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Critical Metaphor Analysis:
A Systematic Step-by-step Guideline

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ABSTRACT

Metaphor analysis is a growing field of research and has particularly gained popularity in discourse and critical discourse studies over the last two decades. This has led to various analytical frameworks proposed for metaphor analysis. However, the inherent subjectivity and complexity of metaphor analysis leaves space for a systematic and step-by-step guideline. Hence, this paper proposes a guideline composed of four levels, 16 main questions, and 29 sub-questions, adapted from the existing frameworks, particularly Charteris-Black's (2004) Critical Metaphor Analysis. This guideline is by no means claimed to meet all requirements for an in-depth metaphor analysis; however, it can still be beneficial and valuable from many aspects such as providing a series of simplified easy-to-follow steps which can always be used as part of a more in-depth metaphor analysis.

Keywords: Metaphor Analysis, Critical Metaphor Analysis, Analytical Framework, Step-by-step Guideline

1.0 INTRODUCTION

Metaphor is a figure of speech, which for a long time was merely considered as a literary device used to entertain the audience of literary texts. However, metaphor, as a research tool, was brought into spotlight in 1980 after the publication of the book '*Metaphors We Live By*' by Lakoff and Johnson introducing a new theory to metaphor mainly known as 'Conceptual Metaphor Theory' (CMT). CMT introduced a novel perspective to metaphor recognizing it as a cognitive device rather than as a literary tool. According to Lakoff and Johnson (1980), our conceptual system is metaphorically built, so is our language arguing that we perceive the world and its concepts in terms of other concepts, and our language reflects it too.

The application of metaphor as a research tool dates back to before 1980 (e.g., Sontag, 1978); however, it was not until 1980 that metaphor use came into spotlight and systematic consideration. It was only after the introduction of CMT that many studies began employing metaphor in various fields of research such as education (e.g., De Guerrero & Villamil, 2002; Ellis and Barkhuzien, 2005; Wan, Low, & Li, 2011), psychology (Kalandadze *et al*., 2021; Rucińska, Fondelli, & Gallagher, 2021), or health care (Reventlow, Overgaard, Hvas, & Malterud, 2008; Tate & Pearlman, 2016), while critical studies of political discourse have always been on top of the popularity list among metaphor scholars

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(e.g., Daughton, 1993; Hobbs, 2008; Zeng, Burgers, & Ahrens, 2021). The first reason for this popularity arises from metaphor's capability – as a cognitive device – to provide in-depth insights into ideologies and power relations as inherent yet latent characteristics of political discourse. Secondly, many studies have revealed the influential and inspiring role of metaphor in political leaders' discourse. For instance, Mio *et al*. (2005) in a study on 36 U.S presidents' inaugural speeches (17 high charisma; and 19 low charisma) found out that one of the features of charismatic presidents was using twice as many metaphors as non-charismatic presidents to inspire their audience/followers.

One of the dominant analytical frameworks proposed to study metaphors, particularly from a critical discourse analysis lens, is Charteris-Black's (2004) Critical Metaphor Analysis Approach (CMA). Inspired by Fairclough's (1995) three-dimensional framework, CMA is composed of three levels of analysis: Metaphor Identification, Metaphor Interpretation, and Metaphor Explanation (Charteris-Black, 2004: 34-41).

CMA provides a well-structured and clear framework; nevertheless, the inherent subjectivity and complexity of metaphor analysis leaves space for offering a systematic and step-by-step guideline. The intention of this article then is to offer such a guideline. Again, this guideline is by no means claimed to meet all methodological requirements for an in-depth metaphor analysis; however, it can still be beneficial and valuable from many aspects such as providing a series of simplified easy-to-follow steps which can always be used as part of a more in-depth metaphor analysis.

Before discussing the proposed guideline, it will be valuable to consider the way in which some of the key literature relating to metaphor analysis has influenced the development of the guideline. Next, pursuant to a brief literature review, the guideline will be explained by using a few samples taken from speeches delivered by Mahathir Mohamad, former Prime Minister of Malaysia (1981–2003) and (2018-2020), in English and in year 2000. The reason for choosing Mahathir's speeches was the high impact of Mahathir's discourse during one of the most critical situations in the history of Malaysia as well as the highly metaphorical nature of his discourse which can be considered unique in many aspects (see Imani, Habil, & Don, 2021).

