



The Role of Metaphorical Language in the Critical Discourse Analysis of Western Political Texts

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Abstract

The present study was carried out with the purpose of examining the role of metaphorical language in the critical discourse analysis (CDA) of political texts based on the CDA framework and attitudinal model of appraisal theory. According to CDA, the categories of deception, power relations, manipulation, authority, legitimation, and ideology were considered in the analysis of the texts and, concerning attitudinal resources, judgment, appreciation, and affect were gauged. The corpus of this study consisted of different editorial articles in Western political magazines on the relations between the I.R. of Iran and the West in the time span of 2010-2017. The results of both content analysis and chi-square test tended to approve the significant use of metaphors in the texts with regard to both discursive and attitudinal resources. Regarding the former, deception, power relations, manipulation, and authority gained the highest frequency while with respect to the latter, judgment and appreciation were implemented more frequently. The significance of the findings is discussed in light of CDA and appraisal theory and relevant implications are presented in the paper.

Keywords: Appraisal theory, Critical discourse analysis, Iran-west relations, Metaphor, Political texts

INTRODUCTION

Critical discourse analysis (CDA) is defined “a type of discourse analysis research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in social and political contexts” (van Dijk, 2005, p. 69). The purpose of CDA is to reveal the ways that ideological presuppositions are concealed beneath the surface features of language represented in text (Machin & Mayr, 2012). Researchers concerned with the

whole concept of CDA might be interested in different theories and several foci; however, they are all joined together by a concern for the examination of the way that ideology develops in language (Fairclough, 1992). CDA has a focus on different realms such as institutional, political, gender, and media discourses (Wodak, 2009) and the way particular social groups may be misrepresented in numerous types of discourse.

One of the prominent discursive and linguistic tools of CDA that realizes important discourse-semantic forces in political texts is metaphor.

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Charteris-Black (2004, 2005, 2014), refers to metaphor as a means of persuasion in political discourse. Charteris-Black (2004) puts forward an approach towards critical metaphor analysis (CMA) that includes three stages of metaphor analysis in political discourse: (1) metaphor realization by means of thorough analysis to understand the nominated metaphors that are later studied and categorized by his suggested norms for the appropriate metaphor; (2) metaphor elucidation by connecting the cognitive and pragmatic components to the use of metaphor; and (3) metaphor explanation to clarify the social role of metaphor in political discourse.

According to Otieno (2016), political discourse studies have maintained that "metaphors have significant rhetorical and persuasive use in political discourse" (p. 21). Moreover, Otieno (2016) mentioned that political discourse studies "have been based on the view that metaphors play a central role in public discourse, particularly political discourse" (p. 21). Given the significance of metaphors in PDA, in the present study, therefore, the focus was directed to the metaphors used in western news outlets. The discourse of such ideologies were analyzed to explore how discourse is manipulated and structured by the writers based on these established news centres that have, in their employ, very qualified writers and journalists with an impact on the way news discourse is presented towards the accomplishment of political, media, discursive, social and strategic goals more in tune with the profit and gain of the West than of the Iranian nation's gain and benefit.

Critical discourse analysis, according to Coffin (2001), is concerned with language analysis which related to the issues of language, power and ideology. CDA is an interdisciplinary approach to discourse which does not consider the study of language separate from social context. Instead, it underscores the role of language as a form of social practice (Fairclough & Wodak, 1997), and intends to analyze both the way in which discourse is formed by concepts of power and ideology, and the manner in which discourse

is an active determiner of these relations (Cummins, Regeer, de Haan, Zweekhorst, & Bunders, 2017; Mulderrig, 2017)

CDA is mainly dependent upon Halliday's systemic functional linguistics (Fairclough, 1992), and the critical linguistics approach. Critical linguistics, consistent with the systemic linguistics theory of Halliday, stood in sharp opposition to two widely accepted ideas in linguistics at that time: that is the approach towards language systems as being independent of language use, and the seclusion of meaning from expression (Fairclough, 1992). Fairclough accepted the notion of critical linguistics; however, he did not find it comprehensive enough with respect to different aspects in the analysis of language. Fowler (1996) postulates that the appropriateness of critical linguistics is influenced by its power in assisting readers in "demystificatory readings of ideology-laden texts" (p. 6). In opposition to this, Fairclough asserted that this approach adopts a product-oriented perspective towards text to the exclusion of exploring the way these texts are generated, and how they might be deciphered.

