Figurative Language Used by Australian Facebookers During COVID-19 Pandemic

Mamoun I Bani Amer
Jadara University, Jordan

Luqman M Rababah
Jadara University, Jordan

Abstract—**This study investigated the metaphorical speech acts used by Australian commentators on Facebook during COVID-19. The sample contained 50 Facebook comments that were analyzed qualitatively. The study adopted Searle taxonomy of speech acts, namely, directive, assertive, expressive, commissive, and declarative. This helped in identifying the different functions of the metaphorical speech acts. Moreover, Austin taxonomy of speech act forms, namely, locutionary, illocutionary, and perlocutionary, was adopted. The findings revealed that the most common types of metaphors that were used by the Australian commentators were war and conflict metaphors, followed by psychological status metaphors and irony metaphors. The study found that war and conflict metaphors were the most commonly used forms of speech by the commentators. This is in alignment with the literature that also highlights how the advent of a crisis, such as COVID-19, results in excessive use of war and militarized metaphors. The study found that the most common speech act was directive, while expressive was the least common form used by Australian commentators during the COVID-19 pandemic.**

Index Terms—**speech acts, Austin, COVID-19, Australian facebookers, war metaphors**

The Oxford Dictionary defines figurative language as a form of language that employs different figures of speech, especially metaphors (Oxford Dictionary, n.d.). This makes figurative language appear to be in opposition to the literal language and is thus associated with a metaphorical meaning (Dobrovol'skij & Piirainen, 2018). This form of language is often used to create meaning, association, or an image. The origin of figurative language extends beyond the idea of literal meaning. The definition of the term comes from the mid-19th century and comes from an old French word, "figurative" (Honeck & Hoffman, 2018). That translates to being "metaphorical", while it has been used since the 14th century, when the word "figurative" first appeared in the English language. The use of figurative language indicates the use of communication that is not easily understood and is also linked with the complexity and the abstract nature of the statement. The use of language and its evolution to communicate meaning have not been static throughout history (Minda, 2021). The use of language is associated with feelings where language becomes a vehicle for communication. Figurative expression can aid in better understanding a person's emotions (Branagan et al., 2020).

Figurative expressions were classified by Taylor in 1981 into three prime categories. These include comparison and substitution; representation by substitution; and contrast by discrepancy and inversion (Andimara et al., 2020). The first category, comparison and substitution, is inclusive of metaphors, similes, metonymy, allusions, allegory, and analogy. The second category, that is, representation by substitution, is inclusive of symbols, personification, and synecdoche. The contrast by inversion and discrepancy category includes overstatement, paradox, oxymoron, and irony (Honeck & Hoffman, 2018). Personification is another form of literary device that is used to describe a non-human abstraction acting like a human (Wead, 2018).

Hence, it is used to provide an inanimate object with individual characteristics that are human. Another form of figurative speech tool is the use of metonymy. This is a figure of speech when a word that is closely associated with another word is used for expression and communication (Barcelona, 2019). Symbolism is one of the most commonly used figurative speech styles that is used to point to the ideas of a person (Wead, 2018). These can be presented as a focus on an individual object, image, person, or sound. On the other hand, irony is a form of figurative speech in which the opposite meaning of the words is used, in both the dictionary sense as well as the contextual sense. Hence, it is used for the presentation of an alternative meaning and the true meaning (Andimara et al., 2020).

Research has been conducted on metaphors for a long time and considered from different perspectives (Ibarretxe-Antuano, 2019). Many philosophers have argued that language is literal (Weiland et al., 2014). At the same time, many cognitive linguists have presented an argument that metaphors are important and are not marginal. Hence, the use of language and its forms can be explained through a pragmatic approach (Kövecses, 2019). Pragmatism is associated with utterances that are meant for highly specific events. It is also associated with dealing with the effect of the context (Abdullayeva, 2022). The idea of pragmatism explores what is embedded in communication. Hence, it is associated with the conversational implications that can be elicited from speech. The nature of metaphors has been studied through different times and perspectives and has also been used through different philosophical underpinnings of literature (Shaykhislamov & Makhmudov, 2020).

Implicature is used as a means to cover what is conveyed or implied other than what is being said. Hence, it is used as a means to express what the speaker is trying to say other than what the person is trying to say (Zufferey et al., 2019). Furthermore, implicature is classified into conventional implicature and conversational implicature. Conventional implicature is determined through the use of the conventional meaning of the words that are used in communication. Hence, it is linked with non-truth conditional inferences that are not derived from pragmatic principles such as maxim (Shaykhislamov et al., 2020). Rather, these are linked to a specific expression or specific item. Conversational implicature, on the other hand, is derived from a general principle of conservation. A generalized conversational implicature can occur in the absence of a specific context or scenario (Zufferey et al., 2019). At the same time, a particularized conversational implicature arises only in the context of a specific situation and is not normally used in conversation. Implicature by itself is part of the pragmatic sub-discipline of linguistics (Cutting & Fordyce, 2020).

Another essential component of pragmatics is the theory of speech act theory (Taguchi, 2019). This theory is a subfield of pragmatics and studies how different words are used not only for the communication of information but also to carry out actions (Siemund, 2018). This theory was developed by Austin and later advanced by Searle. Speech acts are alternatively known as communicative acts. They convey the intended language function and are crucial for linguistic analysis. The speech acts during the COVID-19 signage have been associated with relational work.

This study seeks to answer the following research questions:

- How have Australian Facebook users referred to vaccinations for COVID-19 as weapons in the fight against the pandemic?

- In what ways has Facebook messaging concerning the COVID-19 pandemic been depicted as a conflict whose triumph is entirely dependent on the use of vaccines?

- To what degree has the Facebook platform persuaded people that the epidemic was defeated in Australia after producing and administering vaccines?

I. LITERATURE REVIEW

A. Introduction

A literature review is defined as a document that can help in understanding the existing literature, theories, and frameworks in alignment with the research question developed (Paul & Cirado, 2020). This is crucial because it helps in establishing a basic understanding of the research subject and helps provide more clarity on the research problem (Snyder, 2019). In this section of the thesis, the theoretical framework and policies are assessed. It provides outlines of the studies undertaken on metaphors and speech acts. A correlation in context with the use of metaphors in social media will also be outlined and summarized, and the association between the use of metaphors and the COVID-19 pandemic will also be explained.

B. Theoretical Review

"The use of language by cognitively independent individuals in the activity of living with each other in a medium" is perhaps the most comprehensive definition of "communication." Only near the conclusion of this paper will this definition make sense (Valian, 2015). Let me begin with a definition that uses fewer new terms: "Communication is any process of sending patterns from one system to another or between the pieces of a system, thereby spanning diverse locations, times, and forms." Reproduction, agreement, consensus, or success are not required outcomes of communication. It has the potential to cause confusion, conflict, complementary reality constructs, and the emergence of new language forms (Wells, 1994). The existence of some medium that accounts for the process of transformation from one into the other is required for communication to take place. Communication, in this sense, is not restricted to the social realm (Niesen, 2018).

