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## A critical analysis of horn of Africa's drought-related metaphors: A socio-cognitive approach

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### Abstract

The paper regulates a corpus-based analysis of Horn of Africa's drought-related metaphorical schemas presented in 17 selected reports and appeals published in the official homepages of UNICEF and OCHA in the time span (2021-2023). The study follows Hart's (2008 & 2010) theoretical framework of socio-cognitive critical metaphor analysis (SCCMT) which connects blending integration theory (BT) and the critical, social and ideological tenets of critical discourse analysis (CDA). The findings of the study show three recurrent metaphorical integration networks in the selected corpus and they are: DROUGHT is A KILLING MONESTER, DROUGHT is WAR/STRUGGLE and UNICEF/OCHA are BUILDERS/ANIMATE AGENTS. Consequently, some emergent scenarios are activated such as: fear, instability, blame, hope and ideological distinction of US and THEM, THE POOR and THE RICH, AFRICA and AMERICA & EUROPE. Moreover, four topoi are motivated: "topos of danger", "topos of displacement", "topos of number" and "topos of hope". These topoi are entrenched in the selected corpus, thus explicating the conventionality of metaphor.

**Keywords:** blending theory (BT), drought, Horn of Africa, mental space theory, socio-cognitive critical metaphor analysis (SCCMT)



### Public Interest Statement

This study attempts to investigate the discursive representation of drought-related lexicons such as danger, threat, devastation, famine, hunger and disease and it also scrutinizes their ideological, social and psychological representations in readers' input spaces, generic space and blending space. Thus, exploring the conceptual blending of counter elements in different mental spaces (inputs) to visualize new emerging scenarios that explain the way UNICEF and OCHA tend to persuade the world to help Horn of Africa to face this natural devastating crisis. This study is important in two senses; firstly, it hooks attention to drought devastating effects in some African countries; secondly, it is an addition to critical metaphor analysis and blending integration research.

#### 1. Introduction

Metaphor is recognized not simply as a linguistic expression employed for aesthetic or artistic schemes, but "as a process of human understanding by which we achieve meaningful experience that we can make sense of" (Johnson, 1987, p. 15). Accordingly, Metaphor is not mere a matter of language, but it is also a reflection of thought, i.e., it is an influential mechanism through which human beings conceive, conceptualize and visualize reality that affects the way we act. Subsequently, metaphor is pervasive since it is contingent on basic shared knowledge which efficaciously forms the ability of speakers to account for multifaceted types of situations. Charties-Black (2004) depicts metaphor as "a gateway through which persuasive and emotive ways of thinking about the world mold the language that we use and through which our thoughts about the world are molded by language use" (p.2).

Correspondingly, the majority of metaphorical use is motivated by cognitive mechanisms through which shared experiences are systematically conceptualized. Besides, these cognitive mechanisms lead to the outset and the projection of some manifold and complex conceptual blending that takes place in different cognitive mental spaces (Gibbs, 2011; Kovecses, 2002, 2005; Johnson, 1987; Lakoff & Turner, 1989). Thus, Metaphor is considered a cognitive device employed to "conceptualize subjective experiences and intangible social situations" (Hart, 2010, p.127).

At the beginning, Cognitive Linguistics (CL) does not hon in on the psychological, social and cultural state of cognition and its relation to discourse. This makes cognitive linguistics a mere representation of "de-contextualization and naturalization of ideologically loaded phenomena" (Wei, 2016). Recently, cognitive linguistics has adopted a new vision that analyses discourse culturally, psychologically, socially and ideologically. On the other side, Van Dijk (1993) assumes that Critical Discourse Analysis (CDA) is "interested [in] and motivated by pressing social issues" (p.14). Hart (2010) believes that CDA is "a research enterprise which critically analyses the relationship between language and society" (p.13). The mixture of these complementary approaches leads to the emergence of socio-cognitive critical discourse analysis in which Critical Metaphor Analysis (CMA) is the meeting point of cognitive linguistics and critical discourse analysis.

#### 1.1. Research Objectives

Since metaphor can achieve multiple framing effects in different cognitive levels and as it shows how actions are possible within different frames and in different contexts, the study investigates the metaphorical integration networks of Horn of Africa's drought in some selected articles from UNICEF and OCHA official homepages. It also scrutinizes the discursive conceptualization of drought-related lexicons such as danger, threat, devastation, famine, hunger, disease and water shortage and their ideological, social and psychological representations in readers' input spaces, generic space and blending space. Thus, exploring the conceptual blending of counter elements in different mental spaces (inputs) to visualize new emerging scenarios and projections that explain the way UNICEF and OCHA tend to persuade the world to help Horn of Africa to face this natural devastating crisis.

### 1.2. Research Questions

The current research seeks to find an answer to the following question: How is drought, as a facet of natural disaster, and its harmful effects discursively and metaphorically conceptualized in some selected reports and appeals by two prominent originations in humanitarian work, i.e., UNICEF and OCHA? As it is difficult to explain the multiplex and complicated social, ideological and psychological effects of drought as a natural disaster, the aforementioned question is divided into three different, but related sub questions:

- 1) How do projection and mapping between two different mental spaces occur in the drought – related metaphors?
- 2) What are the emergent scenarios and structures that result from the conceptual integration between drought and war, as two completely different mental spaces, and their related lexicons?
- 3) How can these metaphorical blendings be explained in accordance with social and psychological effects of drought?