All these factors are reflected in Fairclough's multidimensional approach to the social theory of discourse (Fairclough, 1992, see Figure 1). Emphasizing the social essence of language and the importance of ideology, and that this work is continual. The question arises as to whether such theory and research realizes an importance that language had in social life which has not been welcomed previously, or in fact mirrors an improvement in the social status of language (Fairclough, 1992). Fairclough provides an explanation to this point by emphasizing the necessity of more in-depth critical analysis of all forms of discourse.

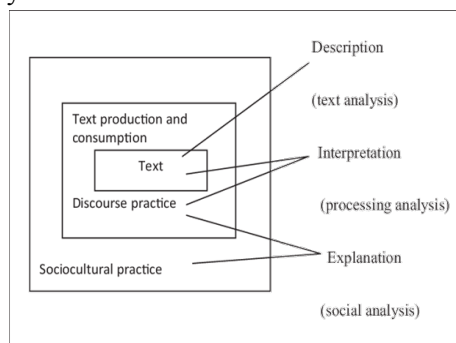


Figure 1. Fairclough's Model

The critical analysis of political discourse is thoughtfully related to the discourse analytic approach of CDA. Allying PDA and CDA is based on the assumption that political discourse is and needs to be conducted by means of a critical perspective and that CDA is substantially a political attempt. van Dijk (1997) declares call for a more critical representation of PDA, postulating that this domain of research need to be visualized as entailing the examination of political discourse and a political approach to discourse analysis. Furthermore, he continues that for a more interesting reading, political discourse analysts are required to consider a critical vantage. This 'critical-political discourse analysis' investigates the means through which political authority, power manipulation or control displays and are endorsed through discourse structures and practices.

Fairclough (1985) and van Dijk (1990) provide the preliminary articulations of CDA. Fairclough advised that discourse analysts need to consider the wider macro-level social and political circumstances that promote micro-level communications and behaviours. Such critical analysis, he believes, need to corroborate the dispersion and articulation of power in social organizations and social developments. Besides, critical discourse analysis necessitates the analysis and clarification of the means by which ideology is accepted (Hall, 1982) through discursive practices and structures and, similarly, should make more obvious the social purpose and influence of discourse predictably imperceptible to discourse contributors.

Guo (2013) claims that CDA has faced strong criticism from researchers despite its rapid development which is because of not paying attention to the cognitive aspects of discourse. The analytic tools and the theoretical framework of CDA can be improved by integrating metaphor research into CDA. In other words, the emphasis should not be only on the cognitive function of metaphor. But, the pragmatic and ideological function of metaphor should be taken into account as well.

Thus, Guo (2013) believed that our focus should be on the cognitive function of metaphor

and its pragmatic and ideological function as well. As a matter of fact, metaphor research can be used as a tool to know the cognitive processes involved and to examine how discourse impacts society. Because, "discourse maintains, influences and changes social reality through human mind" (p. 480). Metaphor is an important cognitive tool to conceptualize the world which constructs a fundamental part of ideology. Moreover, metaphor plays a significant role in the construction of social reality.

Critical Metaphor Analysis (CMA) is a new model derived from CDA and it is informed by a dedicated research program in Cognitive Linguistics, which, in Hart's (2010) view, now represents the most rigorous and linguistics-orientated approach to CDA and the one which is the most illuminating. This approach consists of identification, interpretation, and explanation stages which are used to recognize the covert intentions and messages of language users.

CMA has been proposed by Charteris-Black (2004) that develops a view of the role of metaphor in political communication that espouses the idea that metaphors contribute to the design of a leadership style through appealing to followers to share in a particular representation or construal of social reality. He argues that successful and charismatic leaders create metaphors onto which followers project their own meanings and in doing so find a degree of socio-psychological and emotional gratification. This is an epistemological model Charteris-Black drew upon extensively in different sources of his as well (Charteris-Black, 2004, 2005, 2007).

In this spirit, this project concerns itself with the role of metaphorical language in the critical discourse analysis of political texts using articles from western established political magazines on Iran-West Relations, conducting this analysis based on the attitudinal model of Appraisal Theory (Martin & White, 2005) and Critical Metaphor Analysis Model (Bednarek, 2005; Charteris-Black, 2004, 2006; Hart, 2010). The purpose of this study is to examine the role of metaphorical language in the critical discourse analysis of po-

litical texts using articles from western established political magazines, such as Times, Newsweek, Washington Post, Daily Mail, Huffington Post, BBC, etc. on Iran-West Relations.

