The creative interpretation of sports news : cognitive approach

By

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Abstract:

This Study aims at investigating one of the most common concepts in cognitive linguistics which is conceptual metaphor in sport discourse. The study investigates certain discourses from different electronic platforms of news. The results show that metaphor is extremely employed in sport discourse whether in news platform or in daily conversations as it simplifies any complex issue. Although sport discourse is always related to youth as a special genre but it contains many interactions and no limited to youth only.

Key words: conceptual metaphor, sport discourse, conversation, youth language.

Part One: Introduction

The problem of the Study

Cognitive metaphor is known as a literary element that is used in poetry, drama, and novel for visualizing a certain idea or conveying the author's thoughts through hyperbole. Modern use of cognitive metaphor clarifies a new function of metaphor as a multi-device that can be used as literary device, besides the linguistic usage of metaphor as a tool through which the author can present his ideas and thoughts. Here, the present study aims at testifying this modern usage through sports news elaborating how cognitive metaphor can be presented in sports news.

Aims of the study

The present study aims at:

- Defining the term cognitive metaphor.
- Elaborating the different forms of cognitive metaphor.
- Discussing the modern use of metaphor.
- Discussing the usage of cognitive metaphor in sports news.

Questions of the study

To achieve the study aims, the following questions are answered:
- What is a cognitive metaphor?
- What are the different forms of a cognitive metaphor?
- What is the modern use of a cognitive metaphor?
- How is conceptual metaphor employed in sport discourses as a linguistic device?

- What are the most common types of conceptual metaphor employed in sport discourses?

Significance of Study

The value of the current study can be reflected as in the following:

a. This study will be advantageous for researchers, linguists, and students. The current work is meant to be beneficial to learners, teachers, linguists as well as researchers examining the area of linguistics.

b. The study presents a good guideline for researchers in the field of linguistics in general. It can enrich her/his knowledge of the linguistic view about the Cognitive Metaphor in some selected sport articles.

The Cognitive Trend of Linguistics

Cognitive linguistics is a modern linguistic sub-discipline. The new trend is sometimes referred to as a cognitive theory but basically, it is not a single theory. It is a group of theories that share the same principles. In fact, the beginning of this field was in the beginning of 1980s, although it is always hard to determine the exact date of flourishing any theory. Books such as Foundations of Cognitive Grammar by Langacker; The Body in the Mind by Mark Johnson; Metaphor's We Live By by Lakoff and Johnsen; and Women, Fire and Dangerous Things by George Lakoff were among the reasons behind this revolution in linguistics. The International Cognitive Linguistics Association (ICLA) appeared in 1989 and introduced its first conference (First International Cognitive Linguistics Conference) in 1990 publishing its first version of Cognitive Linguistics journal.

Actually, this approach began as a reaction against Chomskyan-generative approach which is based upon the syntax and does not pay much attention to semantics or pragmatics. This matter was opposed by many of linguists such as Langacker (1987) who sees it inappropriate:

Meaning is what language is all about; the analyst who ignores it to concentrate solely on matters of form severely impoverishes the natural and necessary subject matter of the discipline and ultimately distorts the character of the phenomena described (p.12)

Furthermore, the main principle of "universal grammar" is to isolate the linguistic knowledge from the other cognitive faculties. The assumption of innate structures for language and grammar is dedicated to processing language in an encapsulated manner. All these aspects were therefore behind the appearance of cognitive linguistics.

Fundamental Tents of Cognitive Linguistics

The cognitive approach is based basically on two main principles:

a. Non-modularism

The meaning of words and sentences are not just a combination of a set of universal abstract features of interpreted symbols. The meanings and structures of human conceptual categories are motivated by bodily experiences. Lakoff (1990) asserts that most basic abstract concepts, such as causation, quantity or time originate in our bodily experience of spatial relations. Hence, "embodiment" is a key point in cognitive approach. Linguistic and mental categories

cannot be abstract, human-independent or disembodied. This view of language as a product of general cognitive abilities is in fact a result of the observance of a yet more basic principle in cognitive linguistics, namely, "the cognitive commitment" (Lakoff, 1990). Linguistic theory and methodology must be consistent with what is empirically known about cognition, the brain, and language. Most cognitive linguists adopt the nonmodularist hypothesis following empirical evidence.

b. Non-objectivist

This means that linguistic forms do not have inherent meaning in themselves. They are only clues formed in our mind to activate the conceptual structures formed in our minds. Any distinction in form whether it is significant or not is linked to a corresponding distinction in meaning. Cognitive linguists try to find out the symbolic value of each linguistic form, no matter how small.