### 1.3. Methodology

The present context of the paper addresses the conceptualization of drought related lexicons employed in some selected reports and appeals issued by two world-wide humanitarian organizations UNICEF and OCHA with the aim of persuading the world to help Horn of Africa countries. This triggers some social and psychological issues that have to be investigated from a critical perspective. Thus, deploying Hart's (2008 & 2010) model of critical metaphor analysis based on Fauconnier & Turner Conceptual Blending theory (Fauconnier, 1994, 1997; Fauconnier & Turner, 1996, 2002). Employing Hart's (2008 & 2010) model of socio-cognitive metaphor analysis plays a pivotal role in exploring the multilayered facets of the recurrent metaphorical patterns that have been repeated throughout the selected corpus. As a result, investigating the conceptualization and the reframing of these patterns and their social effects.

### 1.4. Procedures

The study follows some integrated and systematic procedures in identifying, analyzing and explaining the new emerged cognitive structures related to drought that occur during conceptualization process. Firstly, corpora of 17 reports and appeals published between 2021 and 2023 have been collected from UNICEF and OCHA official websites. Secondly, some key words, that are lexically and semantically related to two different mental spaces, have been determined. Thirdly, AntConc2.2.4 software is used to establish and reaffirm the contextual meaning of each selected key word and to show the frequency of each lexical unit in the selected data. Thus, explaining the social and the psychological effects of these key words in cognitive integration blending process. Besides, *Longman Dictionary of Contemporary English* is consulted in order to investigate the multiple meanings of these keywords. If a “semantic tension” or “contradiction” takes place, the word will be avoided (Charteris-Black, 2004, p.35). Fourthly, the three conceptual blending networks, that are repeated through the corpus, have been investigated in generic and blended spaces. Finally, the ideological, social and psychological dimensions of each emergent and new scenario have been discussed.

In the coming section, I sketch out the overall structure of the current paper. Section 2 outlines the prominent previous studies that employ Hart's CMT to analyze metaphorical integration in different kinds of discourse. Section 3 expounds the development of CMT analysis from Charteris-Black (2004) to Hart's (2008 & 2010). Section 4 presents the corpus used for analysis and it displays the metaphorical and the conceptual integration in the selected corpus. The last section (section 5) discusses the results and it also explains the final implications emerging from SCCMT analysis of some recurrent metaphorical patterns related to drought in the selected corpus.

## 2. Literature Review

Little research has been done employing socio-cognitive critical metaphor analysis (SCCMA) approach. Wezenberg (2015) attempted to investigate how discursive, cultural and historical meanings of metaphors are shared within specific discourse community, i.e., participants of Northern Ireland conflict, and how these conceptualizations are entrenched on both individual and supra-individual levels. The results clarify that the use of metaphorical framings creates successful reconciliation talks between the opposing parties.

From one hand, Hart (2017a) examined the metaphorical framings of the British miners strike

between (1984-1985). The results of the study clarify that war metaphor is represented linguistically, visually and multimodally in the selected corpus. On the other hand, Hart (2017b) investigated the framing effects of fire metaphors in discourses of disorder in London. The study employed socio-cognitive critical metaphor approach within experimental critical discourse analysis framework. Results postulate that fire metaphors play a pivotal role in legitimizing and justifying the actions of the police in riots.

## 2.1 Approaches to Critical Metaphor Analysis

Lakoff & Johnson in their seminal work *Metaphors We live by* published in 1980 introduced a new vision of metaphor not as a linguistic expression but as a conceptual one. This view is one of the most prominent and significant theoretical frameworks in cognitive semantics as it explores the relation between language, mind and human experience (Evans, 2007, p. 34). Croft and Cruse (2004) presumes that “metaphors are conceptual structures, and are not merely linguistic in nature, although, of course, they are normally realized linguistically... [but at the same time it cannot] be reduced to a finite set of linguistic expressions” (p. 197).

Consequently, Conceptual metaphor theory (CMT) views metaphor as a cognitive tool and not just as a mere aesthetic device and according to Critical Metaphor theorists, metaphor is a tool of conceptualizing thoughts (Lakoff & Johnson, 1980). The core of CMT is to recognize abstract concepts in terms of concrete ones and this means that metaphor occurs when a specific conceptual structure from the concrete domain is mapped into another abstract one.

According to Lakoff & Johnson (1980), there are two main conceptual domains: Source domain and Target domain. The source domain is the concrete or the physical one that constitutes experiences and relationships stored in cognition. On the other hand, the target domain is the abstract level that is closely connected to the source domain via mapping which is essential in comprehending the metaphorical representation in a particular context. As a result, Kövecses (2006) defines conceptual metaphors as “cross-domain mappings [used to represent] the relation between two frames with the notion of A is B” (p. 16).