Appraisal theory is a systematic lexicogrammatical framework derived from Systemic Functional Linguistics (SFL) which was introduced by Martin and White (2005). Appraisal/Evaluation theory which is based on the interpersonal metafunction of SFL "focuses on how speakers express feelings, how they amplify them, and how they may incorporate additional voices in their discourses" (Martin, 2000; Martin & Rose, 2003; Martin & White, 2005). Appraisal has three subsystems including: Attitude, Engagement and Graduation with each subsystem having a few subcategories. The first subsystem in the Appraisal framework is attitude which is the main subsystem in the Appraisal framework.

Attitude "is concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation of things" (Martin & White, 2005). Engagement is the second subsystem which "deals with sourcing attitudes and the play of voices around opinions in discourse" (Martin & White, 2005). The last subsystem of this framework is graduation which "attends to grading phenomena whereby feelings are amplified and categories blurred" (Martin & White, 2005).

The attitudinal subsystem of appraisal, which is the major subsystem in the Appraisal/Evaluation framework, consists of three subcategories: Affect, Judgment, and Appreciation (Martin & White, 2005). Figure 2 represents the three subsystems of the Appraisal framework together with their own subcategories.

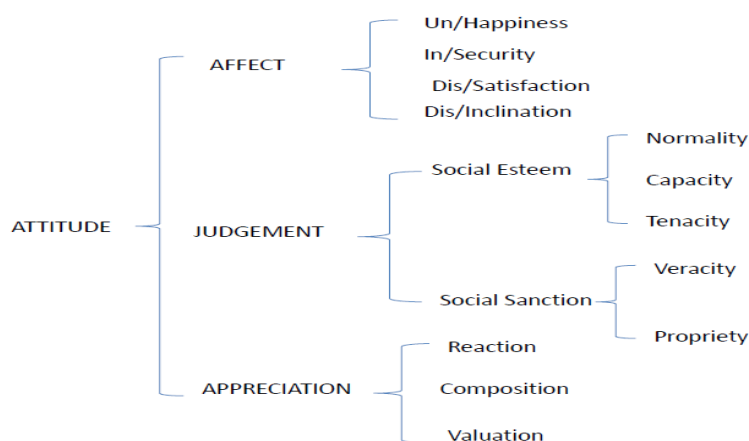


Figure 2. Overview of Attitude Subsystems (Based on Martin & White, 2005)

Korner (2000) defines affect as the emotional response to the person, thing, happening or state of affairs which can be positive or negative; explicit or invoked. It is shown through different lexical items such as verbs of emotion, adverbs and adjectives of emotion, and nominalization. Regarding judgement, Martin and White (2005) explain that it is concerned with "attitudes towards behaviour, which we admire or criticise, praise or condemn." As with affect, judgement can take positive and negative values. Lastly, appreciation, according to Martin and White (2005), deals with the aesthetic evaluation of objects, entities, etc. It includes both positive and negative dimensions.

Critical discourse analysis (CDA) as one of the fundamental models of discourse analysis (DA) has become widespread in research studies and it is utilized to discover the underlying hidden ideologies of the texts analyzed. Several researchers have investigated the impact of implementing CDA in the context of EFL (Hashemi & Ghanizadeh, 2012; Ebrahimi & Rahimi 2013; Bukhari & Xiaoyang, 2013).

Ebrahimi and Rahimi (2013) examined the effects of a change in teaching reading and in reading content via the framework of CDA. The researchers of this study believe that several researchers have dealt with theoretical aspects of

CDA (Fairclough, 1992; van Dijk 1993; Wodak, 2002) "but the practical aspects are not fully explored and a few studies could be found that report how CDA and its frameworks and techniques are implemented to improve EFL students' learning" (p. 2). The findings indicated that the change into more involving content and the change in teaching approach via the CDA framework resulted in a reading comprehension classroom environment that was considered by students as more effective and helpful which facilitated their learning.

In another study, Bukhari and Xiaoyang (2013) investigated the literature related to CDA to determine whether CDA can be used in educational research. The findings of their research revealed that CDA can be utilized in educational research field and teaching and learning process as well. Moreover, Hashemi and Ghanizadeh (2012) investigated the impact of CDA on the critical thinking ability of TEFL students in classes of Reading Journalistic Texts. The results of the study revealed that CDA has the highest impact on recognizing unstated assumption and interpretation, as the two components of Critical Thinking. The findings also indicated that CDA affects learners' critical thinking ability significantly and in a positive way.