2.0   LITERATURE REVIEW

Conceptual Metaphor Theory (Lakoff and Johnson, 1980) has brought about significant developments to the field of metaphor analysis, one of which has been offering various analytical frameworks. Critical Metaphor Analysis Approach offered by Charteris-Black (2004) is one of the dominant analytical frameworks employed in the literature on metaphor use (e.g., Moragas-Fernández, Calvo & Gómez, 2018; Perez-Sobrino, 2013; Gil, 2019). Drawing upon Fairclough's (1995) three-dimensional approach, CMA offers a three-layer approach composed of: Metaphor Identification, Metaphor Interpretation, and Metaphor Explanation (Charteris-Black, 2004: 34-41).

CMA is basically a corpus-based approach, and as Charteris-Black (2004: 32) argues "corpus-based analysis may work best when quantitative and qualitative approaches interact". However, CMA can still very well be applied in the studies whose primary orientation is qualitative (e.g., Moragas-Fernández *et al*., 2018) or those studies whose primary orientation is quantitative (e.g., Gil, 2019). Consequently, the proposed guideline in this paper can be applied similarly.

The first level of analysis in CMA is identifying metaphors. As Charteris-Black (2004) states, the subjectivity inherent in metaphor identification is one of the challenges posed to metaphor analysis. Hence, Charteris-Black offers a two-step approach of firstly identifying words commonly used with a metaphoric sense, which he calls 'metaphor keywords', and secondly examining the identified 'metaphor keywords' in the context of their occurrence to see whether their use is metaphoric or literal. However, in this approach lies the risk of neglecting some metaphors, particularly novel metaphors. Therefore, to reduce the subjectivity of metaphor identification, other methods have been proposed, one of the most popular of which in the literature is Pragglejaz Group's MIP (2007) offering a close reading of each word in the context of their occurrence to identify what they call 'metaphorical words', which is also employed as the first step of metaphor identification in this guideline too.

While Charteris-Black's 'metaphor keyword', or Pragglejaz Groups's (2007) 'metaphorical word' refers to 'words used with metaphoric meaning', which should be distinguished from 'metaphor' and 'metaphorical expression'. Lakoff (1993) defines metaphor as "a cross-domain mapping in our conceptual system" and metaphorical expression as "a linguistic expression that is the surface realization of such a cross-domain mapping" (Lakoff 1993: 203). In this paper too, a distinction has been made between metaphorical expression and metaphorical words. One metaphorical expression can be made up of one or more metaphorical words. Metaphorical words, as offered in my guideline, can be subject to further analysis by taking into consideration their 'types' and 'frequencies', which can be used to determine/compare the impact and vividness of metaphorical images.

3.0   CRITICAL METAPHOR ANALYSIS: A SYSTEMATIC STEP-BY-STEP GUIDELINE

In this section, I present my guideline composed of 16 main questions and 29 sub-questions adapted from the three layers of Charteris-Black's (2004) Critical Metaphor Analysis: Metaphor Identification, Metaphor Interpretation, and Metaphor Explanation, as well as a Pre-Metaphor Analysis, which I have added. In this section the proposed guideline will be explained with reference to a few samples taken from speeches delivered by Mahathir Mohamad, former Prime Minister of Malaysia (1981–2003) and (2018-2020) in the year 2000. Table 1 illustrates the levels, the main questions, and the sub-questions as proposed in this guideline.

Before presenting the guideline, a distinction needs to be made between 'levels, stages, and steps' of analysis. As can be seen in Table 1, level of analysis is composed of various sub-levels which are called 'stages', and one stage of analysis is sometimes composed of various steps. As can be seen in Table 1, the main questions represent stages of analysis, and sub-questions represent steps of analysis.