First introduced by Charteris-Black (2004), Critical Metaphor Theory (CMT) is defined as a critical framework within metaphor studies which seeks to uncover the ‘covert intentions of language users’ (p.34), and it integrates critical discourse analysis pragmatics, conceptual metaphor theory and corpus linguistics. Through this integration, an emphasis is placed on the speaker’s or the writer’s metaphorical representations. Charteris-Black (2004) believes that “any word can be a metaphor if the context makes it such” (p.14) According to him, metaphors are activated as a result of shift or transfer in the use of specific word or phrase from a specific context or domain to another different context or domain where it is not assumed to take place, thus creating “semantic tensions”. (p. 21)

Charteris-Black (2004) outlines three interrelated steps that are in accordance with Fairclough’s (1998) framework of critical analysis of discourse and they are: metaphor’s identification, interpretation and explanation. The first step, Metaphor identification, involves a dense reading of discourses or texts in order to identify metaphors. These metaphors are evaluated in accord with metaphor’s definition posited by Charteris-Black (2004), focusing on incongruity or semantic tension that triggers metaphorical representations. Lexical units that appear to be utilized metaphorically are named keywords. Finally, the context in which keywords take place is examined to determine if they are used literally or metaphorically.

Metaphor interpretation is the second step in Charteris-Black’s (2004) schema and it involves examining the cognitive and pragmatic factors that participate in understanding the metaphorical representation, thus interpreting conceptual metaphors in a correct way. The third stage is metaphor explanation and it requires identification of “ discourse function of metaphors that permits us to establish their ideological and rhetorical motivation” (p.254).

One point of criticism dedicated to CMT is that it does not pay attention to the psychological, cognitive, ideological and the social dimensions of the conceptual representation of the metaphor. It only focuses on how metaphor works (Hart, 2008; 2010& McGlone, 2007). Thus, Hart (2008& 2010) stresses the importance of Conceptual Blending Theory (CBT) in forming a socio-cognitive critical approach to metaphor analysis as it treats discourse as if it is a cognitive process and it deals with metaphor as a structure of discourse. Conceptual Blending theory (CBT) (Fauconnier, 1994, 1997; Fauconnier & Turner, 1996, 2002 (is also called ‘conceptual blending’, ‘the theory of blending’ or ‘conceptual integration’ and it is based on Fauconnier’s (1994) “mental space theory”. Blends take place in number of mental spaces or inputs. The major blending system comprises four interrelated mental spaces: two input spaces, a generic space, and the blended space illustrated in figure 1, adopted from Fauconnier & Turner (2002).

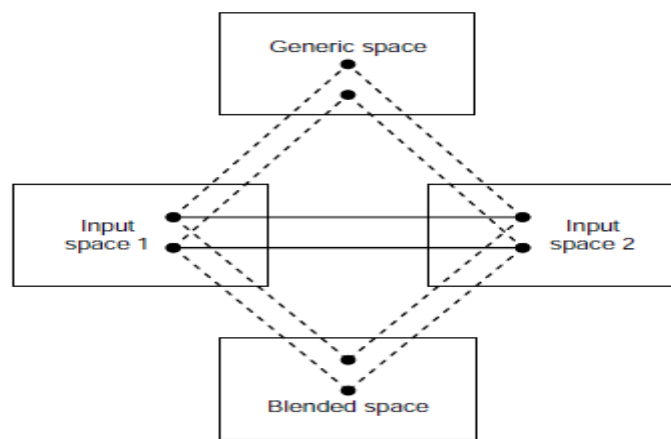


Figure 1. Basis paradigm of conceptual integration

According to Fauconnier & Turner (2002) mental spaces are viewed as “small conceptual packets constructed as we think and talk, for purposes of local understanding and action” (p. 40). In these packets, different objects, processes or entities are integrated and blended. Consequently, two distinct and interrelated scenarios are constructed in two different input spaces: input space 1 and input space 2. Mapping or projection between these two structures takes place in what is called generic space which is the meeting point of the two input spaces. Whereas in blended space, the metaphorical structure of the conceptual blending is created.

Constructed upon the concept of input, generic and blended spaces, Fauconnier and Turner (2002) believe that in CBT, the formation of “mental spaces” is controlled and affected by three main processes: composition, completion and elaboration. Composition refers to mapping from the “input space” to the “blended space” and it is the basic element that fuse the two metaphorical representations together. Completion means the integration of stored experiences in the blended space; and finally, elaboration indicates the mental emulation of the metaphorical representation.

According to Hart (2010), conceptual blending is a cognitive process that takes place in short-term memory (STM) against the conceptual frames, structures and knowledge stored in long-term memory (LTM). Thus, blended networks are created in (LTM) through the process of entrenchment which is “ a general possibility not just for individual mental spaces but for networks of spaces” (Hart, 2010, p. 11). The resulted entrenched blends become a part of social memory and this gives rise to the cognitive, social and formal structures shared by group members of specific community. This multilayered relationship is summarized by Hart (2010) in figure 2:

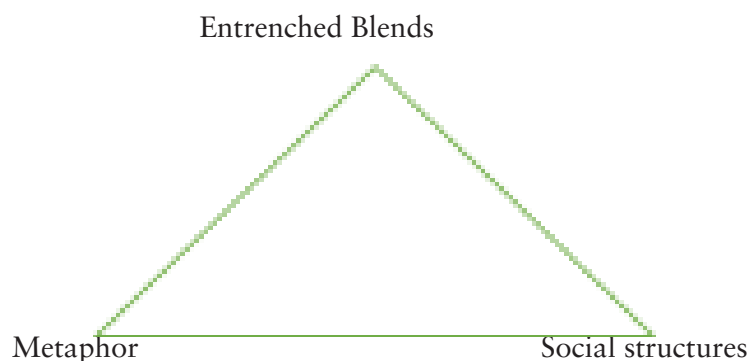


Figure 2. Metaphor from a socio-cognitive perspective

On the other hand, drought is a critical social issue which affects the lives of people in Horn of Africa psychologically and physically, so reports issued by UNICEF and OCHA need a discursive and deep analysis of the new socio-cognitive emergent structures and entrenched networks that carry new metaphorical entailments.