Conceptual Metaphor

Metaphor is defined as "a rhetorical figure transposing a term from its original concept to another and similar one" (1983, p. 195). In his The Dictionary of Philosophy, Runes adds to this general explanation a very crucial observation that all human languages are metaphorical in their origins. Trauth & Kazzazi (1996) follow this approach which does not consider a metaphor as a linguistic tool (figure of speech) used to achieve certain communicative and rhetorical goals. They believe that it is the origin and source of human language as it is mainly a part of the transformation in the semantic value of words. The most common example is the concept of "love" in Romeo and Juliet by Shakespeare. The concept is linked to "a smoke made with

the fume of sighs" ({Weller} 1.1.190). Then, it was associated with a "bud" (2.2.121) which "may prove a beauteous flower" (2.2.122).

The point here is the transformation from one metaphor to another in dealing with the same concept of love; the semantic conceptualization of love changes to become "love as a budding flower" to replace the old one "love as the smoke of sighs". The function of metaphor itself is changed. Love becomes the source of hope and beauty not of misery and pain. This movement from one semantic realization to another dealing with the same concept makes metaphor pass the pure linguistic functions to the extra- linguistic roles in which context is a main issue. In fact, the beauty of this extra-linguistic notion always has its unique contribution in spoken and written languages. However, this beauty may be lost by author's misuse of lexical items or his/her limited knowledge of cultural and social environment or it may be related to misunderstand of the genre of writing itself. Thus in many cases, it is associated with ambiguity resulting from the contrast between subjectivity of authors and the objectivity of science and reality in expressing ideas.

Metaphor, Metonymy and Blending

Language is defined as a product of general cognitive abilities according to cognitive linguistics. Hence, imagination is significant as one of the basic human cognitive abilities. Humans can make sense of different apprehensible experiences such as experience of time, of human interaction or of emotions which are usually bodily experiences. Lakoff and Johnson (1980, pp. 15-7) assert that the mapped experiences are understood metaphorically or metonymically

on the basis of image-schemas in which we acquire preconceptual structures as a result of our earliest bodily experiences (basic conceptual complexes like 'container', 'path','centre/periphery', 'up/down'). Metaphor and metonymy determine a large part of lexical and grammatical meaning and form (Lakoff, 1987, pp. 462-585).There are two basic imaginative cognitive mechanisms: metaphor and metonymy. They are not just rhetorical devices, not just a matter of words. They are mental projections or mappings of one domain of experience onto a different domain of experience, and they are normally carried out unconsciously and effortlessly.

Metaphor can be defined as the cognitive mechanism whereby one experiential domain is partially 'mapped', i.e. projected, onto a different experiential domain, so that the second domain is partially understood in terms of the first one. The domain that is mapped is called the source or donor domain, and the domain onto which the source is mapped is called the target or recipient domain. Both domains have to belong to different superordinate domains. This is basically the cognitive concept of metaphor propounded by George Lakoff, Mark Johnson and Mark Turner and by other cognitive linguists that ha ve been investigating the field for the past twenty-five years.

The Language of Sport

The popularity of sports nowadays makes its language has become significant in almost all media platforms such as TV, radio, press and the internet.

It cannot be reduced to be considered as a variety of the language of youth as it has many aspects, participants and text types. One of the main text types is commentaries on different medium such as radio, TV, newspapers or Internet. News is another common text type of sports combined with analysis, opinion, information, quotes from participants, interviews, etc. According to Schiering (2008), communicational situations in the sport communication can be investigated in terms of pragmatic view which is concerning the communication between players, coaches or referees. Moreover, it can be investigated in terms of cognitive view as a medium for knowledge transfer as the language of sport as any specialized type has various characteristic at several linguistic levels—phonetics, lexis, morpho-syntax, text, discourse, and at cognitive level.

The main features of sport language are shown in details as follows:

a. The language of regulation and science

In sport text type, the language of regulation is used in terms of regulations of the competition; stadium regulations and rules; instructions explain how to use equipment, etc.; it is very similar to academic language.

b. The language of Media

Generally, the language of media is related to press such as reporting, coverage, commentary and interviews. Because of its spontaneous character, it is always the source of well-known quotes used often as jokes. However, we have a new text type using this language called online commentary whether minute-by-minute or just

coverage. This internet coverage is a digital type with all features of digital orality, e.g the same features of online chats.

c. The language of Supporters

The language of supporters is a language participants involved into the competition. In this case, texts are always kinds of messages whether to the same team supporter, other supporter, to those who organize the event or to other such as: Players / Referee / Coach / Medical staff / Team nagement /Different associations.