In a similar vein, Cots (2006) argues that reading in an EFL setting is typically an exercise in honing comprehension skills related to areas of grammar, vocabulary and pronunciation, among others. Students interact with texts in an attempt to absorb a target structure or learn a function of language. Training for efficiency and the generation of productive citizens is the goal of this model. Cots (2006) further explains that this emphasis on the structural/functional aspects of language is an incomplete representation. A full reading of a text emphasizing linguistic structures also contributes to "a global meaning representing an ideological position" (p. 338). In other words, in order for students to gain a complete reading skill and the mastery of writing for that matter, critical skills as well as comprehension skills should be

learned through CDA instruction. Furthermore, as Dellinger (1995) puts it understanding grammar and lexicon does not result in understanding the text. In other words, the interaction between the ability of the reader to decode the intent of the author leads to the comprehension of the text meaning.

The review of the literature makes it clear that there have been limited interest in attempting to bring together the critical discourse analysis and critical metaphor analysis in the interpretation of political texts. The present study attempted to bridge this gap by siting within a mixed-method research design, benefitting from both qualitative and quantitative processes of data collection and data analysis. The dominant analysis method, however, was a qualitative, exploratory, discourse-analytic, descriptive and text-analytic approach. More specifically, the present study addressed the following research questions:

1. In the corpus for this study, what does a critical metaphor analysis of the articles from western established political magazines on Iran-West relations reveal about critical discursive notions like power relations, ideology, authority, deception, legitimization, and manipulation in ways that show the writers manipulate these metaphors towards the western gain and dominance over Iranian interests?
2. Within the system of attitude of the theory of appraisal/evaluation, how do the metaphors used in the corpus fit into the attitudinal components of Affect, Appreciation and Judgment and what discursive, functional and critical implications accrue to these attitudinal values for these metaphors?

METHODS

Corpus

The corpus of this study included different articles in western established political magazines,

such as Time, Newsweek, Washington Post, Daily Mail, Huffington Post, BBC, etc. that are made up of articles written about the relations between I.R. of Iran and the West. The sampling used in this study was purposive sampling, also known as judgmental or subjective sampling which is a kind of non-probability sampling technique. In this study, papers published in the time span of 2010-2017 were analyzed regarding the metaphorical language used. The reason for the selection of articles from the aforementioned magazines is because they are considered the leading magazines in Western countries in terms of circulation. And, the basic reason that this timeframe was selected was the specific periods of time relating to crucial discursive events for evaluating and collecting data is because Iran and particularly its nuclear negotiations was a hot topic in the Iranian as well as international media. This particular period of time, therefore, is considered sufficient to render a dynamic picture of how the Iran-West relations are discursively developed in the texts. Afterwards, the news articles were copied and pasted into files in Microsoft Word format.

In sum, this study adopts a critical discourse analysis of the language used in the magazines written by journalists ideologically opposed to Iran. Political magazines provide sufficient data to examine the role of socio-political beliefs and ideologies in arriving at a discussed comprehension of some of the significant political conflicts creating opposing political views, beliefs, and cultural values. This data is published in the contexts of the magazines, thereby verifying adequacy in arriving at informed and reliable evaluations about the interpretation of the motives in the statement of political ideas delivered by the magazines.

Data Analysis and Procedures

A Critical Metaphor Analysis model was used to furnish these metaphors with the political meaning and message that they are delivering. Also, these metaphors were gauged according to the three-part attitudinal components within the theo-

ry of Appraisal/evaluation: *Judgment, Affect and Appreciation*. There was a recourse to quantification as well, where these three attitudinal components were compared in terms of type (judgment, affect or appreciation), polarity (positive or negative), and strategy (Inscribed vs invoked). This part of the analysis intended to reveal what dialogic and attitudinal stance the speaker/writer adopts and what interpersonal reactions and responses he/she is expecting to arise in the reader, when there is use made of metaphorical language in these political texts.

The point of departure for finding the instances of metaphor in the political corpus of analysis chosen for this study was through the 'conceptual mapping' theory of metaphor (also known as Cognitive Theory of Metaphor or Domain Mapping) within which a wording is an instance of lexical metaphor when there is a 'source domain' from which the 'target domain' borrows, to say something more strongly and effectively than normal non-metaphorical wording would. Metaphors are known to disturb the natural order of reality construed by the clauses through borrowing from domains of reality 'outside the immediate context of situation' being talked about. This theory provides us with a tool to discern lexical metaphors. It is after this that links between these political metaphors and the system of attitude will be established.