**2.2. Conceptual integration and entrenched blends in Selected Corpus:**

This section is divided into two interrelated parts. Part 1 presents the selected corpus which consists of 17 articles, reports and appeals totaling 12,744 tokens in the time span of three years (2021-2023), published in the official homepages of two prominent organizations in humanitarian work: UNICEF and OCHA. The main theme of these articles is to warn the world that Horn of Africa countries, i.e., Ethiopia, Somalia, Kenya and Djibouti, are in a critical situation because of the consecutive seasons of drought. The drought, hitting Horn of Africa fiercely, causes hunger, diseases, famine, deaths, displacement etc. Part 2 explains how UNICEF and OCHA conceptualize drought and its harmful effects in order to persuade “Others” to help helpless children, men and women in Horn of Africa. Twenty drought-related lexical units are determined, and I call them “keywords” as they are the basic words which construct the repeated metaphorical and conceptual patterns in the whole corpus, and they are the major constituents of the blended entrenchments. Moreover, these keywords are the elemental tools that form blending between the two different input spaces, thus creating new structures/scenarios that are exploited by UNICEF and OCHA to persuade the “OTHER WORLD” to give denotations. These drought-related key words are investigated by using AntCoc 3.2.4 which is a free software devised in 2007 by Laurence Anthony. The following table shows the main keywords and their frequent use in all corpus with the total files’ hints.

**Table 1 The Frequency of Drought-related Keywords**

Keyword	Total Hits	Total Files with Hits
Drought	133	17
Severe	28	14
Famine	20	5
Face	17	8
Suffering	16	7
Facing	16	9
Conflict	14	4
Hunger	11	7
Death	8	5
Dying	5	5
Survive	5	5
Shortage	4	3
Threat	3	3
Suffer	2	2
Strain	2	2
Fight	2	2
Threatening	2	2
Struggle	2	2
Struggling	2	2
Hard	2	2

4.1. Drought is a killing monster

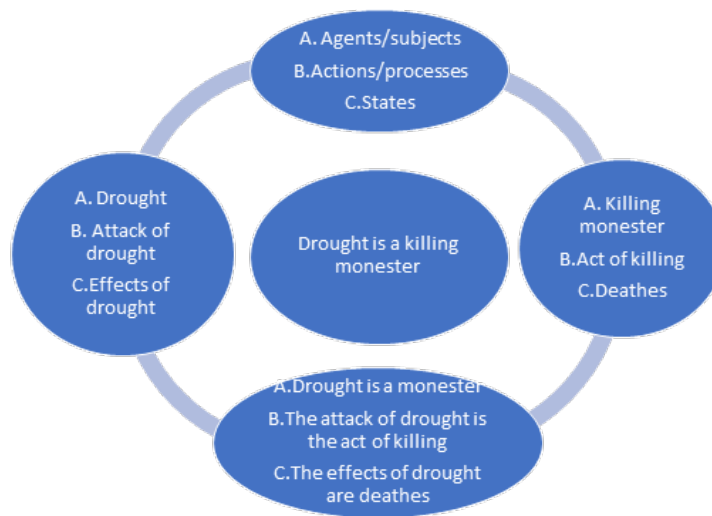


Figure 3. Conceptual blending of DROUGHT frame and MONESTER frame

CDA is used to analyze different kinds of discourse to achieve some specific discourse strategies. The most crystalized type of strategies apparent in the selected corpus is what is called Referential strategies (Hart, 2010, p.49) which are some techniques employed to reflect the discursive representation of social actors in a given scenario. In order to clarify these referential strategies, UNICEF and OCHA employ metaphorical blending between two unrelated frames DROUGHT frame and MONESTER frame. In order to understand the components of this blending, some metaphorical conceptual instances are detected in the corpus. Figure 3 sums up the cognitive integration between DROUGHT domain and MONESTER domain.

- (1) “Children are *facing deadly* drought in the Horn of Africa”. (2, August 23, 2022)
- (2) “ Southern Ethiopia is *facing* an almost unprecedented crisis caused by drought.” (4, September 29, 2022)
- (3) “UNICEF and partners are on the ground to support children with lifesaving services *to stop drought from devastating lives* for years to come”. (2, August 23, 2022)

Conceptualizing a natural phenomenon, like drought, as powerful, violent, frightening, killing, devastating and threatening creature brings up fear and instability that controls the situation in Horn of Africa. This sense is materialized by the use of emotionally charged adjectives, action verbs and personification which determine the cognitive and mental features of the unstable situation in Horn of Africa. In examples (1) and (2), drought is described as a horrible creature that is “faced” by people in Horn of Africa in order to stop its “devastating” effects expressed in example (3). Using these verbs which allude force and suffering raises “topos of danger” (Hart, 2011, p.82).