The language of communication with the fans of the same team or player always contains the language of encouragement but with opposite supporters there are ritual and standard expressions.

d. The language of Sportsmen and Coaches

The language of sportsmen, coaches and referees is determined by the dynamics of the situation (Tworek, 2000, p. 336).

Part Two: Theoretical Framework Conceptual Metaphor

The classical definition of metaphor by Aristotle is always the starting point to discuss this crucial notion "metaphor sets the scene before our eyes" (Aristotle, 1954, p. 1410). He defines it in terms of noun (name) to which it typically happens. He states that:

the application of a strange (alien, allotrios) term either transferred (displaced, epiphora) from the genus and applied to the species or from the species and applied to the genus, or from one species to another, or else by analogy (1982, p. 1447).

To express any difficult thing clearly and easily, a noun or a name is applied to an unfamiliar thing creating metaphor. Aristotle explains

certain possibilities in creating a metaphor case. They may be species to genus, genus to species, species to species, and by analogy or proportion in which similarity is explicitly involved. Yet, the features of metaphor include clarity, warmth, facility, appropriateness and elegance. Aristotle focuses on the daily use of metaphor in people's everyday communication. He also asserts that metaphor is not limited to literature or the world of art, it is around us everywhere. Aristotle discusses the significance of metaphor in daily communication, opposing the claim of its superficial interest in the ornamental side of metaphor. Aristotle, in Rhetoric, explains his view clearly by saying:

In the language of prose besides the regular and proper terms for things metaphorical terms only can be used with advantage. This we gather from the fact that these two classes of terms, the proper or regular and the metaphorical- these and no others-are used by everybody in conversation. (Roberts, 2010, p. 154)

Metaphor in Modern Linguistics

To begin this sub-discussion, the expression 'contiguity' should be clarified. It refers to the similar elements in two different entities. Bussmann (1996) explains that the term is used to describe the relation between two lexical items in terms of situational, logical, or cultural domain; it is a kind of semantic relations (Routledge Dictionary of Language and Linguistics, p. 247). The contiguity approach considers metaphor a semantic matter mainly. Moreover, metaphor should be found in the proximity relation between two lexemes belong to the same semantic domain. In fact, pragmatics

scholars oppose this approach as it has many limitations in explaining or producing metaphor correctly. Instead, they produce another approach so-called "incongruity" in which metaphor is not close to the semantic associations of any word. Metaphor is related mainly to the hidden message or to the implied meaning. It cannot be included in the semantic clear meaning. It is a cognitive complex process, although it is used in human's daily interactions to achieve communicative goals and to simplify complex issues. However, all early modern treatments of the notion of metaphor were semantic approaches, dealing with the semantic components of the two examined words or concepts. There are two main approaches dealing with metaphor under the big umbrella of the modern semantic field. In the following section, they will be discussed but in fact they are two sides of the same coin in spite differences. The modern Comparison View and the Interaction View are the two modern semantic approaches which investigate metaphor.

Modern Semantic Approaches

The modern Comparison View which follows Aristotle's view is established by great linguists such as Jonathan Cohen (Cohen & Margalit 1970; Cohen in Ortony, 1993). This approach claims that metaphor is the concept of the resemblance between two notions. This view sees metaphor, which expresses the similarities between the two sides of the comparison, as a linguistic process in the semantic theory rather than the theory of pragmatics. To produce metaphor is the same process as producing a literal statement. The interpretation of both relies mainly on the semantic associations of

the lexical items which are constructed by the language rules. Cohen defends his claim with many linguistic evidences. He begins with classifying the semantic rules in the structure of metaphorical language and their systematic violations. He tries to prove that metaphor can only be interpreted in relation with the linguistic rules performed mathematically to establish that metaphor:

We cannot dispense with some kind of compositional approach to the semantics of natural language if we are to achieve any determinate progress- anything more than pious generalities- in this area of inquiry. An analytic-resolutive methodology … leads us naturally into a deeper understanding of richly structured wholes, and the meaning of a natural language sentence, whether literal or metaphorical, is certainly such a whole." (Cohen in Ortony 1993, p. 69).

