. Available from: <http://www.lifesip.com/definition-of-politics.html> [Accessed June 2]
4. Available from: <http://dictionary.reference.com/browse/speech> [Accessed June 2]

5. Available from: <http://www.speechtips.com/public-speaking-occasion.html>
[Accessed June 2]
6. Available from: <http://www.thefreedictionary.com/stylistics>
[Accessed June 2]
7. Available from: http://revolution.allbest.ru/languages/00093681_0.html [Accessed June 2]
8. Available from: <http://electronicportfolios.com/metaphors.html> [Accessed June 2]
9. Available from: <http://www.cs.bham.ac.uk/~amw/figLangWorkshop/Lukes.pdf>
[Accessed November 12]
10. Available from: (<http://creet.open.ac.uk/projects/metaphor-analysis/theories.cfm?paper=cmt>) [Accessed November 20]
11. Available from: http://www.ehow.com/how_5926138_analyze-use-metaphors-literature.html [Accessed November 12]
12. Available from:
http://changingminds.org/techniques/language/metaphor/poetry_metaphor.htm
[Accessed November 20]
13. Available from: <http://www.wisegeek.com/what-is-brocas-area.htm> [Accessed November 21]
14. Available fom:
http://thebrain.mcgill.ca/flash/d/d_10/d_10_cr/d_10_cr_lan/d_10_cr_lan.html
[Accessed November 21]
15. Available from:
http://findarticles.com/p/articles/mi_g2699/is_0002/ai_2699000296/ [Accessed November 24]
16. Available from: <http://wwwhomes.uni-bielefeld.de/~gibbon/Classes/Classes2005WS/HTMD/classnotes.html> [Accessed December 3]
17. Available from: <http://wordnet.princeton.edu/> [Accessed April 26]
18. Available from <http://bx.businessweek.com/economic-recovery/>) [Accessed April 26]
19. Available from: <http://www.britannica.com/EBchecked/topic/275376/human-being>) [Accessed April 26]
20. Available from: <http://www.wipo.int/about-ip/en/> [Accessed April 26]

Appendix 1

Political Speeches

1. *Remarks by the President at the Export-Import Bank's Annual Conference*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-export-import-banks-annual-conference> [Accessed March 3]

2. *Remarks by the President in a Discussion on Jobs and the Economy in Charlotte, North Carolina*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-a-discussion-jobs-and-economy-charlotte-north-carolina> [Accessed March 3]

3. *Remarks by the President on Wall Street Reform*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-wall-street-reform> [Accessed March 10]

4. *Remarks by the President at the Presidential Summit on Entrepreneurship*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-presidential-summit-entrepreneurship> [Accessed March 12]

5. *Remarks by the President on the Economy*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-economy-0> [Accessed March 13]

6. *Remarks by the President on the Economy at Carnegie Mellon University*

Available from: <http://www.whitehouse.gov/the-press-office/remarks-president-economy-carnegie-mellon-university> [Accessed March 13]