Language is a social product as it is used to conduct social actions (Ellis, 2019). The theories of pragmatics are in alignment with the theories of semantics. These studies are associated with aspects of meaning as well as syntax (Belligh & Willems, 2021). This helps in examining the sentence structures, relationships, and principles. Pragmatics is used for developing an understanding of systematic relations that are intended and that are applied based on the examination of inferences that can be made into a sentence in reference to the utterance. The three components of pragmatics are associated with form, content, and use. It is through pragmatics that a metaphor is defined as a speech act (Amoussou & Allagbe, 2018). The speaker uses signs or indications to create new meaning through an ideal structure or paradigm that is intentional and lacks literal meaning.

According to Leech (1983), pragmatics, by itself, is classified into two branches. These include sociolinguistics and pragma-linguistics. Metaphors appear as an application of pragmatics. The primary goal of a pragmatic account of a metaphor is to explain how a metaphor is understood and how it addresses a construct or an interpretation in communication (Culpeper et al., 2018).

(a). Theoretical Framework

The current study is based on two aspects of speech act metaphors. These include the function of speech acts and speech acts (Prihodko, 2018). In the simplest of terms, a speech act can be defined as an utterance that serves the function of communication. This is associated with the words used by the speaker and their impact. The speech act

theory is a part of pragmatics. Speech acts and pragmatics are associated with actions and utterances. The speech act is classified into five categories. These include declarations, expressive, assertive, directives, and commissives. The declaration in a speech act is defined as an act that proposes content in association with reality. It is a type of illocutionary act. This helps in bringing about a change in the external environment (Rais & Triyono, 2019). The second form of speech act is the expressive speech act, which is defined as a form of speech act in which the speaker presents or expresses an attitude or feeling about something. This is important as it cannot be separated from humans in a daily conversation. The third type of speech act is the assertive, which is defined as a type of illocutionary speech act in a statement where the goal is to suggest, report, inform, express, show, or explain something. The fourth form of speech acts is directives (Haucsa et al., 2020). The directive speech act is defined as a reason that aims to bring the truth out of propositional information. This information or content is present in the directive speech act. The fifth type of speech act that is present is the commissive, which is the kind of speech act in which the speaker presents himself or herself in commitment to future action. This expresses the intention of the user for future action. The commissive can be negative or positive (Rais & Triyono, 2019).

The use of metaphors is associated with the use of strong frames that can help in guiding action rather than just the simplistic use of language. Hence, when a metaphor becomes a structure, it impacts how an individual think about the topic and how the action and interaction are shaped (Simon & Camargo, 2021). The use of war metaphors falls within the theoretical framework of rhetoric. In the understanding and application of rhetoric, there is a tradition that metaphors are used to change the understanding of public events and to generate a response according to them. For example, one of the common metaphors that George Washington Bush used to make frequently was that of "hunting." This removed the status of the individuals as combatants, dehumanized the enemy, and justified the killings. He also used terms such as "savages" for the people of Iraq and "civilized" for the allies of the United States, implicating a meaning to justify his actions of war. These terms are used in rhetoric with the application of metaphors as they help the creation of a mass alignment with the idea (Matthews et al., 2019).

(b). Studies on Metaphors

From the beginnings of conceptual metaphor theory to the present day (Gibbs Jr., 2011). For example, Lakoff and Johnson's famous book (1980) opens with a discussion of the well-known "Argument is War" map. Lakoff and Johnson write that "this metaphor is represented in our everyday language by a broad range of idioms. Metaphor research is increasingly understanding that every language community is made up of various speakers, each with their own set of experiences and interests, and that we cannot presume a common, unchanging set of conceptual structures. A recent study has looked at various genres and registers and found that linguistic metaphors differ significantly even when the subject matter of the texts is closely similar (Deignan et al., 2013). This suggests that various groups of individuals use distinct conceptual metaphors for the same issues, and that we use different conceptual metaphors when speaking or writing for different audiences or at different degrees of formality. Many academics struggle with the idea of conceptual metaphors, which has gotten worse in recent years. Even the most skeptics will appreciate the fact that generalizations can be identified in language metaphors and that these generalizations appear to be capable of generating innovative metaphors and likely framing worldviews (Hatim & Masons, 2014). These considerations are critical for all metaphor researchers, regardless of their commitment to conceptual metaphor theory (hence CMT). While CMT's inventive leap was well-deservedly exciting, scientific rigour trailed behind creativity for a time. The work of Steen and colleagues, among others, has demonstrated that, as in other scientific fields, methodologies must try to be rigorous and repeatable, while corpus and text analysts' contributions point the way ahead (Deignan et al., 2013).

(c). Studies on Speech Act of Metaphors

In speech, three main views of metaphors have been identified. These include reporting of anomalies, interactionists, or comparisons (Saragi et al., 2019). The view of anomaly asserts that there is a dissimilarity between the semantic features of metaphors and the vehicle (Wijana, 2021). In the theory of linguistics, this is identified as the selection restrictions that are violated in cases when the vehicle fails to fall into an exclusive category that is defined and determined in the range of the recipient of the message. Hence, the sentences are then perceived as anomalous and create tension. In contrast, the approach of comparison is used when the recipient comprehends a message in the form of a metaphor (Sbisà 2018). The meaning thus establishes a similarity between the two subjects under study. The third type, which is the interactionist type, asserts the presence of both similarity and dissimilarity in the vehicle and the topic of metaphors. However, this approach also denies the presence of a simple relationship between the two (Wijana, 2021).

(d). Studies on Speech Acts

Linguistic acts are present in all forms of linguistic communication. Words, symbols, sentences, or some type of token of all of these were formerly thought to be the very fundamental units of communication, but speech act theory claimed that production or issuance of words and symbols are the basic units of communication (To et al., 2015). This issue takes place during the delivery of a speech act. The significance of these fundamental elements was viewed as the foundation for mutual understanding between people who tried to express (MacArthur et al., 2010).

In How to Do Things with Words, the Oxford philosopher J.L. Austin established the speech act theory, which was subsequently developed by the American philosopher J.R. Searle. It takes into account how many utterances are spoken

to accomplish locutionary, illocutionary, and/or perlocutionary activities (Petrey, 2016). Speech act theory is studied by many philosophers and linguists in order to better understand human communication. From a strictly first-person perspective, part of the delight of pursuing speech act theory is becoming more and more aware of how many shockingly varied things we do when we communicate with each other. According to Searle, speakers can only reach five illocutionary points on propositions: assertive, commissive, directive, declaratory, and expressive (Mabaquiao Jr., 2018). When speakers represent how things are in the world, they achieve the assertive point, the commissive point, the directive point when they try to persuade listeners to do something, the declaratory point when they do things in the world solely by saying that they do, and the expressive point when they express their feelings about objects and facts in the world. Some argue that Austin and Searle's method was mostly based on their intuitions, focusing mainly on isolated phrases from their context of use (Burkhardt, 2010). In this light, one of Searle's suggested typologies' major problems is that a concrete speech act's illocutionary power cannot take the structure of a sentence as Searle characterized it. The hearer is viewed as a passive participant in speech act theory. The illocutionary power of a given speech is influenced by its linguistic form as well as insight into whether the requisite felicity conditions—not least in connection to the speaker's ideas and feelings—are met. As a result, interactional features are overlooked (Van Eemeren & Grootendorst, 2010).

(e). Studies on Metaphors in the Context of Social Media

The use of metaphors in social media has been primarily associated with social media engagement strategies (Seering et al., 2022). It is important for social media content producers to understand the motives of the consumers in order to derive a focal interest. The motive of the special media used by the content producers is to reach the subconscious elements of the consumer's minds. The use of social media metaphors is associated with the various social actors, making metaphors integral to the landscape of digital media studies (Wyatt, 2021).