Table 1 Critical Metaphor Analysis: A Systematic Step-by-step Guideline (adapted from Charteris-Black's (2004) Critical Metaphor Analysis)

Levels of Analysis	Main questions (Stages of Analysis)	Sub-questions (Steps of Analysis)
1. Pre-metaphor analysis	1. Who is the producer of the text?	1. Whose voice, ideologies, and power status does the text reflect?
	2. Who is the audience?	1. Who is the text addressed to?
	3. What is the context of the text?	1. What is the social, cultural, political, and historical background of the text?
	4. What is the length of the text?	1. What is the number of the words in the text?
	5. What are the text main topics?	1. What is each paragraph topic sentence? 2. What are the text main topics?
	6. What is the tone of the text?	1. What is the text producer's attitude toward or idea about the main topics?
	7. What is the purpose of the text?	1. What is the reason behind the text? What is the producer's message to the audience?
2. Metaphor Identification	1. What are metaphorical expressions & words?	1. Which words are deliberately used in a metaphorical meaning to convey an ideologically loaded image in the audience's mind? 2. What are metaphorical word types and frequencies? 3. What are the expressions containing metaphorical words?
	2. What are the source and target in each metaphorical expression?	1. What concepts or things are framed or portrayed by metaphorical expressions (target)? 2. What concept or thing is each target compared to (source)?
	3. What are conceptual metaphors?	1. What features of the target are represented by the source in each metaphorical expression? 2. What domain does each metaphorical expression target belong to? 3. What domain does each metaphorical expression source belong to? 4. How can metaphorical expressions best be grouped considering their target domains and their source domains? 5. What higher level metaphors can be assigned to a number of metaphorical expressions?
	4. What are conceptual keys?	1. How can conceptual metaphors best be grouped considering their source domains? 2. What are conceptual metaphors entailments? 3. What higher level metaphors can be assigned to a number of conceptual metaphors?
3. Metaphor Interpretation	1. What are conceptual metaphor tones?	1. How do metaphors contribute to the tone(s) of the text?
	2. What are conceptual metaphor purposes?	1. How much is the purpose of each conceptual metaphor in line with the purpose of text? 2. How much does each conceptual metaphor contribute to the purpose of the text?
	3. What are conceptual metaphor mappings?	1. What 'elements' of the target domains are mapped onto the source domains? 2. What 'attributes' of the target domains are mapped onto the source domains?
	4. How are conceptual metaphors topics presented?	1. What topics are of importance to the producer? 2. How is the same topic perceived and framed by various metaphors?
4. Metaphor Explanation	1. What are ideologies and power relations behind metaphors?	1. What ideological stances and power relations can be identified regarding the audience, context, or the main topics of the text in the metaphors?

In the following section, the guideline is explained by referring to samples taken from Mahathir's speeches delivered in the year 2000.

LEVEL 1: PRE-METAPHOR ANALYSIS

The 'Pre-Metaphor Analysis' includes identification of seven main features of the text prior to the analysis. Pre-Metaphor Analysis aims at providing a clear understanding of the text under study by answering various questions regarding the text. This level includes identification of the 'producer, audience, context, length, main topic, tone, and purpose'.

i. Producer refers to the actor(s) behind producing the text. Sometimes the writer of the text might not be the same as the person reading it such as a political leader reading a written speech. However, obviously the speech could not have been prepared without approval and contribution of the speaker. Hence, the speech represents the speaker's voice even though the speech was not personally prepared by them. As van Dijk (2001: 117) states these actors may be locally defined as individuals or globally in terms of groups, organizations, or institutions. In the selected sample speeches, the producer of the text was Mahathir Mohamad, Malaysia's former Prime Minister (1981–2003) and (2018-2020).

ii. Audience refers to all the individuals, groups, organizations, or institutions that are present as well as all those who are absent yet are addressed by the text. Audience can be categorized from various perspectives such as national or international (Imani & Habil, 2015), or whether the audience is 'addressees' (those directly addressed), 'hearers' (those not addressed directly, but assumed to be part of audience), and 'overhearers' (those who do not constitute part of the 'official' audience but are known to be de facto consumers (Fairclough, 1992: 79-80). Members of the audience can belong to various groups such as public people, heads of states, or experts. Political speeches are considered as one of the most influential discourse types due to their wide range of potential audience (Dedaić, 2006).

iii. Context refers to social, cultural, and historical context of the study (Fairclough, 1992; 1995; Wodak & Meyer, 2009). For instance, the context of the selected samples for this study was the year 2000, when Malaysia, under Mahathir's leadership, had just recovered from the financial crisis of the 1997. The selected sample speeches were delivered at various national and international events.

iv. Length refers to the number of words in a text or transcription which can be used to measure metaphor density across different texts (e.g., Mio *et al*., 2005).

v. Main Topic refers to the main topics discussed in a text. In written texts, topics are identified by a close reading of each paragraph and determine what the paragraph is about. Conventional definition of 'paragraph' is a set of sentences with one main idea that is usually, but not necessarily, presented in the first sentence of the paragraph called 'topic sentence' (Kuta, 2008). There are two steps to identifying main topics of the text. After identifying 'topic sentences' in each paragraph, they will be collated into 'main topics of the text'. For instance, Table 2 illustrates a sample of identifying 'main topic' in one of Mahathir's speeches delivered at the 'Opening of Malaysian Structural Steel Association' on April 11, 2000.