- (4) “Entire pastoral communities *have been forced to leave* their homes in search of water for their families and livestock”. (2, August 23, 2022)
- 5) “The 6-year-old Asha was *forced to flee* her home with her family, here in Garissa, and drop out of school to help her mother cope with the drought”. (11, November 21, 2022)
- (6) “Severe drought was *pushing thousands of households towards hunger*”. (3, September 22, 2022)
- (7) “The *devastating drought destabilized* my well-being and made life unbearable”. 3, September 22, 2022)
- (8) “*Repeated droughts* in southern Ethiopia *have left* thousands of families in *dire straits*”. (5, September 8, 2022)
- (9) “This crisis is *threatening* both their lives, and their way of life”. (12, May 15, 2022)
- (10) “For the past three years, *unrelenting drought has taken a devastating toll* on children and their families in Borena Zone, Ethiopia”. (8, March 10, 2023)

This “Topos of threat or danger” is intensified through the use of dynamic verbs such as “forced” and “leave” in example (4), “flee” in (5), “push towards” in (6), “destabilized” in (7), “left” in (8) and “threatening” in (9) which intensify some non-end point mental and physical actions that pragmatize the deadly results of the drought. Moreover, using non-end point dynamic verbs alludes the continuity of drought and its devastating effects. In examples (4), (5), (6) and (7) , people are “ forced” to “leave” their homes in an attempt to “ flee” from the killing monster that “pushes” them fiercely towards “hunger”, thus “destabilizing” their lives. The use of the verb “ flee” in a company with the verb “force” denotes a sense of escaping from something/ a creature that performs violence over helpless people, leaving them in a “ dire situation”. According to Longman Dictionary, the adjective “ dire” employed in example (8) means “ very serious” or “ very difficult” and this dramatizes the situation and exaggerates the consequences of DROUGHT-MONESTER attacks. This tragic scene is affirmed in example (10) through the use of personification that enshrines the drought as a killing monster that tolls the bells announcing more and more deaths.

(11) “However, the exceptional duration and *severity of this drought*—which is longer than any in recent history—is outpacing the response”. (11, November 21, 2022)

(12) “Dr Stephen Jackson, called for immediate action to respond to the *severe drought* that is *ravaging communities* in the Arid and Semi-Arid Lands (ASAL) region of the country”. (13, September 30, 2021)

(13) “In drought ravaged Borena, Oromia Region, children *suffering from severe acute* malnutrition are being rushed to health centres by their parents”. (8, March 10, 2023)

Using the noun “ severity” in example (11) and the adjective “severe” in (12) and (13) raises FEAR and UNSTABILITY scenarios that are formed as new emergent structures in the reader’s blended space as a result of fusing two agents, actions and processes in the generic space. Consequently, another emergent structure is clarified that is BLAME scenario which is intensified by employing adjectives of destruction. Here, it is an implied blame to the whole world as it leaves the devastating monster to “kill”, “ threat” and destroy millions of lives. As a result, similar implementation actions have to be taken to save Horn of Africa.