Metaphors are used heavily in the process of marketing. In social media campaigns, the use of metaphors is associated with persuasive communication. These metaphors in the social media landscape can be either explicit or implicit. The use of metaphors is associated with several components and benefits (Landau et al., 2018). These include the gaining of customer attention, comparison elicitation and imagery evocation. This research focused on the frequently used and recurring early metaphors that were used to illustrate evocative power to the recipients. This study used the data analytics approach and identified how the use of metaphors has been consistent and is one of the core needs for digital media campaigns and social media content (Wyatt, 2021).

The use of metaphors in social media campaigns has multiple benefits. People become so accustomed to repeating the same terms and expressions in the same ways that they lose track of what they mean (Cheney et al., 2010). Creative authors have the ability to make the mundane exotic and bizarre commonplace, a sobering existence. This helps engage more people with the content on social media. According to Magnifico (2010), when readers or listeners come across a phrase or term that cannot be translated literally, they are forced to think—or rather, they are given the opportunity to ponder. When the producer writes something like "I'm frustrated" or "The air was frigid," he is giving the readers nothing to do except wonder, "So what?" If one says, "My objective was Hiroshima after the bombing," the viewers will be able to "consider and pick from a variety of interpretations" (Tedlock, 2011).

Politicians commonly use metaphors to communicate ideas, show events, and explain concepts (Charteris-Black, 2011). Sometimes such a rhetorical strategy is intentional, and sometimes it is not. Nonetheless, their influence on public political discussion should be investigated. Rhetorical settings will define the nature of certain key societal problems. Landau et al. (2010) suggest that metaphors may inadvertently influence public opinion by diverting attention, channeling fears, and even constructing phantom opponents within bigger political narratives (Landau et al., 2010). When metaphors are used to help build specific worldviews, they become ideological, providing a framework within which we may grasp the world and justify our collective identities and behavior. What's interesting about these ideological metaphors is that they frequently go unreported because the ideologically misled group considers them "acceptable" comparisons. The target audience must feel that a metaphor validates their deep-seated beliefs or that the rhetorical strategy's user has "expressed their thoughts" for a metaphor to be "appropriate". However, it is by analyzing such analogies that we can gain a better understanding of how such a system works and uncover its ideological foundation (Van Hulst & Yanow, 2016).

(f). Studies of Metaphors During COVID-19 Pandemic

The use of warlike metaphors was seen in journalism and headlines. The Globe and Mail newspaper asserted that the pandemic had to be fought "like a war" (Rajandran, 2020). The imagery associated with wartime is compelling and identifies the COVID-19 virus as its enemy. The strategy is defined. That is, to "flatten the curve" and to save the economy. The warriors of this war have been pointed out and are referred to as the healthcare professionals (Hanne, 2022). Individuals who have isolated themselves in their homes are being defined as people on the home front. The traitors of this war are the people who violate these rules. The use of war metaphors by the government and policymakers in times of pandemics is not novel. These metaphors are focused and are associated with war rhetoric. This categorization of people in the war rhetoric leads to the classification of people in a highly insidious way. Donald Trump identified the virus as the "China Virus" (Semino, 2021). As the number of cases grew, health services scrambled to adapt, and the economy shut down in 2020, our entire world shifted to flatten the curve. Back then, the

outbreak was described as an armed struggle in vocabulary. Patients were "warriors on the battle lines", while doctors were "struck with sickness". Personal protective equipment (PPE) and ventilators were being "mobilised supply chains" by the federal government from the "national stockpile". The Defense Production Act was used by the administration to produce more medical supplies (Wicke & Bolognesi, 2020). In medicine, biomilitary metaphors have long been employed. Traditional Chinese medicinal texts, which date back to the 2nd century BCE, utilize comparable terminology. In the twentieth century, disease has been linked to battle in films such as Victory with Vaccines, The Battle Against Bacteria, and Crusading Doctor. 2 President Nixon declared a "war on cancer" in 1971 with the National Cancer Act, hoping to find a "magic bullet". According to the findings, the fighting metaphor not only appears in the speeches under consideration but also acts as the text's primary organizing subject, creating the backbone of its arguments and rhetorical methods (Rajandran, 2020).

II. METHODS AND PROCEDURES

A. Introduction

The purpose of the chapter is to present the tools used in collecting the data and the data analysis for this study.

B. Research Design

This research follows a qualitative research design in which the data will be collected from the Facebook comments posted on the pages of news sites in Australia on the posts associated with COVID-19. This chapter highlights the tools that were used for the collection of data and the methods used for the analysis of the research.

C. Population and Sample of the Study

Different sampling methods can be used in research for the selection of participants. This thesis will follow a purposive sampling approach (non-random sampling type), which is defined as an approach in which the individuals in the research are selected based on research interests (Etikan et al., 2016). This is associated with the consideration of the researchers. Purposive sampling is also known as judgmental sampling or selective sampling and is classified as a non-probabilistic method of sampling. This method has been selected for the completion of this research as it is associated with several benefits (Campbell, 2020). First, purposive sampling is an efficient way to identify the target population and then collect suitable data. It also helps in the identification of the best suited participants and helps in the elimination of noise from the research outcomes. Further, it also helps in the collection of suitable data from the research, helps in the identification of the data from a small population of interest, and helps in achieving valuable outcomes (Litosseliti, 2018). It also helps in gathering suitable responses and allows targeting towards a niche demographic population for the study. The approach is also associated with some limitations that need to be taken into consideration to ensure a robust research approach. The limitations of purposive sampling in research can lead to invalid inferential statistical procedures. This is associated with the exclusion of subgroup populations from the research approach. The use of this method can also result in a risk of bias and impact the research outcomes. To be included in the study, individuals who had commented on Facebook posts related to COVID-19 were included in the study. Individuals belonging to all social, cultural, ethnic, and economic backgrounds were included in the analysis (Lester et al., 2014).

D. Research Setting

The study was conducted through an online medium, that is, through Facebook.

(a). Instruments of the Study (Research Tools)

A research instrument is defined as a tool that is used for the collection of data, measurement of data, analysis, and assessment of its findings. Therefore, research instruments can act as a tool to direct the process of research (Walliman, 2010). That is, the comments on Facebook that were already made were taken into compilation of this research and its findings. Hence, in this study, the research instrument tool that will be applied will be observation. The observation method is one of the most commonly used in research in the context of behavioral sciences. Observations by themselves can be classified into different approaches. These include participant and naturalistic observations; case studies; structured observations; and archival research. This study falls under the category of archival research. Archival research is the research approach in which the information is collected and assessed from the data archives. In the current context, the archive of Facebook comments acts as a data archive for the research (Stockemer et al., 2019).

The researcher in the study plays an essential role from the very beginning of the research, till the collection of data, the analysis of the findings, and till the final conclusions. In this study, the role of researcher is associated with the identification of metaphorical speech acts, the identification of the speech types and their functions, and understanding the connotation of these metaphors.

(b). Participants

The sample was collected only from one source, that is, Facebook. The topics were selected by screening the comments manually. A total of 50 Facebook comments were identified and have been included in this research for further analysis.

(c). Data Collection

The collection of data was done through online websites and news sources for research and compilation of the information available on Facebook. The Facebook comments that were made in context of COVID-19 incidence and measures associated with its prevention and control were included in this study.