Table 2 A sample of identifying speech main topics

Para. No.	Paragraph topic sentence	Main topic
21	**I think it is about time that Malaysian contractors venture abroad**.	Development of local businesses scope of activities abroad
22	Malaysian businessmen are too comfortable <u>at home</u> where everything is familiar, and a sympathetic government is ever ready to help. **Our businessmen must learn to work under less congenial conditions**.	
23	**The benefit to the country of Malaysians undertaking construction contracts in foreign countries is enormous**.	
24	If we can keep our local costs low, we will be in a position to supply construction and other steel products to the rest of the world. **Our construction companies working abroad will help to introduce Malaysian steel**.	
25	If I may, I would like at this point to relate the story of my life. As a boy in primary school, I won a Mickey Mouse book as prize for something or other. The words in the book which struck me was the advice given to Mickey. It read: '**Go West young man Was a good advice So Mickey thought it would be nice To try his luck both far and near And be a plucky pioneer**'.	
26	**We should always venture into the unknown and try new things**.	

Table 2 shows how the same main topic has been extended across 6 paragraphs (Paragraphs 21 to 26). In other words, while each paragraph has a different topic sentence (which in Paragraphs 22, 24, and 25 is not the first sentence), all of them express the need for Malaysian businesses to develop their scope of activities abroad. Hence, one of the speech main topics was 'development of local businesses scope of activities abroad'.

vi. Tone refers to the tone in written text, i.e., the way a topic is introduced and the producer's attitude towards it. Since this study dealt with the written text of a speech, the tone of the speech refers to its conventional meaning in written discourse as "the author's attitude toward or preconceived idea about the subject matter" that is determined by textual clues such as "vocabulary choice" (Kuta, 2008).

vii. Purpose refers to the reason behind production of a text, or here behind delivering the selected speech. Speech purpose can be implied by referring to the speech main topic(s) and tone(s).

Table 3 illustrates the results of pre-metaphor analysis for one of the speeches delivered by Dr. Mahathir at the 'Opening of Malaysian Structural Steel Association' on April 11, 2000.

Table 3 A sample of Pre-Metaphor Analysis

Speech No.	1
Producer	Mahathir Mohamad
Audience	National audience: members of Malaysian Structural Steel Association; domestic manufacturers, local businesses, government staff, and public people
Context	Opening of Malaysian Structural Steel Association-Year 2000
Length	2741 words
Main Topics	Development of local businesses' scope of activities abroad, Malaysia's past economic challenges and recovery under government's policies, Malaysia's future economic plans, Malaysians' support of the government's policies
Tone	Persuasive
Purpose	1. Persuading local businesses to expand their activities to an international level in line with the government's future economic plans 2. Persuading local audience's support of the government's policies

LEVEL 2: METAPHOR IDENTIFICATION

Metaphor Identification, as the second level of the analysis, is composed of four stages according to the four main questions proposed in Table 1.

i. Identifying Metaphorical Expressions/Words is the first stage of Metaphor Identification which includes identifying "words or groups of words that are used with a metaphoric sense or meaning" via a close reading of the text (Pragglejaz Group's MIP, 2007), and then identifying those metaphorical words that are used deliberately with the aim of conveying power relations and ideological stances to the audience and reveal semantic tensions in the text (Charteris-Black, 2004). Metaphorical expressions can be made of one or more metaphorical words. The findings at this stage can be tabulated and presented in the form of metaphorical word types and frequencies (ref. Table 4).

Considering the subjectivity of metaphor identification at this level, the following measures are suggested to be taken into consideration: *inter-rater reliability*, *authentication of the results by a native speaker*, and finally *checking the identified metaphorical keywords throughout the corpus to ensure their use was deliberate rather than based on discourse habit*.

ii. Identifying Metaphorical Expressions Source and Target is the second stage of Metaphor Identification. At this stage, we need to find out 'what is similarized to what' by the metaphorical expression. Table 4 illustrates a sample of the above-mentioned two stages.

