

A Study on the Application of Deliberate Metaphors in the Understanding Contemporary China: A Reading and Writing Course

Zhang Qiushuang¹, Wang Ruomiao^{2*}

¹Professor, Department of Foreign Studies, North China Electric Power University, Baoding, Hebei, China

²Graduate Student, Department of Foreign Studies, North China Electric Power University, Baoding, Hebei, China

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*Corresponding author: Wang Ruomiao

Graduate Student, Department of Foreign Studies, North China Electric Power University, Baoding, Hebei, China

Abstract

As China moves increasingly closer to the center of the world stage, "telling China's stories well and spreading China's voice effectively" has become an important mission entrusted to foreign language education in the new era. Foreign language textbooks, serving as vehicles for talent cultivation, utilize deliberate metaphors to provide cognitive pathways for telling China's stories well, fulfilling significant communicative functions. This study selects Unit 9 "Whither Civilization" from the textbook *Understanding Contemporary China: A Reading and Writing Course*, as its research subject. Based on Deliberate Metaphor Theory (DMT), it analyzes the types of deliberate metaphors, their discursive construction mechanisms, and communicative functions. The study identifies seven types of deliberate metaphors in this unit, such as food and cultural metaphors, which play important roles in conveying diplomatic concepts, mobilizing emotions, and fostering moral education. This research not only verifies the applicability of DMT in textbook analysis but also provides theoretical support and practical reference for the study of foreign language textbooks with Chinese characteristics.

Keywords: Deliberate metaphor; textbook discourse analysis; telling China's stories well; communicative functions.

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INTRODUCTION

As China moves increasingly closer to the center of the world stage, "telling China's stories well, spreading China's voice effectively, and presenting a good image of China" have become crucial tasks for the new era. Foreign languages, as important media for telling China's stories well, place the cultivation of foreign language talents capable of narrating China's stories as a new mission for higher foreign language education. Textbooks, being key teaching tools and carriers of national will, must not only help students master foreign language knowledge and skills but also guide them to understand Chinese culture and promote cultural exchange and mutual learning. The *Understanding Contemporary China* textbook series, as foreign language textbooks with Chinese characteristics, closely focus on contemporary themes, vividly presenting developments and achievements across various fields in modern China, thus providing an excellent model for fulfilling the aforementioned mission. When researching such textbooks, the introduction of metaphor-related theories is essential.

Metaphor is not merely a linguistic rhetorical device but a fundamental human cognitive and thinking mode. Traditional conceptual metaphor theory emphasizes the conceptual mapping from source to target domains but somewhat overlooks the communicative aspect of metaphor use. Deliberate Metaphor Theory (DMT), a recent development in metaphor studies, focuses on the consciousness and communicative purpose behind metaphor use. Utilizing this theory allows for exploring the pathways of meaning construction for China's stories within foreign language textbooks and uncovering the value orientations behind them, thereby helping textbooks better fulfill their era-assigned mission. Based on DMT, this paper provides an in-depth analysis of the pathways and value orientations employed by foreign language textbooks with Chinese characteristics to tell China's stories well, hoping to offer references for related research and practice.

1. LITERATURE REVIEW

International scholars have extensively discussed Deliberate Metaphor Theory. Steen [1] first incorporated "communication" into the analytical model of metaphor, representing an extension of Conceptual

Metaphor Theory. He later [2] formally proposed DMT, defining it as metaphors that guide the addressee to adopt another perspective on the target referent and understand the target domain through specific thinking. Subsequently, this theory has been widely applied in political, business, and academic discourse [3-4]. Domestic research on DMT itself is relatively scarce, with existing studies primarily focusing on arguing its suitability for discourse analysis [5-7]. At the application level, research emphasizes the analysis of political and literary discourse, exploring the construction methods and communicative functions of deliberate metaphors [8-11]; some scholars have also focused on translation strategies [12-14].