(d). Data Analysis

The process of qualitative data analysis is a complex and intricate process. For this research, thematic analysis of the qualitative data was proposed. Thematic analysis is defined as a method in which a data set is subject to identification, analysis, and reporting of the patterns in the data (Hancock et al., 2010). Hence, thematic analysis is often associated with the description of data but is also used for interpretation of the process through selection of codes and the construction of individual themes that emerge from the data. Thematic analysis is a suitable approach as it is one of the simple yet comprehensive methods that can be used for the analysis of data. It is also a suitable approach when the researchers have to summarize the data and identify its key findings, making this one of the foundational methods for data analysis and interpretation.

To minimize the bias and ensure objective application of the analysis approach, one finds it also important to focus on minimizing the limitations and risks of biases in the study. One of the primary pitfalls in the thematic study approach is the failure to describe the assumptions that can impact the analysis. Focus should also be laid on the development of coherence between the research findings and the existing literature (Lester et al., 2014).

1. Identification

The first step of thematic analysis is identification. In this step, the researcher has to identify the raw data of metaphorical speech and classify the same in accordance with the taxonomies of the speech act. Therefore, the researcher has to omit the words or utterances that are not associated with a metaphorical expression in the research. The classification developed by Searle (1979) will be used in the study. The process of identification is based on an analysis that can help in the selection of suitable speech statements for analysis. This is the prime step and is thus essential as it is based on the accurate identification of the speech and the methods for the research.

2. Coding

The first step is to familiarize yourself with the data (Javadi & Zarea, 2016). The second process of data coding is to generate initial codes. The third step in the process of data coding is to search for common themes. The next step is to review the themes, followed by the definition of the themes and the development of their names. Finally, the sixth step is to produce the findings based on the coded data. These steps will be applied in the process of thematic analysis and data coding of the Facebook comments included in this research (Guest et al., 2012).

3. Interpretation

In this step of data analysis, the researcher focuses on the interpretation of the study (Guest et al., 2011). The datasheet was used in this step for the identification of speech functions and the types of speech acts. This was applied in the research in the context of the comments of the Facebook commentators.

4. Discussion

The discussion process in the analysis is based on the interpretation of data and identification of the research (Hanks, 2018). This process of discussion is based on the identification of suitable research outcomes based on the interpretation of data and its findings.

III. FINDINGS AND DISCUSSION

This section highlights the findings from the data collected by the researcher. The first theme of the research is associated with the identification of metaphors used in Facebook comments by the users on posts associated with COVID-19. The second theme that this research will focus on is the identification of the type of metaphorical speech act as classified based on the works of Austin (1962) in the taxonomy of the speech types. The third theme that this thesis aimed to answer was based on the classification of the comments based on utterances as described in the work of Searle's taxonomy of speech acts.

A. Metaphorical Speech Acts Posted Among Australian Social Media Commentators on Facebook

A total of fifty Facebook comments were identified as being posted by the Facebookers. It was mandated that the comments that were included in the study were associated with the posts associated with COVID-19, disease prevention, vaccination, and any other form of COVID-19 information. The findings indicated that most of the comments that were posted in the context of the use of war metaphors. A negative connotation was associated with a large section of comments, indicative of the individual sentimental perception among the masses regarding the illness. The second commonality of comments was associated with a positive sentimental value and with a focus on the need to combat the virus. Based on the nature of different comments that were identified, they were classified into three categories: war and conflict metaphors which composed 60% from the whole data, psychological status 32%, and irony metaphors were 8%.

Theme 1: War and Conflict Metaphors

The use of war and conflict metaphors was dominant and pervasive in the population.

TABLE 1
WAR AND CONFLICT METAPHORS USED BY AUSTRALIAN COMMENTATORS ON FACEBOOK

S. No.	Metaphor	Keyword
1	Their power is derived from your compliance	Power, compliance
2	Time to focus on orchestrated war, well done sheep.	orchestrated war, sheep
3	There is more freedom in prison	Freedom, prison
4	Hiding from the war!	Hiding, war

The first metaphor analyzed in this research is, "*Their power is derived from your compliance*". Based on the taxonomy of speech acts, this metaphor is an example of a locutionary speech act where the power dynamic between the general population and the masses is being derived. The illocutionary aspect of the speech taxonomy is that it focuses on the act of compliance by people. The perlocutionary element of the statement is aligned with an intention to agitate the readers. According to the Searle classification, the nature of this statement is declarative.

The second metaphor to be analyzed in this research is, "*Time to focus on orchestrated war, well done sheep*". Based on the taxonomy of speech, the locutionary aspect of the speech asserts the classification of war in context with the situation of COVID-19. The illocutionary aspect of speech is associated with the act of running away or avoiding. The perlocutionary aspect of this speech is indicating an impact on the readers as a form of intimidation and disclaiming. Based on the classification of Searle, the nature of speech is assertive.

Theme 2: Psychological Status Metaphors

This section is concerned with identifying metaphors that reflect the psychological state of the Australian commentators.

TABLE 2
PSYCHOLOGICAL METAPHORS USED BY THE AUSTRALIAN FACEBOOKERS

Synod.	Metaphor	Keyword
1	It's not a bleak picture at all. Stop overdramatizing.	Bleak, overdramatizing
2	Report the truth, stop fear mongering.	Fear mongering, Truth
3	It does not end, just delays and spaces out.	Delays and spaces out
4	Way to ham up the fear	Fear

The first metaphor to be analyzed in this research is "*It's not a bleak picture at all. Stop overdramatizing*". The locutionary aspect of this speech asserts that information about COVID-19 is not bleak and hence, the situation should not be hyped or overdramatized. The illocutionary assessment of this speech is associated with the act of being terrified or scared of the situation. The perlocutionary aspect of this statement is associated the impact on the people's thinking regarding perceptions associated with COVID-19. The nature of the speech is to inform making it an assertive speech act.

The second metaphor to be analyzed in this research is "*Report the truth, stop fear mongering*". The locutionary assessment of this statement reveals that the speaker wants the government and the new site to present information that is factual. The illocutionary aspect of this statement is indicative of act of denial towards the information that is presented along with an intention to order the information posters to present only a certain kind of information. The perlocutionary aspect of this statement asserts an impact on the audience asserting that the information included in the post is unreliable. Based on the classification of Searle, this statement is an example of directive speech.

Theme 3: Irony Metaphors

The purpose of irony metaphors is to express an irony in content.

TABLE 3
IRONY METAPHORS USED BY AUSTRALIAN FACEBOOK COMMENTATORS

Synod.	Metaphor	Keyword
1	Political healthcare at its finest	Political, finest
2	Can't people see through the lies?	Lies
3	Let me guess it is the most deadliest one yet	Deadliest
4	Everyone freaks out when the number is high and also when they are low. There is no pleasing to you.	Freaks, pleasing.

The first metaphor to be analyzed in this research is the statement, "*Political healthcare at its finest*". The locutionary assessment of this statement asserts that the politics in the healthcare system is harming the system. The illocutionary aspect is that of mismanagement. The perlocutionary assessment of this statement is linked with lack of trust and denial of reliability on the existing system. Based on the classification by Searle, this statement can be classified as an example of an assertive speech act.