Moreover, this study did not analyze the language of metaphors used in the text of the Iranian press on Iran-West relations. This is for two reasons. First of all, it is not a common tenet of CDA frameworks to necessarily compare 'two sides' for an informative critical picture to emerge. The objective of CDA is to analyze and reveal (one set of) hidden voices of life, of human agents/discourse speakers as a measure of the ideological, political and power-related circumstances governing them. The second reason has to do with a politically and ideologically taken-for-granted and easy-to-acknowledge fact, in the sense that what gets revealed in such a CDA as this, as the standpoints adopted by the western side within the western press, is expected to be

obviously and clearly damning to and at odds with the Iranian standpoint. In this sense, the researcher in any CDA is supposed to shed light on one set of hidden relations of power or ideology, for the CDA researcher ‘must’ take sides, one side that is; "unlike other discourse analysts, critical discourse analysts (should) take an explicit sociopolitical stance: they spell out their point of view, perspective, principles and aims, both within their discipline and within society at large" (van Dijk, 1993, p. 252).

As demonstrated, it was made possible to use a reasonably large number of texts for analysis. Even though not the entire target texts on the topic,

these texts were sufficient to fulfill the representativeness of texts for the analysis of linguistic selections using critical discourse analysis and critical metaphor analysis. As seen from the table below, a total of 32 articles from different magazines provided the data for the analysis. The number of articles, divided into the timeline of events, is presented in Table 1 below. As depicted thus far, through establishing a standard criterion for data collection, systematically grouping and utilizing a large amount of data to be a representative sample could help minimize the potential bias in text selection, hence bringing about trustworthiness and reliability of the analysis.

Table 1.
Distribution of Data

Data	Number of news items	Year
The Washington Post	N = 4	2016, 2017
Huffington Post	N = 6	2014, 2015, 2016, 2017
Daily Mail	N = 3	2017, 2017
BBC	N = 4	2015, 2017
Orient net	N = 1	2016
Newsweek	N = 7	2014, 2015, 2016, 2017
The New York Times	N = 2	2017
Time	N = 3	2015, 2016

Verification of Analysis

The degree to which independent judges arrive at the same coding decisions is at the center of any reliable content analysis. The reliability guidelines, in the present study, followed Kimberley Neuendorf's (2002) review of ‘rules of thumb’ for inter-coder reliability tests which concluded that “. . . coefficients of .90 or greater would be acceptable to all, .80 or greater would be acceptable in most situations, and below that, there exists great disagreement” (Neuendorf, 2002, p. 145). The coding reliability verification found that the coding of information selections from political reports in the current study was with a high and satisfying level accurate according to Cohen's Kappa inter-rater reliability index ($\kappa = .93$).

RESULTS

Firstly, examples from the critical discursive notions of power relations, ideology, authority,

deception, legitimization, and manipulation are provided to clarify the ways that the writers aimed at manipulating these metaphors towards the western gain and dominance over Iranian interests.

Interpretive Analysis

Power Relations. Power relations in the context of discourse refer to the use of language as a context for power and domination. In the present study, the identified metaphors were analyzed for their degree of exercising power and domination over Iran. in the following excerpt from the Washington Post (2015), for example, the use of ‘curb ambitions’ refers to the domination of western countries in terms of controlling Iran and considering the nuclear negotiation to their own benefits.

“Key U.S. allies, including Britain, France and Germany, see the deal as an effective *curb* on

Tehran's putative nuclear *ambitions*".

In the following example from Huffington Post (2017), the western domination is notified as a controller of Iran's relations with the world:

"It was a victory for those who believe that the time had come *to open up Iran* further to the rest of the world".

Ideology. Critical discourse analysis aims at employing linguistic expressions and alludes to social and historical context to uncover the hidden ideology in a text to examine the complex relationship among language, power and ideology. Metaphors in the present study were investigated to see how the western community assessed their own party ideology or presented a negative evaluation of the party of the opposition. In the following example, the ideological position of the Daily Mail (2017) author is the inequalities that the nuclear deal has caused in Iran.

Rouhani has faced *pushback* from conservatives and hard-liners, who criticize the accord as *giving too much away*. Since the deal went into effect, Iran has doubled its oil exports and *inked* multi-billion-dollar aircraft deals with Boeing and Airbus.