Besides research on DMT, studies on metaphor in college English textbooks also show different trends domestically and internationally. International scholars have conducted less research on metaphor in college English textbooks, with existing studies focusing on textbook metaphor evaluation [15-16]. Compared internationally, domestic academia has produced abundant research on metaphor in college English textbooks, mainly revolving around teaching methods, vocabulary studies, textbook compilation, and discourse analysis. Regarding teaching methods, studies explore the application of metaphorical teaching methods and their role in instruction [17-19]. Vocabulary research involves the classification of metaphorical vocabulary in textbooks [20]. In textbook compilation, some scholars argue for the necessity of incorporating metaphor by analyzing metaphor density and propose implications for textbook design [21-22]. Regarding discourse analysis, scholars focus on the manifestation of metaphor at lexical and syntactic levels, providing new perspectives for understanding textbook discourse [23-24]. These studies deepen the understanding of metaphor application in college English textbooks from multiple dimensions. However, few scholars focus on analyzing the functions of metaphors in textbooks [25], and the textbooks studied are mostly general college English textbooks, with less analysis of foreign language textbooks with Chinese characteristics.

Based on this, this study uses *Understanding Contemporary China: English Reading and Writing as its corpus*, applying the three-dimensional model of deliberate metaphor for systematic analysis. It aims to unearth and present the metaphorical connotations in the textbook from a new perspective, providing theoretical support and practical reference for foreign language textbooks to better serve the purpose of telling China's stories well.

2. RESEARCH DESIGN

2.1 Research Object

Understanding Contemporary China: A Reading and Writing Course, (hereafter referred to as the Textbook) is a textbook with distinct contemporary characteristics, closely following the pulse of the times and focusing on various aspects of contemporary China's economy, politics, social life, and foreign relations. The textbook utilizes deliberate metaphors to narrate national development and achievements and to convey national attitudes. Studying the deliberate metaphors in this textbook is crucial for the effective dissemination of national discourse. This study takes Unit 9 "Whither Civilization" from the Textbook as its research corpus, comprising 5669 tokens, to explore the construction pathways and communicative functions of deliberate metaphors in telling China's stories.

2.2 Research Questions

This study aims to answer the following three research questions:

1. What types of deliberate metaphors are manifested in "Unit 9: Whither Civilization"?
2. How do deliberate metaphors in "Unit 9: Whither Civilization" tell China's stories?
3. What functions do the deliberate metaphors in "Unit 9: Whither Civilization" serve?

2.3 Research Methods and Procedures

This study employs a combination of qualitative and quantitative analysis methods. Based on Steen's (2008) three-dimensional analytical model for deliberate metaphor, it utilizes the *Macmillan English Dictionary* and the *Longman Dictionary of Contemporary English* as auxiliary tools. The Deliberate Metaphor Identification Procedure (DMIP) is used to identify deliberate metaphors in the text.

The research procedures are as follows (see Figure 1): First, upon close reading of the corpus, metaphorically used words are identified. Second, by analyzing the meaning construction from source to target domains, the pathways for "telling China's stories well" are analyzed, leading to the identification of deliberate metaphor functions.

3. RESULTS AND DISCUSSION

3.1 Identification and Classification of Deliberate Metaphors

Through identification and statistical analysis of the corpus, this study found that Unit 9: Whither Civilization employs a rich variety of deliberate metaphor types, including food, cultural, biological, and object metaphors, totaling 7 types and 22 instances.