#### 4.2. Drought is war/struggle

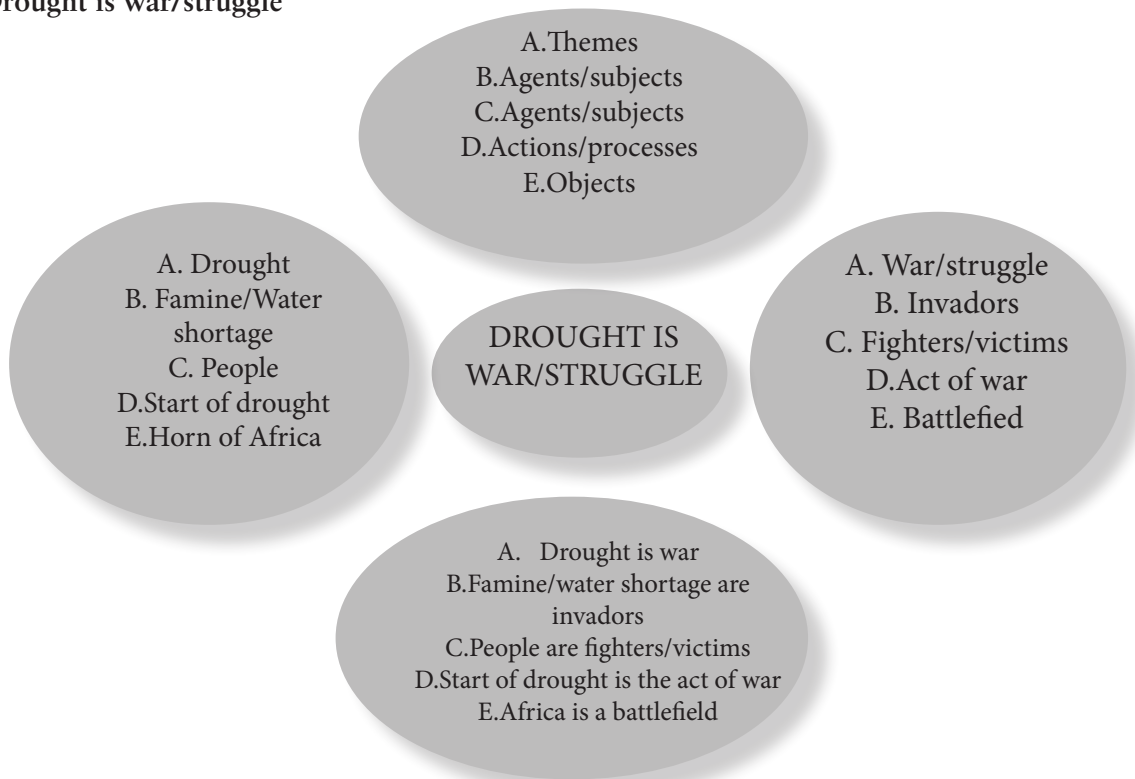


Figure 4. Conceptual blending of DROUGHT frame and WAR/STRUGGLE frame



Drought, as a natural crisis, is depicted metaphorically as war or struggle. Furthermore, a metonymy is formulated in which drought and war are linked. This formulation exemplifies the topos of “danger”, “threat” and “suffering”.

(14) “Hafsa Bedel, a mother of six, is *struggling* to save the lives of her young camels in Ethiopia.” (2, August 23, 2022)

(15) “To *combat* the humanitarian situation, relief agencies are implementing integrated medical outreach.” (3, September 22, 2022)

(16) “We are *racing against time* to prevent deaths and save lives that are avoidable”. (7, March 20, 2023)

Employing action forceful verbs such as “struggling” in example (14), “combat” in (15) and “racing against” in (16) reflects topos of danger, threat and suffering experiencing by Horn of Africa people. Another “topos” is activated that is the “topos of number”. Drought is a natural phenomenon that causes water and food shortage, in other words, it is accompanied with small amount of water and food and this also alludes fear and danger. This is contradicted with the big amount of fear and danger that threatens Horn of Africa people.

Motivated by “drought” and “war”, two mental spaces are constructed, and they form a conceptual integration network. In the blended space, a newly formed structure arises in which the counter elements in each input space are linked. Consequently, drought is conceptualized as war /struggle and this means that two different entities are fused as the start of drought is an event whereas war is an action or a process. As a result, events and actions become interrelated and they connect together in the generic space. In the blended space, entrenched scenario arises in which drought, as an event, meets war, as a process and this linkage is impossible through mapping in CMT model. Besides, the conceptualization of ongoing war warrants some actions to stop this threat which is described in examples (17), (18) and (19) as “grave”, “worst”, and “devastating”.

(17) “The situation is *grave*, and the needs are immense”. (8, March 10, 2023)

(18) “Turkana is one of the *worst* counties *hit* by the drought.” (9, November 11, 2022)

(19) “The drought has *devastated* the agriculture sector”. (16, February 8, 2023)

The cohesive interaction of the DROUGHT frame and WAR frame produces a new sub blending network between famine and water shortage in mental space 1 and invaders in mental space 2. The two mental spaces are fused through composition in generic space and produce an emergent structure in which water shortage and hunger are conceptualized as invaders who attack people fiercely and “force” them to “abandon” their homes, thus “devastating” their lives. Employing these verbs activates “a topos of displacement”.

(20) “Lack of food and water has *forced* thousands of people to *abandon* their homes”. (8, March 10, 2023)

(21) “Climate change, conflict, global inflation and grain shortages *devastate* the region”. (6, December 22, 2022)

Personifying water shortage and hunger as a killing invader, as in example (22), who follows African people everywhere, shows the graveness of the situation and raises MARGINALIZATION scenario. Thus, in the generic space, we have a projection of two different agents/subjects: FAMINE/WATER SHORTAGE and INVADERS/KILLERS. Both agents have the same features of killing, devastating and destroying. Moreover, the movement of each agent rings the bells of danger and pays the world’s attention to these marginalized African countries.

(22) “Water scarcity increases the risk of diarrhoea, a major *killer* of children under the age of 5”. (2, August 23, 2022)

(23) “We *fled* hunger, but hunger *followed* us here.” (15, November 29, 2022)

Two new frames are integrated to affirm the original metaphor of DROUGHT is WAR: people in horn of Africa are fighters/victims. Part of the stored knowledge in short-term memory triggers the features of fighters: strong men and women who combat and fight bravely to save their lives and it is the current state of people in Horn of Africa who “fight” as in (24) and “face” as in (25) and (26). Two different agents are fused in the generic space to formulate new structure in the blended space.

(24) “I *fight* for my children’s survival.” (5, September 8, 2022)

(25) “Around 20.2 million children are now *facing* the threat of severe hunger, thirst and disease”. (6, December 22, 2022)

(26) “Women, children and the elderly are also *facing* increased risks of exploitation and abuse as a result of the deteriorating situation”. (13, September 30, 2021)

At the same time, the victim domain is activated by using the explicit lexical unit “victims” in examples (27) and (28) as well as the dynamic verbs such as “suffering” in (28), “uproot” and “destroy” in (29) and “lost” and “died” in (30). These lexical units motivate VIOLENCE and THREAT scenarios that are formulated in the blended space.