"Mr Ahmadinejad and his policies *had brought the country to its knees*" (BBC, 2015).

Authority. The authority or influential roles are expressed in the following examples:

Trump *assented to the move* with profound reservations and *pushed for* more sanctions on Iran.

"I don't think we get much benefit from the deal, so it *collapsing* doesn't trouble me all that much," said Sen. Tom Cotton (R-Ark.). "The president's instincts on Iran are sound."

Deception. Deception refers to the use of the language of political texts in such a way as to make it loaded, vague and this capable of dishonesty (Chilton, 2005). Obvious metaphorical signs of deceptive intent are presented in the following examples from Washington Post (2017):

"The *intelligence community believes* that Iran's violations are minor and do not amount to a material breach. But the president's view is that Iran is in violation of the *spirit of the deal*, a sen-

ior White House official told me. Under the law Congress passed, the certification is subjective".

Legitimation. Legitimation refers to the strategy practiced by some politicians or leaders to attract the addressees by means of exerting authority or rationalizing a particular move. The examples are as follows:

"Senior administration officials made clear that the certification was grudging," my colleague Karen DeYoung wrote, "and said that President Trump intends to impose new sanctions on Iran for ongoing '*malign activities*' in non-nuclear areas such as ballistic missile development and support for terrorism" (Washington Post, 2016).

Manipulation. It is argued that politicians tend to avoid straightforward and direct provision of facts. Rather, there is a persuasive representation to the truth (Schiffrin, Tannen & Hamilton, 2001). This purpose is usually achieved through manipulating the discourse. In the following excerpts, the examples are provided:

"In the diplomatic arena, Iran has often appeared to time its official declarations in such a way as to *make Moscow look bad* in the eyes of the international community, probably to *alienate* it from the West" (Newsweek, 2016).

Affect. The following examples depict the ways that the affect category was used:

"Trump stated that it was not a religious war, while advising the Saudis to fight to eliminate Shi'ism. This contradiction *adds fuel to the fire* and exacerbates religious differences" (Huffington Post, 2017).

Appreciation. The following excerpts clearly show the reactions and the values, either positively or negatively, put on the political issues where Iran has been involved.

"The coming campaign to retake Mosul from ISIS and the increasing instability in Iraq's government—and the role Iran's allies and proxies are playing in both situations—are *bringing to light* the current state of Tehran's policies towards its *western neighbour*" (Newsweek, 2016).

Judgement. Judgment is concerned with the attitudes towards behaviour which can be either nega-

tive or positive as notified in the following examples:

“*Strangling Iran economically* for a decennia did neither manage to *destroy the country* nor to really slow down the production of nuclear energy” (Huffington Post, 2017).

“*Iran deserves to be* respected for what it is and what its electors have voted for. Trump appeal to unity was divisive” (Huffington Post, 2017).

Results of Statistical Analysis

Frequencies of using various categories of discursive and attitudinal categories have been counted to show the degree to which systematic use is made out of these various strategies and also to find which one of these strategies is used most frequently. For this purpose, a Chi-square test was carried out.

Firstly, the results of descriptive statistics are presented in Table 2.

Table 2.

Descriptive Statistics for the Discursive and Attitudinal Categories

		type		Total	
		discursive	attitudinal		
categories	power relations	Count	79	0	79
		% within categories	100.0%	.0%	100.0%
		% within type	19.8%	.0%	11.4%
		% of Total	11.4%	.0%	11.4%
	ideology	Count	36	0	36
		% within categories	100.0%	.0%	100.0%
		% within type	9.0%	.0%	5.2%
		% of Total	5.2%	.0%	5.2%
	authority	Count	71	0	71
		% within categories	100.0%	.0%	100.0%
		% within type	17.8%	.0%	10.3%
		% of Total	10.3%	.0%	10.3%
	deception	Count	80	0	80
		% within categories	100.0%	.0%	100.0%
		% within type	20.0%	.0%	11.6%
		% of Total	11.6%	.0%	11.6%
	legitimation	Count	59	0	59
		% within categories	100.0%	.0%	100.0%
		% within type	14.8%	.0%	8.6%
		% of Total	8.6%	.0%	8.6%
manipulation	Count	75	0	75	
	% within categories	100.0%	.0%	100.0%	
	% within type	18.8%	.0%	10.9%	
	% of Total	10.9%	.0%	10.9%	
affect	Count	0	57	57	
	% within categories	.0%	100.0%	100.0%	
	% within type	.0%	19.7%	8.3%	
	% of Total	.0%	8.3%	8.3%	
appreciation	Count	0	104	104	
	% within categories	.0%	100.0%	100.0%	
	% within type	.0%	35.9%	15.1%	
	% of Total	.0%	15.1%	15.1%	
judgment	Count	0	129	129	
	% within categories	.0%	100.0%	100.0%	
	% within type	.0%	44.5%	18.7%	
	% of Total	.0%	18.7%	18.7%	
Total	Count	400	290	690	
	% within categories	58.0%	42.0%	100.0%	
	% within type	100.0%	100.0%	100.0%	
	% of Total	58.0%	42.0%	100.0%	