It is clear that they deal with metaphor as a simple flat dealing of language neglecting any cognitive effort for its production. In the Classical Tradition (Section 2.2), the Comparison View is not accepted and widely attacked by linguists. Although this approach described themselves as Aristotle's followers, they accused of decreasing the importance of metaphor in creating successful communication. They consider it as "rhetorical ornament" merely (Musolff 2007, p. 24). Semantically, metaphor represents an inaccurate methods in reflecting the concept of factuality. It is contiguity or proximity between two components of two semantic units the core of the whole process of creating metaphor. The semantic rules of language is the only factor that affects metaphor and its meaning. This approach does not examine or highlight any

other factors although there are many other factors (extra-linguistic) that affect the meaning and even the establishment process of metaphor. They follows Aristotle in his appreciation of the concept in human communication but never introduce something new. Supporters of Cohen highlight the value of analogy, describing metaphor as an expressive power and precise way in presenting ideas. It is the similar representation of two things. This particular analogical reasoning has developed to become the 'theory-constitutive metaphors' the concept that is clarified in the following words:

There are theoretically important aspects of similarity or analogy between the literal subjects of the metaphors and their secondary subjects. The function of such metaphors is to put us on the track of these respects of similarity or analogy; indeed, the metaphorical terms in such metaphors may best be understood as referring to features of the world delineated in terms of those- perhaps as yet undiscovered -similarities and analogies. (Boyd in Ortony, 1993, P. 489).

Cognitive Metaphor Theory

In contrast with all linguistic theories and approaches dealing with the concept of metaphor, Cognitive theory sees metaphor as a mental process which is involved in all fields of life. It cannot be exclusively investigated in literature or rhetoric. It is not only a linguistic device employed to achieve certain goals. It is a faculty of thinking. The philosophy of the cognitive theory asserts that metaphor is a significant tool for thinking and perception. Hawkes (1972) says that

the cognitive school of language refused the ornamental function of metaphor. He adds that they describe it as a way of expressing thoughts, an imaginative production of reality and a way of experiencing the facts (P. 39). Lakoff and Johnson in Metaphors We Live By (1980) says that the conceptual theory is the result of based on their cognitive approach to language, Conceptual Theory views meaning as a conceptual, physically experienced phenomenon which is the product of interaction between our reasoning system, i.e. the mind, and our physical system, i.e. the body. The Cognitive School drew a distinction between 'conceptual metaphors' and 'metaphoric expressions'. Conceptual metaphors are basic metaphoric patterns by virtue of which we relate one domain or concept to a certain experience, whereas metaphorical expressions are linguistic embodiments of these conceptual patterns. Conceptual metaphors differ from each other by the kind of experience in terms of which we conceptualize the relevant concept, and each conceptual metaphor generates a wide variation of metaphoric expressions.

Ontological Metaphors, Structural Metaphors and Image Schemas

The three type o metaphor: ontological, structural and the image schemas were introduced as the result of cognitive study of language. The third type is appeared to discuss the middle room between the first two types. To begin with the first and the most common type; ontological metaphor is mainly employed to compare two entities one of them is physical. The motivation of this type is the comparison between an abstract idea with a physical experience to

give the beauty to each created picture with language. The metaphoric pattern is the unique structure of the mixture between abstract and physical activities and ideas. The physical part of this pattern may be in terms of containers, objects and even substances. One of the most common examples of creating metaphoric patterns in terms of physical objects is the case of comparing "LOVE" with other physical cases such as "a fragile object" or a "fetter". If we read the following Shakespearean quotations, we can see exactly what does it means: "his soul is so enfetter'd to her love" (Othello, 2.3.345) and "this crack of your love shall grow stronger than it was before" (ibid. 2.3.325). He clearly talks about love as a physical thing that could grow. In fact, there are many example in literary works and daily communication showing this kind of metaphor. Another explicit example is "But that our loves and comforts should increase, even as our days do grow" (ibid. 2.1.194-195). Both "LOVE" and "COMFORT" are described as substances which can be measured to say whether they increase or not. Moreover, days are described as something which can grow. The previous examples describe the conceptualized case of one abstract thing in terms of physical thing. The second way of creating this kind of metaphor is to describe the abstract concept in terms of container in which we can add anything such as the following quotation "put the Moor …into a jealousy" (ibid. 2.1.300-301). "JEALOUSY" is conceptualized in term of container.
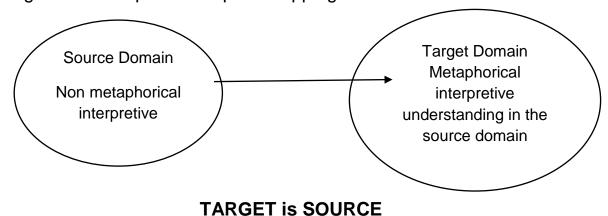
Part Three: The Use of Cognitive Metaphor in Sports News
In the following analytical section, the most frequent metaphorical expressions found in sport news are discussed. In fact, in sport