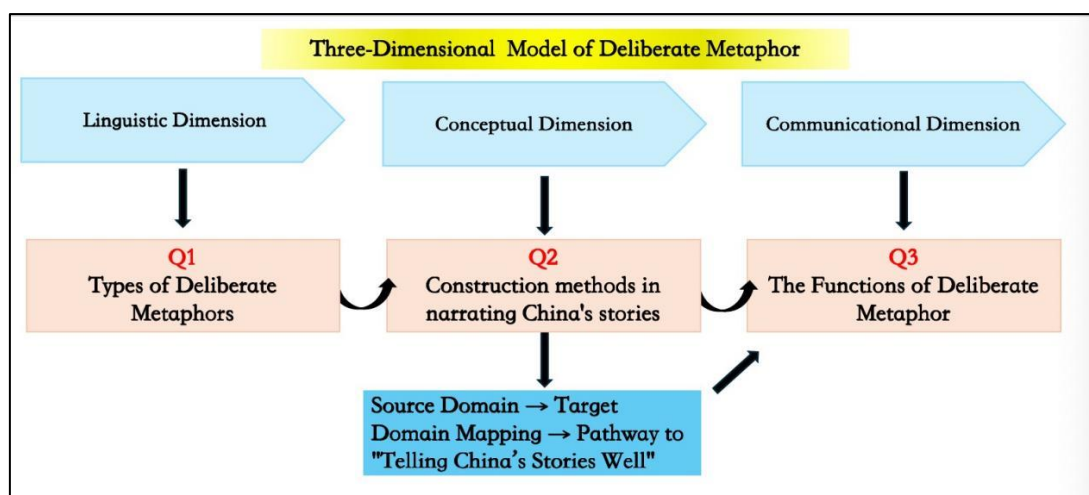


Figure 1: Research Framework

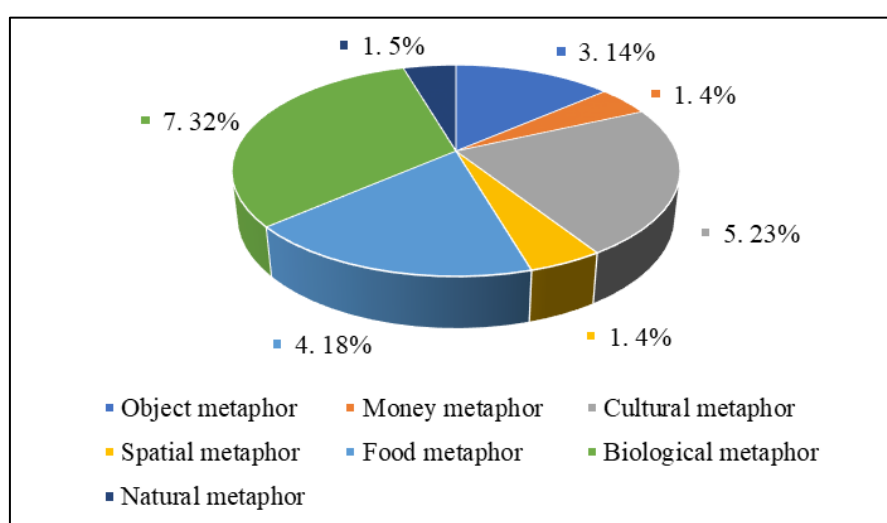


Figure 2: Frequency Distribution of Deliberate Metaphors

As shown in Figure 2, the frequency distribution of deliberate metaphor types in "Unit 9: Whither Civilization" is uneven. Biological metaphors are the most frequent, followed by cultural, food, and object metaphors. These four types constitute 86% of the total metaphors, playing key roles in conveying diplomatic concepts, fostering moral education, and mobilizing emotions.

3.2 Analysis of Deliberate Metaphors

3.2.1 Food Metaphors

Metaphors are ubiquitous in human life. Food, being fundamental to survival, is often used metaphorically. Food metaphors concretize complex abstract concepts through describing flavors, cooking methods, bodily processing of food, or typical food applications, engaging senses like vision and smell to convey specific communicative purposes. This use of metaphorical language makes expressions more vivid and helps the addressee accurately understand the speaker's intended meaning. In this unit, food metaphors include:

(1) "Before you finish eating breakfast in the morning, you've depended on more than half the world."

From a linguistic dimension, this quote from Martin Luther King Jr.'s *Christmas Sermon* uses breakfast to illustrate daily dependence on global resources, reflecting on the Cold War era and aiming to awaken awareness of global interconnectedness. To identify potential deliberate metaphor, MIPVU procedure is applied: "eating breakfast" denotes a daily routine. Contextual analysis shows linking this routine to global dependency extends its meaning beyond the basic sense, requiring cross-domain mapping. The source domain is part of the discourse reference, making it a typical deliberate metaphor. Linking breakfast to globalization illustrates the tight connection between global resources and the individual.

Conceptually, the source domain "eating breakfast" represents an individual's simple act of eating and a perceptible daily activity. It maps onto the target domain: the abstract concept of globalization's impact. Eating breakfast seems an isolated personal act, but its

connection to "more than half the world" reveals the underlying influence of globalization (e.g., food sourced, processed, and transported from various regions, reflecting global supply chain interconnections). The source domain "eating breakfast" establishes a cognitive basis for the addressee; "more than half the world" creates cognitive conflict, prompting reflection on its cause, thus constructing the abstract concept of globalization. This path from source to target domain expresses the global interdependence inherent in dietary globalization.

(2) Delicious soup is made by combining different ingredients.