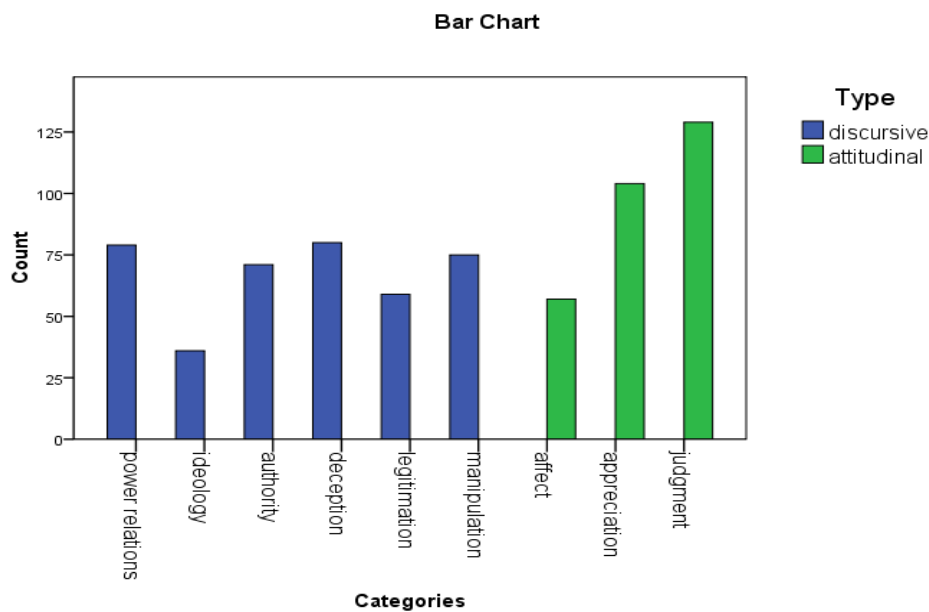


Figure 3. Discursive and Attitudinal Categories

As it is observed in Table 2, the most frequently used discursive categories were the deception (20%), power relations (19.8%), manipulation (18.8%) and authority (17.8%) and the least used ones were legitimization (14.8%) and ideology (9%). For the attitudinal categories, the most frequently used types were judgment (44.5%), appreciation (35.9%), and the least frequently used one was affect (19.7%). The results of Chi-square illustrated a statistically significant association, $\chi(8) = 6.90, p = .000$, between the discursive and attitudinal categories in terms of the employed metaphors. Moreover, a moderate and significant strength of association ($phi = .45, p = .000$) was found between these constructs. The results are exhibited in Figure 3.

DISCUSSION

The present study was an endeavor to investigate the role of metaphors in political texts analyzed by means of the application of critical discourse analysis. The obtained findings from both interpretive and quantitative analyses demonstrated significant discursive and attitudinal differences. In the case of the former, the deception, power relations, manipulation and authority categories

were most frequently employed in the texts whereas the legitimization and ideology categories were used less frequently. Regarding the attitudinal concept, texts were inclined mostly to the use of judgment and appreciation metaphor in comparison with the affect category. In sum, according to the political texts analyzed as data, in our analysis we could specify the patterns of stereotypes ingrained in the texts. The results of this study, therefore, show congruence with previous studies underscoring the position of magazines in turning into a political platform for authorities to exercise power and as a result social partiality (Joye, 2010; Stamou, 2001; Teo, 2001). The results advocate Fairclough's (2003) stance considering texts as not just impacts of linguistic features and sequence of discourse; rather, as effects of further social dimensions, making it difficult to isolate the factors building texts.

The literature puts a great emphasis on the fact that journalists are required to provide information in an attempt to attract their audiences' attention; otherwise, the productions could go far from prominence and would have a slim chance of approval and admiration in the marketplace (Brossard & Shanahan, 2006).