(27) “Women and children are the first *victims* of the drought. People are losing their livelihoods.” (4, September 29, 2022)

(28) “Families are *suffering* from food deprivation with children being the main *victims*.” (5, September 8, 2022)

(29) “Hostilities in the Wollegas, western Oromia continue to *uproot* civilians, and *destroy* livelihoods and basic infrastructure.” (14, December 6, 2022)

(30) “The cumulative levels of excess mortality could be as high as in 2011 when almost 260,000 people *lost* their lives, at least half of them children. In 2022 alone, 1,049 children *died* in nutrition centers and many more without even accessing the centers.” (16, February 8, 2023)

To sum up, war frame provokes such concepts of fighting, attacking, forcing, invading, confronting, war coping and destroying. On the other hand, drought frame motivates the sense of displacement, destruction, coping strategies and vulnerability. The integration of the two frames in the reader’s generic space activates the socio-cognitive distinction between US and THEM / THE POOR VS. THE RICH/ AFRIC VS. EUROPE and AMERICA.

#### 4.3. UNICEF and OCHA are builders/ animate

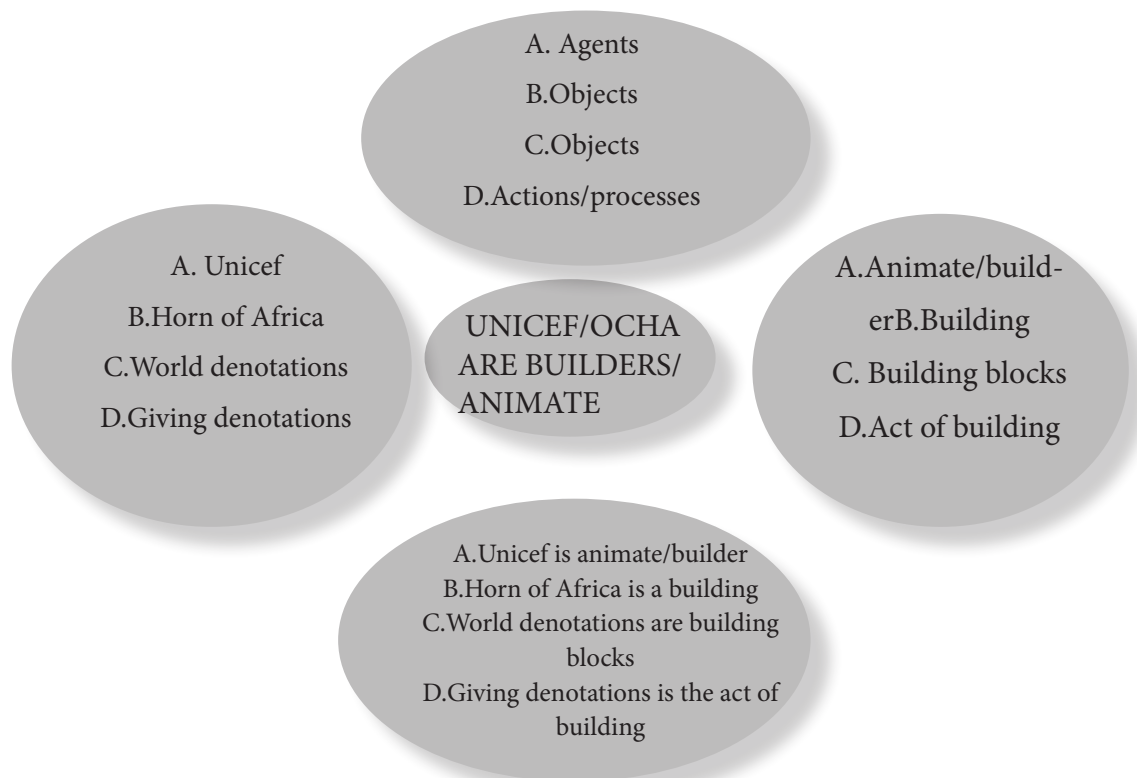


Figure 5. Conceptual blending of UNICEF/OCHA frame and ANIMATE/BUILDER frame

One of the most interesting metaphorical construction is that of UNICEF/OCHA are BUILDERS/ANIMATE AGENTS. Examples (31) and (32) reflect the cognitive image of UNICEF and OCHA as builders while images (33), (34), and (35) activate the image of UNICEF and OCHA as animate agents who perform specific functions.

(31) “UNICEF and partners are on the ground to support children with lifesaving services and to help *build* families’ longer-term resilience in an effort to stop drought from devastating lives for years to come”. (2, August 23, 2022)

(32) “We, therefore, urge all our partners and donors to continue to support the health sector in *building* a resilient health system that works for everyone and not for the few. Building a healthier and happier world for all Somalis remains at the heart of our government.” (7, March 20, 2023)

In this blending scheme, an emergent scenario arises in the blended space in which some elements of organization and building converge. Denotations and building blocks, giving denotations and the action of building are also fused. In the generic space, two objects and two actions are linked together. The projection of these elements in the blended space elicit some emotional responses: giving money to the marginalized Horn of Africa will help building and constructing these nations. consequently, bridging the gap between US and THEM. This network is reinforced through conceptualizing UNICEF/OCHA as animate persona, thus having two agents who have the same features. The main role of these participants is to “implement”, “urge” and “provide” the affected African nations with help in order to resist the grave effects of drought. The linkage between UNICEF/OCHA, in one mental space, and ANIMATE AGENTS, in the second mental space, elevates the new structure that UNICEF/OCHA are ANIMATE AGENTS. Actually, this conceptual integration raises the “topos” of “security”, in contrast to “topos” of “danger”, “fear” and “displacement” expressed in figures (3) and (4) and this gives a shadow of hope to Horn of Africa.