Table 4 A sample of identifying metaphorical expressions/words as well as metaphorical expression source and target

Identifying Metaphorical Expressions/words		Identifying Metaphorical Expressions Source and Target	
Metaphorical expressions	Metaphorical words [type × Frequency]	Target	Source
The biggest conglomerates in ASEAN are as ants in comparison with these elephants: megamergers	Ants×1 Elephants×1	The biggest conglomerates in ASEAN	Ants
		Western megamergers	Elephants

iii. Identifying Conceptual Metaphors is the third stage of Metaphor Identification. Conceptual metaphors are higher-level metaphorical concepts that cover a number of metaphorical expressions (Charteris-Black, 2004), Conceptual metaphors are composed of a target and a source but at a broader scope than metaphorical expressions, which enables them to include a number of metaphorical expressions in the same source domain. In this sense, the conceptual metaphor represents the conceptual basis, idea, or image that underlies a set of metaphors (Charteris-Black, 2004). Thus, conceptual metaphor is perceived as the original image, while metaphorical expressions are simply a verbal-linguistic reflection of that image (Lakoff, 1993). Similar to identifying metaphorical expressions, identifying conceptual metaphors is subjective (Charteris-Black and Ennis, 2001; Chung *et al*. 2003; Ahrens *et al*., 2003). As a result, in order to address the subjectivity of analysis at this point, five steps are proposed to identify conceptual metaphors from metaphorical expressions, as illustrated in Table 5.

Table 5 A sample of steps employed to identify the conceptual metaphor 'Economic Organizations are Animals'

metaphorical expressions/ words	Target and Source for Each Metaphorical Expression: 'Target is Source'	Step 1: Identifying features of target represented by source	Step 2: Identifying target domain	Step 3: Identifying source domain	Step 4: Grouping metaphorical expressions based on their source and target domains	Step 5: Identifying conceptual metaphor
*The biggest conglomerates in ASEAN are as **ants** in comparison with these **elephants**: megamergers	ASEAN conglomerates are ants	Weak and vulnerable individually but strong if united and hardworking	Economic organiza-tions	Animal	All sources refer to an animal such as ants, elephants, predators, preys. All targets refer to an economic organization such as megamergers, corporations, banks, and conglomerates	Economic Organizations are animals
	Western megamergers are elephants	Strong and difficult to defeat	Economic organiza-tions	Animal		
The raids by foreign **predators** are made less costly	Foreign megamergers are predators	Wild, cruel, and merciless	Economic organizations	Animal		
Against all the giants our own corporations and banks will be **easy meat**. They would be **swallowed up**	ASEAN banks/ corporations are preys	Vulnerable, needs to be protected	Economic organizations	Animal		
	Western megamergers are predators	Wild, cruel, and merciless	Economic organizations	Animal		

*Note: in the metaphorical expression "The biggest conglomerates in ASEAN are as ants in comparison with these elephants: megamergers", at the first glance, this metaphor can be categorized under 'size' domain as ants and elephants are two extreme opposites in terms of size. However, at a second and more in-depth analysis, 'animal' domain was selected. In animal world, size is a sign of power, however other factors can compensate for this lack of power to survive. For instance, ants are known for being the most hardworking animals as well as for their unity and solidarity. Hence, this metaphor was placed under animal domain for its reference to animal features such as the need to survive in a competitive world.

iv. Identifying Conceptual Keys is the last stage of Metaphor Identification through grouping and categorizing conceptual metaphors to generalize from them a 'conceptual metaphor' which covers many metaphorical expressions called 'conceptual key'. Charteris-Black (2004:16) states that a conceptual key is higher level than conceptual metaphor because it includes all related conceptual metaphors. For instance, in the metaphorical expression ‹America has friends and enemies›, the conceptual metaphor is ‹America is a person›. Since America is a nation, one can infer that NATION IS A PERSON as the

conceptual key which is higher and more general than ‹America is a person›. Table 6 presents three steps to identify conceptual key for the animal metaphors presented in Table 5.