Previous studies demonstrate that audiences vigorously get involved with media texts, but only if their attention is attracted in the first place. The ‘deception’, ‘power relation’, ‘manipulation’ and ‘authority’ discursive features, in the present study functioned as strategies for attention direction about Iran and West’s political relations.

With respect to the distribution of attitude system in the analyzed political texts, it can be concluded that the meaning of attitude in the present study has been mainly reflected by the judgment system and the appreciation system, whereas affect system constituted the least frequent category. It is presumed that the pattern of attitudinal resources in the texts is gauged by the specificities and nature of incidents conveyed by political reports. From the perspective of content analysis, although the texts have employed some positive attitude towards the Iranian society and stance, and there were more negative features comparatively. This news also informs the readers that when controversies arise or differences exist, there have been few attempts to use positive discourse in order to build a harmonious and constructive bearing.

The findings of this study bear significant implications for the practice of CDA in EFL classrooms. Up until relatively recently, language pedagogy was solely oriented towards a bottom-up approach, commencing with separate words or even individual letters, and categorizing the study into isolated realms of vocabulary, grammar or pronunciation. Such an approach, generally named as an atomistic approach (Cook, 1989) considers this type of instruction essential to provide students with the building blocks of language. However, there is also an indispensable need to take into account the role of holistic form-meaning approaches to text analysis required for effective communication (Javadi & Azizinejad, 2017; Khezrlou, 2012; 2018; Khezrlou, Ellis & Sadeghi, 2017). CDA can help the language teacher in achieving this purpose.

There are now student books accessible which motivate the learners to concurrently analyze the

text at the macro-level as well as the lower levels. Teachers might help learners get a more comprehensive understanding of discourse particularly political discourse by integrating an attention to both micro and macro-level features. The understanding of macro-level features can be fostered through a better understanding of metaphors and the wider social, ideological and power issues in political texts.

Furthermore, the implementation of CDA as an instrument for use in the classroom is now normally termed as Critical Language Awareness (CLA), a term proposed by Fairclough and his colleagues Clark and Ivanic (1999). These scholars believe that the integration of CLA as a result of CDA into the classroom could cultivate the advancement of language consciousness, providing learners more control over their own language production together with a better understanding of how they are manifested in the language use of others (Clark & Ivanic, 1999).

CONCLUSION

In postulating his conception of the power of discourse, Fairclough (1992) declares that we live in an era in which power is predominantly implemented through the production of consent instead of coercion. Arguably, the western communities are now living in an era in which the articulation of consent is no longer clear-cut and a progressively consumer-oriented society, the politicians will apply any instruments available to enhance the brand-image. Therefore, the responsibility is to help learners distinguish the shifts in discursive practices (Bhatia, 2001, cited in Joye, 2010).

The question arises as to whether it is in fact crucial to systematically analyze discourse. The important point here is that if we give adequate focus on the major tenets of CDA (Fairclough & Wodak, 1997), there should be no uncertainty that it can be invaluable in giving language a life for the learners as well as bringing about a more active role in learning. Olshtain and Celce-Murcia (2001) advise that it would be ill-opined to teach language through the adoption of the communicative approach without depending

heavily on discourse analysis.

This significance calls for further research in this realm particularly with respect to political discourse. Firstly, since the theories of metaphor, as any other qualitative style-oriented, context-dependent discourse analyses, are open to debate and may vary from theory to theory; the point is to keep alive the rigorous exchange of ideas and applied linguistics /discourse viewpoints so that the discipline as a whole retains its lively status. Secondly, the present study only investigated western news media excluding local magazines which can be replicated in future studies employing other sources as well. Thirdly, it could be argued that the metaphors detected and analyzed in a specific sub-genre such as the one this study restricts itself excluding other semantic and contextual chains in other genres and discourses (Musolff & Zinken, 2009). As a result, this study would not be able to find and strike similarities and analogies between the semantic nature of metaphor sets found in this study and similar sets and metaphorical semantic networks used in other discourses and genres. This expectedly, was the result of, time, personal and scope constraints that restricted the researcher of going beyond the one sub-genre she focused on to forge linkages between the metaphors she brings out and those in other compared genres. Another obvious limitation of the study is the corpus size and number of articles subjected to analysis. Needless to add, these limitations urge the conduction of further studies with a refined design and a complementary perspective to provide more insight on the field.

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