The second metaphor to be analyzed in this research is "*Can't people see through the lies?*" The locutionary analysis of this metaphor reveals lack of understanding of the development and imposition of COVID-19 norms on the people. Further, the illocutionary aspect of the statement is associated with disclaiming and the perlocutionary aspect highlights

disbelief and mistrust. According to Searle's classification, this statement can be classified as an example of assertive speech act.
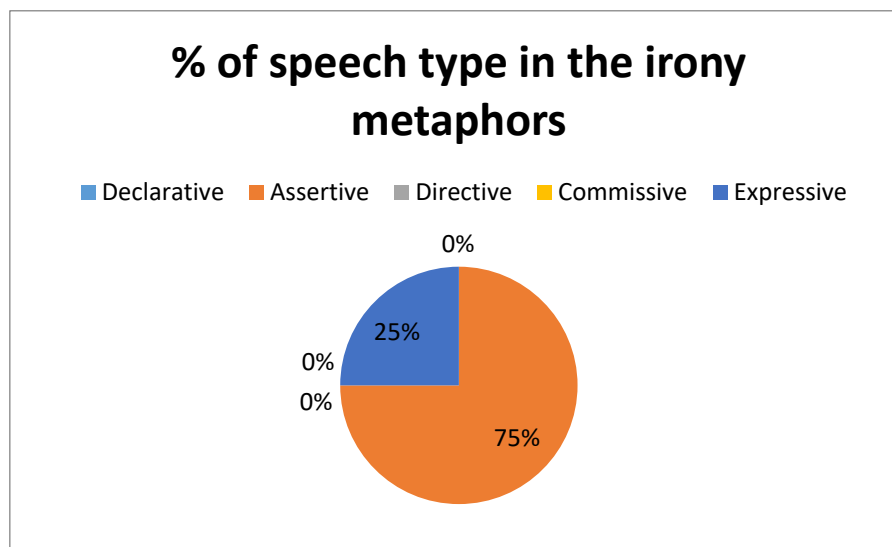

Figure 1 Different Types of Speech Functions Identified Through the Facebook Comments Classified as Irony Metaphors

The assertive speech acts were the most common types of speech in irony metaphors, followed by declarative speech acts. Directive, commissive, and expressive speech acts were not reported or found in the case of irony metaphors.

B. Functions of Metaphorical Speech Acts Posted by Australian Commentators on Facebook

According to Searle (1979), the taxonomy of the speech act functions includes the directive speech act, assertive speech act, commissive speech act, declarative speech act, and expressive speech act. Of the fifty metaphors classified and analyzed in this report, the findings indicated that the most common types of metaphors were associated with assertive speech acts, followed by directive, commissive, and then expressive and declarative.
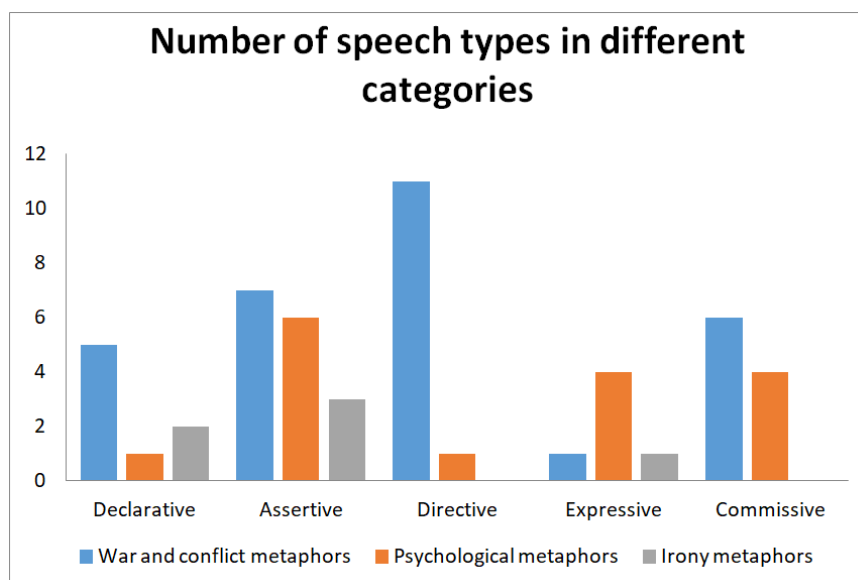

Figure 2 Presence of Different Kinds of Speech Metaphors

C. Discussion and Conclusion

Based on the analysis of Facebook comments posted by the Australian commentators, one can assert that the most common forms of metaphors that emerge from the text are war and conflict metaphors. Another common form of metaphor that was used in the Facebook comments were the psychological status metaphors, followed by irony metaphors. The use of metaphors is linked with intractability. The use of war metaphors extends closely into the discourse of politics. The use of war metaphors is linked with political campaigns. The use of war metaphors is closely linked to its extensive use in times of crisis. The findings of this research are thus in alignment with the existing literature that highlights how the incidence of the COVID-19 pandemic affects the individual thought process that is

reflected in the statements made by the Facebook commentators.

The majority of metaphors that were identified in this research were war and conflict metaphors.

The second common form of metaphor that was used by the Facebook commentators in Australia was the psychological metaphor.

The third form of metaphor that was commonly used by the Facebook commentators was the irony metaphor.

REFERENCES

[1] Abdullayeva, O. I. Q. (2022). Study of pragmatic meaning of English in Uzbek language. *Science and Education*, *3*(2), 642-645. Retrieved February 16, 2022 from https://cyberleninka.ru/article/n/study-of-pragmatic-meaning-of-english-in-uzbek-language.

[2] Amoussou, F., & Allagbe, A. A. (2018). Principles, theories and approaches to critical discourse analysis. *International Journal on Studies in English Language and Literature*, *6*(1), 11-18. Retrieved January 7, 2018 from https://www.academia.edu/download/63811302/Principles-Theories__Approaches_to_CDA20200702-2976-66oy7y.pdf

[3] Andimara, S., Haryanto, S., & Haryati, D. (2020). *A pragmatic analysis of figurative language in guardian of galaxy movies* (Doctoral dissertation, Universitas Muhammadiyah Surakarta). Retrieved August 22, 2022 from http://eprints.ums.ac.id/id/eprint/85437

[4] Austin, J. L. (1962). How to Do Things with Words New York: Oxford Univ. *Press, 1965Austin1965How to Do Things with Words*. https://www.academia.edu/36270217/Austin_1962_how_to_do_things_with_words

[5] Barcelona, A. (2019). Metonymy. *Cognitive linguistics: Foundations of language*, 167-194. Retrieved July 8, 2019 from https://www.degruyter.com/document/doi/10.1515/9783110626476/pdf#page=173

[6] Belligh, T., & Willems, K. (2021). What's in a code? The code-inference distinction in Neo-gricean pragmatics, relevance theory, and integral linguistics. *Language Sciences*, *83*, 101310. Retrieved July 8, 2022 https://www.sciencedirect.com/science/article/pii/S0388000120300425

[7] Branagan, A., Cross, M., & Parsons, S. (2020). *Language for behaviour and emotions: A practical guide to working with children and young people*. Routledge. Retrieved October 29, 2020 from https://books.google.com/books?hl=en&lr=&id=nd38DwAAQBAJ&oi=fnd&pg=PA1&dq=Figurative+expression+of+the+same+can+help+in+understanding+the+emotions+of+a+person+with+greater+clarity.+&ots=fatU6q06AX&sig=sqSta7MymdPUTn8ovvbg1Yd9b5E