context, words such as "attack, face, defeat, offense, etc." cannot denote its literal meaning, but they connote metaphorical meaning exclusively. This is because there is no real war in sports but competition between two teams or two players. A word such as "attack" refers mainly to a game strategy but it is used creatively to express metaphorical meaning. Meaning is categorized into two main kinds, one is the literal meaning and the second is the metaphoric (Bloomfield, 2001, p. 139). The literal meaning always refers to a concrete thing whereas the metaphoric or connotative meaning refers to abstract meaning. Abrams (1981, p.63) asserts that the metaphoric meaning occurs when a lexeme is used with a strange meanging. As mentioned before, conceptual metaphor is based on our capacity to think of one kind of thing in terms of another and then talk about it. It involves a mapping of concept from one semantic domain onto another domain as follows:

 Fig. 3.1. Conceptual Metaphor mapping

TARGET is SOURCE

Examples of source domains and target domains can be in the following forms:

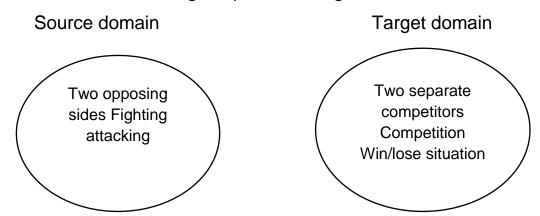| Source domains	Target domains
- Space (a central idea) - Force (a strong candidate) - Manipulation (turn this to your advantage) - Vision (a clear explanation) - Taste (a bitter disappointment) **Direct, bodily experience**	- Importance - Competition - Social relations - Logic - Emotions **Abstract ideas**

Function of Metaphorical Language

Language is basically humans' way to communicate, hence it serves certain functions to facilitate communication. Leech (1974, p. 49) determines five functions of language. Metaphorical language provides these five functions as well. These five functions are expressive, informational, directives, phatic and aesthetic. Expressive function as in poetry and other kinds of literature always focuses on producer's feelings and reflects s/his personality in his production whether spoken or written. Informational function is based on truth and value which are reflected in producer's message. Directive functions such as in request or commands influence the receiver's behavior or attitude asking them to do something. Phatic function is employed in formal talk or to establish communicative situation

between people meet by chance to keep the communication in good condition. Aesthetic function is related to affective or conceptual meaning. These five functions are used to describe the function of metaphorical expressions in the following analytical section.

SPORT IS WAR

In the conceptual metaphor SPORT is WAR, we understand sport in terms of war although there is no real guns fired or killing. However, expressions of war are used. The structure of war is mapped in the structure of sport to the extent we can obviously see the similarities between them. We use the properties of "war" as a source domain to create new understanding of sport as a target domain as follows:

Source domain   Target domain

Two opposing sides Fighting attacking

Two separate competitors
Competition
Win/lose situation

The meaning of "to defeat" is more schematic than "to win". Hence, it is commonly used to add affective meaning to situation. The meaning of "to defeat" is expressed by using various expression in this conceptual metaphor as in:

Real Madrid **defeated** Liverpool 1-0 on Saturday in the Champions League final to cap a storybook season manager Carlo Ancelotti dubbed "unbelievable" and **secure** their record 14th European title. To **win** the tournament, Real Madrid **toppled** Paris Saint-Germain,

Chelsea and Manchester City in the knockout rounds before **<u>beating</u>** the Reds in the final.

(https://www.goal.com/en-us/news/real-madrid-win-champions-league-final-over-liverpool-to-claim-record-14th-european-title/blt745c7fd69c44c0ac)

Even the use of the word "secure" add to this war metaphor as their 14th title is being secured by this victory.

Another example is between two players as in tennis as follows:

Novak Djokovic **defeats** Stefanos Tsitsipas in five sets to claim his 19th Grand Slam title.