(33) “UNICEF partnered with the Marsabit County Department of Health and Kenya Red Cross Society to *implement* rapid life-saving health services in response to the protracted drought emergency”. (3, September 22, 2022)

(34) “UNICEF is *urging* the international donor community to support its programmes to meet Ethiopia’s emergency needs”. (4, September 29, 2022)

(35) “UNICEF is able to *provide* free care for children suffering from severe acute malnutrition”. (5, September 8, 2022)

## 5. Conclusion

The paper presents an insight into socio-cognitive critical metaphor analysis depending on Hart’s (2008 & 2010) model of socio-cognitive critical metaphor theory that explicates the psychological, social, cognitive and ideological implications motivated in multiple types of texts. Hart’s approach to CMT is based on blending integration theory (BT) that focuses on the fusion of two input spaces. Consequently, new emergent scenarios are activated in the blended space. Besides, the paper also sheds light on the ideological, social and cognitive representation of drought in Horn of Africa and it attempts to answer questions about mapping and projection of metaphorical schemas of drought related metaphors. As an answer to the research questions, three major metaphorical representations are brought up in the selected corpus that consists of 17 articles and appeals published in the official homepages of UNICEF and OCHA between 2021 and 2023. The three metaphorical blends are: DROUGHT is A KILLING MONESTER, DROUGHT is WAR/STRUGGLE and UNICEF/OCHA are BUILDERS/ANIMATE AGENTS.

Regarding the first metaphor some counter elements in mental space 1 such as drought, its hits and its effects are motivated so that they can fuse with elements in mental space 2 such as a killing monster, an act of killing and deaths. This conceptual network creates new entrenched structures like fear, instability and blame. These meanings are impossible to be evoked in the usual CMT.

Concerning the second metaphor, drought is conceptualized as a war or struggle in which famine or water shortage are invaders, African people are fighters and Horn of Africa is the battlefield. These elements

are raised in the two mental spaces to formulate the ideological distinction of US and THEM, THE POOR and THE RICH, AFRICA and AMERICA&EUROPE. Here, OCHA and UNICEF attempt to persuade the world to help the affected African countries and they warn them that marginalization results in expected danger, violence and threat. Therefore, some implemented actions have to be adopted by America and Europe to prevent danger and force.

In regard to the third metaphor, UNICEF and OCHA are depicted as builders and animate agents, denotations are the building blocks and Horn of Africa is the main building. These networks are integrated in the generic space to form a newly apparent hope scenario that contradicts with danger scenario visualized in the first and the second metaphors. As a result of these cognitive integration schemes that occur in selected social texts, some topoi of danger, threat, number, displacement and hope have been triggered in socio-cognitive contexts. These topoi agree with Hart's (2011) topoi of danger, number and displacement emerged in some selected political speeches about immigration and its threats. This signifies that these topoi are provoked in any threat text despite of its genre; i.e., political, social, physiological, religious and so on. What emphasizes these topoi is the multiple referential and evaluative (positive/negative) lexicons expressed through the different metaphorical representations like danger, threat, devast, force, killer, abandon, etc. Summing up, Hart's model of socio-cognitive critical metaphor (SCCMT) analysis proves to be effective in explicating the ideological and social factors behind discourses of different genres.

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### Appendix: Titles of the selected corpus

- 1- Stopping the spread of measles during Kenya's worst drought in 40 years.
- 2- Children are facing deadly drought in the Horn of Africa.
- 3- Providing integrated outreach services in Marsabit County.
- 4- In Ethiopia, life-saving biscuits fight hunger.
- 5- Widower and father of nine, I fight for my children's survival".
- 6- More than twenty million children suffering in the Horn of Africa as drought intensifies – UNICEF.
- 7- New study finds that 43,000 "excess deaths" may have occurred in 2022 from the drought in Somalia.
- 8- The drought is driving up cases of child hunger and malnutrition in Borena.
- 9- Northern Kenya drought leaves thousands of children hungry.
- 10- Kenya 2022 Drought Response in Review.
- 11- United Nations and partners call for \$472.6 million to respond in 2023 as the drought in Kenya deepens.
- 12- UN Humanitarian Chief calls for urgent action to save lives and communities amidst the worst drought in the Horn of Africa in four decades.
- 13- Kenya drought: The time to act is now - UN Resident Coordinator.
- 14- Ethiopia - Situation Report, 6 Dec 2022.
- 15- Horn of Africa Drought: Regional Humanitarian Overview & Call to Action.
- 16- Somalia: Drought response & famine prevention.
- 17- Somalia Humanitarian Needs Overview.

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