[8] Burkhardt, A. (Ed.). (2010). *Speech acts, meaning and intentions: critical approaches to the philosophy of John R. Searle*. Walter de Gruyter. Retrieved September 15, 2010 from https://books.google.com/books?hl=en&lr=&id=yARprbOy3ZEC&oi=fnd&pg=PA1&dq=Austin+established+the+speech+act+theory,+which+was+&ots=IdMlN6Hi-v&sig=zrBycNrQUmUg4rT52hkgGSw5A5I

[9] Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, *25*(8), 652-661. Retrieved June 18, 2020 from https://journals.sagepub.com/doi/abs/10.1177/1744987120927206

[10] Charteris-Black, J. (2011). *Politicians and rhetoric: The persuasive power of metaphor*. Springer. Retrieved October 26, 2011 from
https://books.google.com/books?hl=en&lr=&id=IkSBDAAAQBAJ&oi=fnd&pg=PP1&dq=Politicians+commonly+use+metaphors+to+communicate+ideas,+show+events,+and+explain+concepts.+&ots=Cq0ungMbKR&sig=u1REYkhbbOtoOyDNXRS_OnCoxP8

[11] Cheney, G., Christensen, L. T., Zorn Jr, T. E., & Ganesh, S. (2010). *Organizational communication in an age of globalization: Issues, reflections, practices*. Waveland Press. Retrieved June 2, 2010 from https://books.google.com/books?hl=en&lr=&id=TcQSAAAAQBAJ&oi=fnd&pg=PR3&dq=Use+of+metaphors+in+social+media+campaigns+has+multiple+benefits.+People+become+so+habituated+to+repeating+the+same+terms+/+expressions+in+the+same+ways+that+they+lose+track+of+what+they+signify.+&ots=AGaOBrnqfr&sig=i4uSRoPKS4GSr74oW2w94CNsugY

[12] Chomsky, N. (1995). The Minimalist program: /Noam Chomsky. *Cambridge, Mass.:* MIT Press, 420, 5.

[13] Culpeper, J., Mackey, A., & Taguchi, N. (2018). *Second language pragmatics: From theory to research*. Routledge. Retrieved May 3, 2018 from https://www.taylorfrancis.com/books/mono/10.4324/9781315692388/second-language-pragmatics-jonathan-culpeper-alison-mackey-naoko-taguchi

[14] Cutting, J., & Fordyce, K. (2020). *Pragmatics: a resource book for students*. Routledge. Retrieved November 26 2020 from https://www.taylorfrancis.com/books/mono/10.4324/9781003010043/pragmatics-joan-cutting-kenneth-fordyce

[15] Deignan, A., Littlemore, J., & Semino, E. (2013). *Figurative language, genre and register*. Cambridge University Press. Retrieved January 19, 2013 from https://books.google.com/books?hl=en&lr=&id=P3GcEZ4jlrwC&oi=fnd&pg=PR1&dq=Recent+study+has+looked+at+various+genres+and+registers+and+found+that+linguistic+metaphors+differ+significantly+even+when+the+subject+matter+of+the+texts+is+closely+similar&ots=nd2LzBSVgK&sig=YwSkqOtc6zcIHhT4rab3C5gSVW8

[16] Dobrovol'skij, D., & Piirainen, E. (2018). Conventional figurative language theory and idiom motivation. *Yearbook of Phraseology*, *9*(1), 5-30. Retrieved November 8, 2018 from https://www.degruyter.com/document/doi/10.1515/phras-2018-0003/html

[17] Ellis, N. C. (2019). Essentials of a theory of language cognition. *The Modern Language Journal*, *103*, 39-60. Retrieved January 16, 2019 From https://onlinelibrary.wiley.com/doi/abs/10.1111/modl.12532

[18] Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1-4. Retrieved December 22, 2015 from https://www.academia.edu/download/55796997/Comparison_Convenience_and_Purposive_Sampling-2016_4p.pdf

[19] Fairclough, I., & Fairclough, N. (2013). *Political discourse analysis: A method for advanced students*. Routledge. Retrieved January 23, 2012 https://www.taylorfrancis.com/books/mono/10.4324/9780203137888/political-discourse-analysis-isabela-fairclough-norman-fairclough

[20] Gibbs Jr, R. W. (2011). Evaluating conceptual metaphor theory. *Discourse processes*, *48*(8), 529-562. Retrieved May 2, 2013 from https://academic.oup.com/applij/article-abstract/35/2/117/191535

[21] Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. Sage publications. Retrieved November 9, 2011 from https://books.google.com/books?hl=en&lr=&id=Hr11DwAAQBAJ&oi=fnd&pg=PP1&dq=thematic+analysis+methods+&ots=Xj1zsGxGtI&sig=D5r8Y85IW6bBcK4lAnkNo344G4A

[22] Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Introduction to applied thematic analysis. *Applied Thematic Analysis*, *3*(20), 1-21. Retrieved October 7, 2019 from http://antle.iat.sfu.ca/wp-content/uploads/Guest_2012_AppliedThematicAnlaysis_Ch1.pdf

[23] Hancock, G. R., Mueller, R. O., & Stapleton, L. M. (2010). *The reviewer's guide to quantitative methods in the social sciences*. Routledge. Retrieved February 11, 2010 https://www.taylorfrancis.com/books/mono/10.4324/9780203861554/reviewer-guide-quantitative-methods-social-sciences-gregory-hancock-gregory-hancock-ralph-mueller-laura-stapleton-ralph-mueller

[24] Hanks, P. (2018). Types of speech acts. *New work on speech acts*, 123-143. Retrieved August 15, 2018 from https://books.google.com/books?hl=en&lr=&id=rthjDwAAQBAJ&oi=fnd&pg=PT146&dq=The+taxonomy+of+speech+act+in+classification+of+the+work+of+Austin+&ots=cL872e-Mj3&sig=VyAeNkyAaNYRjR169mwgmklNhZ8

[25] Hanne, M. (2022). How we escape capture by the "war" metaphor for COVID-19. *Metaphor and Symbol*, *37*(2), 88-100. Retrieved March 31, 2022 https://www.tandfonline.com/doi/abs/10.1080/10926488.2021.1935261

[26] Hatim, B., & Mason, I. (2014). *Discourse and the Translator*. Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9781315846583/discourse-translator-hatim-ian-mason Retrieved October 1, 2013 from.