Table 6 Identifying conceptual key for animal metaphors

Step 1: Grouping conceptual metaphors	Step 2: Identifying conceptual metaphors entailments	Step 3: Identifying conceptual key
Economic organizations are animals	These metaphors entail three animal features: (i) necessity of survival; (ii) cruelty and lack of humanity; (iii) mutually beneficial existence	Economic development is survival in animals' kingdom
Economic competition field is a jungle	Lack of fair rules in economic competitions	

LEVEL 3: METAPHOR INTERPRETATION

While 'Metaphor Identification' provides more general information regarding in-text features, Metaphor Interpretation and Explanation provide more specific in-depth information regarding out-of-text features that are 'speech topics, context, and audience'. This framework proposes three main axes behind metaphor use: 'audience, context, and topic' as metaphor use is highly determined and influenced by the orator or the author's ideological stances and power relations regarding 'the addressed audience, the context, and the topics being addressed in the text' (Figure 1). In other words, (i) metaphor is always used with certain *audience* in mind; (ii) the aim of metaphor is to create an image of certain *topics* in the audience's mind; and (iii) the features of the topics that are reflected by metaphor is based on the *context* in which metaphor use occurs.
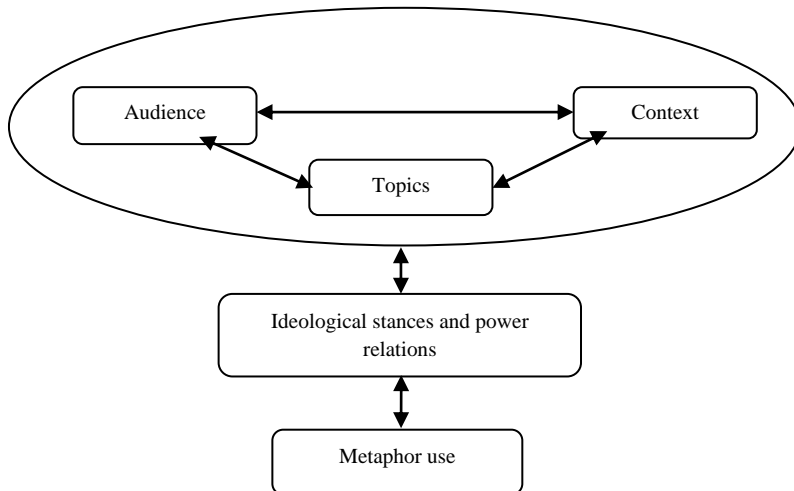

Figure 1 Influencing factors on metaphor use

Metaphor Interpretation consists of four stages according to the four main questions proposed in Table 1.

i. Interpreting Conceptual Metaphor Tones is the first stage of Metaphor Interpretation. At this stage, the conceptual metaphor tones are determined based on the context of the text and the tone of the paragraphs where the metaphorical expressions have been employed.

ii. Interpreting Conceptual Metaphor Purposes is the second stage of Metaphor Interpretation based on the identified speech purposes in Pre-Metaphor Analysis Level. In other words, the identified speech purposes are used as a guideline to determine the conceptual metaphors' purposes. Table 7 illustrates a sample of the above-mentioned two stages of determining tone and purpose for the conceptual metaphor ‹economic organizations are animals› for the international audience /ASEAN leaders.

Table 7 A sample of interpreting conceptual metaphors tones and purposes

Metaphorical expression	Conceptual metaphor	Audience	Tone	Purpose
Against all the giants our own corporations and banks will be easy meat. They would be swallowed up.	Economic organizations are animals	International/ ASEAN Leaders	Warning, concerned tone	Persuading unity and solidarity among ASEAN to protect the region against economic challenges.
The raids by foreign predators are made less costly	Economic organizations are animals	International/ ASEAN Leaders	Warning, Concerned tone	
The biggest conglomerates in ASEAN are as ants in comparison with these elephants: megamergers	Economic organizations are animals	International/ ASEAN Leaders	Warning, Concerned tone	

iii. Interpreting Conceptual Metaphor Mappings is the third stage of Metaphor Interpretation. Mapping is a process by which the experience from the source domain is mapped onto the experience from the target domain, making the relatively abstract target domain more concrete. In metaphor mapping the following notes are to be taken into consideration: (i) metaphor mapping refers to a one-to-one mapping of the respective elements of the target and source domains; (ii) metaphor mapping is unidirectional; (iii) mappings are partial, which means that only a part of the source domain is mapped onto the target domain, and mapping all source features onto the target would be at the risk of over-interpretation; (iv) metaphor mapping includes both 'the features of the source that could be mapped onto the target' as well as 'the attributed qualities to the target by the source' (see Kövecses, 2010, Lakoff, 1993; Lakoff and Johnson, 1980; Glucksberg, 1991).