Conclusion

This thesis discussed many extracts from sport discourse taken from newspapers and on-line news sources all over the world showing the use of metaphor as a linguistic strategy in this genre. The study explores how this strategy employs extremely in the language of sport news. As any kind of discourse, sport discourse is a kind of social practice (Fairclough, 1998). This kind of social practice is used to affect readers. By using metaphor, it can easily trigger different mental representations affecting readers. There are always tendency to portray war, battles, attacks, etc. to express victory and sink, death, lost etc. to express defeat and failure. Metaphor is used in sport news discourse to reflect competitive social behaviours that writers aim intentionally to highlight. This kind of language choice transfers meaning in a simple way, addressing reader's cognitive consciousness. Metaphor serves many functions in fact. It sometimes

directs readers to writer's intention creating persuasive power. To achieve rhetorical effect, it contains emotive language which are always exaggerated to create this impression. It is also antagonistic as it is often emotive.

Metaphor creates new imaginative world, not a real world. It creates world with strange picture in comparison with a familiar one. The source domain is always the background on which we build the target domain. The most notable observation is that metaphorical expressions are always based on humans' physical experiences. Metaphor is mainly based on similarity in our experiences. Davis and Brewer (1997) describe one significant characteristic of online discourse that it is always written and read as if it is being spoken. This makes conceptual metaphor one of the most important aspects of online discourse in general and sport discourse in particular. Metaphor helps readers to make difficult concepts approachable whether in print, online, TV, and radio versions of news.

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(التفسير الابداعي للأخبار الرياضية ـ النهج المعرفي)

إعداد

وفاء ثابت سلطان محمد

أ. د محمد سعيد نجم

أستاذ اللغويات كلية الآداب ــ جامعة طنطا

المستخلص:

ناقشت هذه الدراسة العديد من مقتطفات الخطابات الرياضية المأخوذة من الصحف ومصادر الأخبار على الإنترنت في جميع أنحاء العالم والتي توضح استخدام الاستعارة كاستراتيجية لغوية في هذا النوع. تهدف الدراسة كيف توظف هذه الاستراتيجية بشكل كبير لغة الأخبار الرياضية. مثل أي نوع من الخطاب ، فإن الخطاب الرياضي هو نوع من الممارسة الاجتماعية. يستخدم هذا النوع من الممارسات الاجتماعية للتأثير على القراء. باستخدام الاستعارة ، ويمكن بسهولة إطلاق تمثيلات عقلية مختلفة تؤثر على القراء. هناك دائمًا نزعة لتصوير الحروب والمعارك والهجمات وما إلى ذلك للتعبير عن النصر والغرق والموت والخسارة وما إلى ذلك والتعبير عن الهزيمة والفشل. تُستخدم الاستعارة في خطاب الأخبار الرياضية لتعكس السلوكيات الاجتماعية التنافسية التي يهدف الكتاب إلى تسليط الضوء عليها عمدًا. هذا النوع من اختيار اللغة ينقل المعنى بطريقة بسيطة ، ويعالج الوعي الإدراكي للقارئ. وتخدم الاستعارة العديد من الوظائف في الواقع. وفي بعض الأحيان يوجه القراء إلى نية الكاتب في خلق قوة مقنعة. ولتحقيق تأثير بلاغي ، فإنه يحتوي على لغة عاطفية يتم المبالغة فيها دائمًا لخلق هذا الانطباع. كما أنه عدائي لأنه غالبًا ما يكون عاطفيًا، الاستعارة تخلق عالمًا خياليًا جديدًا ، وليس عالمًا حقيقيًا. إنها تخلق العالم بصورة غريبة بالمقارنة مع الصورة المألوفة. دائمًا ما يكون المجال المصدر هو الخلفية التي نبني عليها المجال الهدف. الملاحظة الأكثر بروزًا هي أن التعبيرات المجازية تستند دائمًا إلى الخبرات الجسدية للبشر. وتعتمد الاستعارة بشكل أساسي على التشابه في تجاربنا. يصف ديفيس وبرورير إحدى السمات المهمة للخطاب عبر الإنترنت وهي أنه يُكتب ويُقرأ دائمًا كما لو كان يُنطق بها. وهذا يجعل الاستعارة المفاهيمية أحد أهم جوانب الخطاب عبر الإنترنت بشكل عام والخطاب الرياضي بشكل خاص. تساعد الاستعارة القراء على جعل المفاهيم الصعبة في المتناول سواء في نسخ الأخبار المطبوعة أو عبر الإنترنت أو التلفزيون أو الراديو.

الكلمات الافتتاحية: استعارة مفاهيمية ، خطاب رياضي ، محادثة ، لغة شبابية.