[27] Haucsa, G. M., Marzuki, A. G., Alek, A., & Hidayat, D. N. (2020). Illocutionary Speech Acts Analysis in Tom Cruise's Interview. *Academic Journal Perspective: Education, Language, and Literature*, *8*(1), 11-19. Retrieved May 27, 2020 http://jurnal.ugj.ac.id/index.php/Perspective/article/view/3304

[28] Honeck, R. P., & Hoffman, R. R. (Eds.). (2018). *Cognition and figurative language*. Routledge. Retrieved November 21, 2018 https://books.google.com/books?hl=en&lr=&id=j_d1DwAAQBAJ&oi=fnd&pg=PP1&dq=figurative+language+book&ots=aKwtNvr--o&sig=9EgZ1WQyAuJ9glo_2UaL5H0TyPA

[29] Ibarretxe-Antuñano, I. (2019). Perception metaphors in cognitive linguistics. *Perception metaphors*, *19*, 43. https://books.google.com/books?hl=en&lr=&id=3SyGDwAAQBAJ&oi=fnd&pg=PA43&dq=metaphors+and+linguistics+&ots=kuty7EBvKp&sig=OH1jLaINxitUdYxtrMTMS8pZZK8

[30] Javadi, M., & Zarea, K. (2016). Understanding thematic analysis and its pitfall. *Demo*, *1*(1), 33-39. Retrieved March 25, 2016 From http://journals.rpp.co.ir/demo/paper/20011

[31] Kövecses, Z. (2019). Perception and metaphor. Laura J. Speed, Carolyn O'Meara, Lila San Roque & Asifa Majid (eds.), *Perception metaphors*, 327-346. https://books.google.com/books?hl=en&lr=&id=3SyGDwAAQBAJ&oi=fnd&pg=PA327&dq=metaphors+and+linguistics+&ots=kuty7EBvKp&sig=gFMAIo8lI2jmI3Pstkddstib4J8

[32] Landau, M. J., Meier, B. P., & Keefer, L. A. (2010). A metaphor-enriched social cognition. *Psychological Bulletin*, *136*(6), 1045. Retrieved November, 2010 from https://psycnet.apa.org/doiLanding?doi=10.1037/a0020970

[33] Landau, M. J., Zhong, C. B., & Swanson, T. J. (2018). Conceptual metaphors shape consumer psychology. *Consumer Psychology Review*, *1*(1), 54-71. Retrieved December 16, 2017 from https://onlinelibrary.wiley.com/doi/pdf/10.1002/arcp.1002

[34] Leezenberg, M. (2021). *Contexts of metaphor*. Brill. Retrieved October 1, 2021 from https://books.google.com/books?hl=en&lr=&id=Os5GEAAAQBAJ&oi=fnd&pg=PR3&dq=Any+cognitive+content+a+metaphor+could+have,+according+to+this+comparison+theory,+should+be+reducible+to+a+collection+of+literal+similarity+claims.&ots=ut6BLZo_gY&sig=kANrp7H5PbL2aIfU9WD4n1T3iBA

[35] Lester, P. E., Inman, D., & Bishop, L. K. (2014). *Handbook of tests and measurement in education and the social sciences*. Rowman & Littlefield. Retrieved December 2014 from https://books.google.com/books?hl=en&lr=&id=f0PcDQAAQBAJ&oi=fnd&pg=PR7&dq=research+methods+in+social+sciences+&ots=yuJg4BbIXz&sig=56_eqrZ-J4ZqIhUpDjzKektNLec

[36] Litosseliti, L. (Ed.). (2018). *Research methods in linguistics*. Bloomsbury Publishing. Retrieved September 20, 2018 from https://books.google.com/books?hl=en&lr=&id=kadvDwAAQBAJ&oi=fnd&pg=PP1&dq=research+methods+in+linguistics+&ots=oVHOkv_Pey&sig=jc-_GOTcHAmXUYOEQ7dMExvooWU

[37] Mabaquiao Jr, N. M. (2018). Speech Act Theory: From Austin to Searle. *Augustinian Journal*, *19*(1), 1-18. Retrieved https://www.academia.edu/download/68123954/Speech_Act_Theory_From_Austin_to_Searle.pdf

[38] Mason, A. N., Narcum, J., & Mason, K. (2021). Social media marketing gains importance after Covid-19. *Cogent Business & Management*, *8*(1), 1870797. Retrieved 11 Jan 2021 from https://www.tandfonline.com/doi/abs/10.1080/23311975.2020.1870797

[39] Matthews, K. E., Cook-Sather, A., Acai, A., Dvorakova, S. L., Felten, P., Marquis, E., & Mercer-Mapstone, L. (2019). Toward theories of partnership praxis: An analysis of interpretive framing in literature on students as partners in teaching and learning. *Higher Education Research & Development*, *38*(2), 280-293. Retrieved October 11, 2018 from https://www.tandfonline.com/doi/abs/10.1080/07294360.2018.1530199

[40] Minda, S. (2021). Figurative language in students' English book. *Asian TESOL Journal*, *1*(1), 10-21. Retrieved November 30, 2021 From https://ejournal.altsacentre.org/index.php/asiantj/article/view/8

[41] Niesen, P. (2018). 6. Speech Acts. In *The Habermas Handbook* (pp. 58-63). Columbia University Press. Retrieved October 24, 2017 from https://www.degruyter.com/document/doi/10.7312/brun16642-008/html

[42] Oxford dictionary (n.d.). *Figurative language*. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjjwaLQg9z3AhVeIbcAHdkJBTQQFnoECAMQAw&url=https%3A%2F%2Fwww.oxfordreference.com%2Fview%2F10.1093%2Foi%2Fauthority.20110803095817535&usg=AOvVaw29lZ8NCHM384uiaIY4gyA6

[43] Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know? *International Business Review*, *29*(4), 101717. Retrieved August 1, 2020 from https://www.sciencedirect.com/science/article/pii/S0969593120300585

[44] Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press. https://books.google.com/books?hl=en&lr=&id=eeRRAgAAQBAJ&oi=fnd&pg=PR7&dq=research+methods+in+linguistics+&ots=TKi0Qa6D2g&sig=Bs9zg2Cs-FyS5WP4UMgDpMzgrfM

[45] Prihodko, G. (2018). Specific nature of evaluative speech acts. *Advanced Education*, *(9)*, 201-205. Retrieved June 29, 2018 from http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=2&I21DBN=UJRN&P21DBN=UJRN&IMAGE_FILE_DOWNLOAD=1&Image_file_name=PDF/novocv_2018_9_29.pdf

[46] Rais, B., & Triyono, S. (2019). Pragmatic Analysis of Speech Acts on the Video of Prabowo Vs Jokowi-Epic Rap Battles of Presidency. *International Journal of Linguistics, Literature and Translation*, *2*(3), 150-157. Retrieved May 30, 2019 from https://www.al-kindipublisher.com/index.php/ijllt/article/view/1413

[47] Rajandran, K. (2020). 'A Long Battle Ahead': Malaysian and Singaporean prime ministers employ war metaphors for COVID-19. *GEMA Online Journal of Language Studies*, *20*(3), 261-267. Retrieved August 28, 2020 https://pdfs.semanticscholar.org/7207/0ad549316635e53d5c509cd9fe14aa43d34e.pdf

[48] Saragi, V., Nuratika, S., Fransiska, F., Yolanda, M., & Ardiyanti, N. (2019). A Review of Speech Act Theories Focusing on Searle (1969). *Elsya: Journal of English Language Studies*, *1*(2), 61-68. Retrieved June 3, 2019 from http://journal.unilak.ac.id/index.php/elsya/article/view/3529

[49] Sbisà, M. (2018). Varieties of speech act norms. In *Normativity and variety of speech actions* (pp. 23-50). Brill. Retrieved November 21, 2018 https://brill.com/view/book/edcoll/9789004366527/BP000002.xml

[50] Schütze, C. T., Sprouse, J., Podesva, R. J., & Sharma, D. (2014). *Research methods in linguistics*. Pearson. Retrieved May 2012 https://www.jonsprouse.com/papers/Schutze%20and%20Sprouse%202014%20-%20RMIL.pdf