Table 8 illustrates a sample of metaphor mapping for the conceptual metaphor ‹economy challenges are diseases.

Table 8 A sample of metaphor mapping

Conceptual metaphor	Mapping elements/features	Mapping attributes
Economic challenges are diseases	1. The causes of economic challenges are viruses 2. Identifying the causes of economic challenges is diagnosis 3. Economic policies are remedies or cures 4. National policies are home-grown remedies 5. Recovery from an economic challenge is recovery from a disease 6. Government is a trustworthy doctor	Economic challenges are invisible, contagious, and uncontrollable in nature. They require a knowledgeable, fair, and trustworthy authority to deal with them effectively.

iv. Interpreting Conceptual Metaphor Topics is the fourth stage of Metaphor Interpretation. At this stage, the conceptual metaphors are grouped based on their topics (a) to identify the topics that are of importance to the orator; and (b) to understand how the same topic is perceived and framed by the orator via various metaphors. For instance, Table 9 illustrates that economic development was of great importance to Mahathir in the year under study. As a result, conceptual metaphor topic of 'economic development', as one of the most dominant topics in Mahathir's speeches in the year 2000, was portrayed via various metaphors. The analysis of the topics at this stage provides in-depth understanding of the conceptual metaphor topics and the role and functions of metaphors in framing it.

Table 9 A sample of interpreting conceptual metaphor topics

No.	Domain	Conceptual metaphor	No. of metaphorical expressions
1	Journey	ECONOMIC DEVELOPMENT IS A **JOURNEY**	40
2	War	ECONOMIC DEVELOPMENT IS A **WAR**	18
3	Game	ECONOMIC DEVELOPMENT IS A **GAME**	15
4	Building	ECONOMIC DEVELOPMENT IS **BUILDING**	8
5	Climbing	ECONOMIC DEVELOPMENT IS **CLIMBING**	5
	Total	-	86

LEVEL 4: METAPHOR EXPLANATION

i. Explaining Ideological Stances and Power Relations is the last and the most in-depth level requiring a detailed consideration of the context of the metaphors. Two different conceptual metaphors, even though they refer to the same topic, reveal different ideological motivations. For instance, *ECONOMIC DEVELOPMENT AS A JOURNEY* refers to the process of economic development as a slow and goal-oriented process which requires patience and staying committed to the goal, while *ECONOMIC*

DEVELOPMENT AS A WAR refers to the immediate action required against the economic challenges which requires full active cooperation of all audience. In fact, Metaphor Explanation Level consists of explaining the ideological stances and power relations behind metaphors, which is carried out by taking into consideration the sociocultural context. For instance, framing *ECONOMIC CHALLENGES AS DISEASES* not only puts the government, as a doctor, at a more authoritative and powerful position, and therefore, necessitates public support of and active cooperation with the government's policies, framed as remedy, but also takes the responsibility of economic challenges off the government, as no doctor is to be blamed for the occurrence of a pandemic. Finally, the high usage of health metaphors (i.e., *ECONOMIC CHALLENGES AS DISEASES*) can be considered as one of Mahathir's discourse features. In this regard, we can argue that Mahathir's professional background of working as a medical doctor has influenced the way he perceives economic issues as a politician (See Imani, Habil, & Don, 2021).

4.0   CONCLUSION

Considering the significant and growing role of metaphor in discourse and critical discourse studies as well as the inherent subjectivity and complexity of metaphor analysis, this paper presents a systematic step-by-step guideline mainly adapted from Charteris-Black's (2004) Critical Metaphor Analysis Approach. The first significance of this guideline lies in its effort towards providing a systematic and simplified analytical framework by proposing 16 main questions and 29 sub-questions to guide the analysis. The second significance of this guideline lies in proposing Pre-Metaphor analysis level aimed at providing a clear understanding of the text under study by answering various questions regarding the text including its producer, context, audience, length, main topics, tone, and purpose. Pre-Metaphor analysis provides us with necessary information required for the other levels of analysis. Finally, while this guideline is by no means claimed to meet all requirements for an in-depth metaphor analysis, its simple and step-by-step structure allows it to be easily integrated in and used as part of a more in-depth metaphor analysis.

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