[51] Seering, J., Kaufman, G., & Chancellor, S. (2022). Metaphors in moderation. *New Media & Society*, *24*(3), 621-640. Retrieved October 20, 2020 from https://journals.sagepub.com/doi/abs/10.1177/1461444820964968

[52] Semino, E. (2021). "Not soldiers but fire-fighters"–Metaphors and Covid-19. *Health Communication*, *36*(1), 50-58. Retrieved November 10, 2020 from https://www.tandfonline.com/doi/abs/10.1080/10410236.2020.1844989

[53] Shaykhislamov, N. Z. U., & Makhmudov, K. S. U. (2020). Linguistics and Its Modern Types. *Academic Research in Educational Sciences*, *(1)*, 358-361. https://cyberleninka.ru/article/n/linguistics-and-its-modern-types

[54] Siemund, P. (2018). *Speech acts and clause types: English in a cross-linguistic context*. Oxford University Press. Retrieved March 18, 2018 from https://books.google.com/books?hl=en&lr=&id=WPhJDwAAQBAJ&oi=fnd&pg=PP1&dq=Another+essential+component+of+pragmatics+is+the+theory+of+speech+acts+theory.+&ots=YyE1QmfzHk&sig=UrePu7heH3F27PzHbDP-deAjWrY

[55] Simon, F. M., & Camargo, C. Q. (2021). Autopsy of a metaphor: The origins, use and blind spots of the 'infodemic'. *New Media & Society*, 1461. Retrieved Jul 20, 2021 from https://journals.sagepub.com/doi/abs/10.1177/14614448211031908

[56] Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, *104*, 333-339. Retrieved November 2019 from https://www.sciencedirect.com/science/article/pii/S0148296319304564

[57] Steen, G. J. (2011). The contemporary theory of metaphor—now new and improved! *Review of Cognitive Linguistics. Published under the auspices of the Spanish Cognitive Linguistics Association*, *9*(1), 26-64. Retrieved Jan 2011 From https://www.jbe-platform.com/content/journals/10.1075/rcl.9.1.03ste

[58] Stockemer, D., Stockemer, G., & Glaeser. (2019). *Quantitative methods for the social sciences* (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing. Retrieved March 18, 2022 from https://link.springer.com/content/pdf/10.1007/978-3-319-99118-4.pdf

[59] Taguchi, N. (2019a). Second language acquisition and pragmatics: An overview. *The Routledge Handbook of Second Language Acquisition and Pragmatics*, 1-14. https://www.taylorfrancis.com/chapters/edit/10.4324/9781351164085-1/second-language-acquisition-pragmatics-naoko-taguchi

[60] Taguchi, N. (Ed.). (2019b). *The Routledge handbook of second language acquisition and pragmatics* (pp. 1-14). New York: Routledge. https://api.taylorfrancis.com/content/books/mono/download?identifierName=doi&identifierValue=10.4324/9781351164085&type=googlepdf

[61] Taguchi, N., & Ishihara, N. (2018). The pragmatics of English as a lingua franca: Research and pedagogy in the era of globalization. *Annual Review of Applied Linguistics*, *38*, 80-101. Retrieved October 03, 2018 From https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/pragmatics-of-english-as-a-lingua-franca-research-and-pedagogy-in-the-era-of-globalization/A1839B76189CAD535DBB4D112C285C2F

[62] Tedlock, D. (2011). The spoken word and the work of interpretation. In *The Spoken Word and the Work of Interpretation*. University of Pennsylvania Press. Retrieved June 3, 2011 from https://www.degruyter.com/document/doi/10.9783/9780812205305/html

[63] Valian, V. (2015). Bilingualism and cognition. *Bilingualism: language and cognition*, *18*(1), 3-24.

[64] Van Eemeren, F. H., & Grootendorst, R. (2010). *Speech acts in argumentative discussions: A theoretical model for the analysis of discussions directed towards solving conflicts of opinion*. Walter de Gruyter. Retrieved November 5, 2010 from https://books.google.com/books?hl=en&lr=&id=0RlIRKJmKDMC&oi=fnd&pg=PA1&dq=Austin+established+the+speech+act+theory,+which+was+&ots=U9QLkpm6Sa&sig=ZYP2wum8lHwP_Mz0GE99zbFzh2I

[65] Van Hulst, M., & Yanow, D. (2016). From policy "frames" to "framing" theorizing a more dynamic, political approach. *The American Review of Public Administration*, *46*(1), 92-112. https://journals.sagepub.com/doi/abs/10.1177/0275074014533142

[66] Wallace, E. (2021). Hyperbole. In *Road Sides* (pp. 44-49). University of Texas Press. https://www.degruyter.com/document/doi/10.7560/316566-009/html

[67] Walliman, N. (2010). *Research methods: The basics*. Routledge. Retrieved November 17, 2010 from https://www.taylorfrancis.com/books/mono/10.4324/9780203836071/research-methods-basics-nicholas-walliman

[68] Wead, D. (2018). *The literary devices in John's Gospel* (Vol. 7). Wipf & Stock Publishers. Retrieved July 18, 2018https://books.google.com/books?hl=en&lr=&id=PlcXEAAAQBAJ&oi=fnd&pg=PR9&dq=english+literary+devices+book+&ots=LeH1MHy-th&sig=Acsgj5fFuFwPSK95tRfBq--QKhM

[69] Wells, G. (1994). The complementary contributions of Halliday and Vygotsky to a "language-based theory of learning". *Linguistics and education*, *6*(1), 41-90.

[70] Wicke, P., & Bolognesi, M. M. (2020). Framing COVID-19: How we conceptualize and discuss the pandemic on Twitter. *PloS one*, *15*(9), 40010. Retrieved September 30, 2020 from https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0240010

[71] Wijana, I. D. P. (2021). On Speech Acts. *Journal of Pragmatics Research*, *3*(1), 14-27. https://e-journal.iainsalatiga.ac.id/index.php/jopr/article/view/5125

[72] Wyatt, S. (2021). Metaphors in critical Internet and digital media studies. *New Media & Society*, *23*(2), 406-416. Retrieved February 25, 2021 https://journals.sagepub.com/doi/abs/10.1177/1461444820929324

[73] Zufferey, S., Moeschler, J., & Reboul, A. (2019). *Implicatures*. Cambridge University Press. Retrieved June, 2019 from https://books.google.com/books?hl=en&lr=&id=lzCdDwAAQBAJ&oi=fnd&pg=PR11&dq=Implicature+is+used+as+a+means+to+cover+what+is+conveyed+or+implied+other+than+what+is+being+said&ots=SXt06VQ5vF&sig=tMjM0El54Hd2-ZKbu04dyGAu85k

Mamoun I Bani Amer has got MA of Arts in Applied Linguistics at University of Technology Sydney, UTS, Australia and MA of Arts in English Language and Literature at Jadara University, Jordan. He taught different English courses for AL-KALEEJ COMPANY FOR TRAINING AND EDUCATION- Direct English Institutes, (September 2011 till January 2014), Saudi Arabia, now, he lives in Australia and tries to find a PhD supervision at one of its universities.

Luqman M Rababah, PhD, is an Associate Professor of Applied Linguistics within the School of English Language & Translation, Jadara University, Jordan, where he teaches courses on sociolinguistics, pragmatics, and second language acquisition theories. He has more than thirty publications.