Linguistically, this saying originates from a dialogue between Xiahou Xuan and Sima Yi in *Records of the Three Kingdoms*, meaning the key to delicious soup is harmonizing different flavors. It was first quoted by Chinese leaders in a 2017 UN speech in Geneva, Working Together to Build a Community with a Shared Future for Mankind". In this textual context, the original meaning shifts. The lexical unit "delicious soup" no longer merely means tasty soup but constructs a vision of an equal, open, and inclusive world; "different ingredients" metaphorically transforms into different civilizations and histories. Thus, "delicious soup" and "different ingredients" are non-literal, part of the discourse reference, identified as potential deliberate metaphors.

Conceptually, the source domains "delicious soup" and "different ingredients" represent the simple act of cooking soup. The target domain is the exchange, mutual learning, and friendly interactions among nations. "Different ingredients" corresponds to the concept of interactions between various countries and regions; "delicious soup" maps onto the vision and initiative of building an open and inclusive international community. With over 200 countries and regions, and more than 2500 ethnic groups, each possesses distinct histories, cultures, national conditions, and social customs – akin to different ingredients. The "cooking process" of exchange and mutual learning among nations "cooks" these ingredients into a "delicious soup": building an open, inclusive international society. Mapping the logic of food preparation onto the realm of human society conveys the vision of building a beautiful society with shared beauty and respect for civilizational diversity, reflecting China's diplomatic philosophy of openness, inclusiveness, and win-win cooperation.

3.2.2 CULTURAL METAPHORS

Culture is a complex whole including knowledge, beliefs, art, morals, laws, customs, and any capabilities and habits acquired by humans as members of society. Language carries rich cultural information. Metaphor, rooted in language and culture, is the essence of cultural concentration, imbued with profound cultural significance. Cultural metaphors can be broadly

categorized into six types: geographical territory and living environment; social history and literary tradition; national mentality and popular character; religious beliefs and mythological legends; ethnic customs and living habits; modes of thinking and philosophical concepts.

Regarding religious and mythological metaphors, T.S. Eliot suggested culture is essentially the incarnation of a nation's religion, its emergence and development intertwined with religion. Religious propagation and development often rely on metaphors to express abstract sacred feelings and convey doctrines and values. This corpus contains 5 instances of cultural metaphors, all related to religious beliefs and mythological legends. Potential deliberate metaphor terms include "Pandora's box," "Thucydides trap," "Sword of Damocles," etc. Specific analysis follows:

(1) Nuclear weapons, the Sword of Damocles that hangs over underline humanity, should be completely prohibited and thoroughly destroyed over time.

Linguistically, in this statement, "the Sword of Damocles" and "hangs over" are not used in their basic senses but constitute a compound metaphorical usage. The "Sword of Damocles," or "hanging sword," originates from Greek mythology. It tells of courtier Damocles who envied King Dionysius II's power. After swapping places, he saw a sword hanging by a single horsehair above his head during a banquet, causing great fear. The story warns of dangers lurking behind glory. The term "Sword of Damocles" carries specific cultural and semantic connotations, meaning a potential danger. Contextually, describing nuclear weapons as "the Sword of Damocles" is a deliberate conventional metaphor, using a widely recognized cultural image to symbolize danger, vividly illustrating the threat posed by nuclear weapons to humanity.

Conceptually, the source domain is the situation of a sword hanging above Damocles, based on concepts like a suspended sword potentially falling and causing harm. This maps onto the target domain: the threat nuclear weapons pose to humanity. The construction path from myth to real-world danger vividly expresses the peril nuclear weapons pose to human survival and development. Consequently, it conveys China's advocacy for the complete prohibition and thorough destruction of nuclear weapons, its consistent policy of no first use of nuclear weapons under any circumstances, and its initiative for jointly building a world of common security.

(2) No country should open Pandora's box by willfully launching wars or undermining the international rule of law.

Linguistically, Pandora's box originates from Greek mythology. Pandora, succumbing to temptation,

opened the box, releasing all manner of evils and troubles. This image also carries deep cultural connotations. Here, the speaker metaphorically equates launching wars and undermining international rule of law with opening Pandora's box. Using a cultural allusion expresses the negative consequences of willfully initiating wars and constructing metaphor through specific word semantics. It is a deliberate conventional metaphor, enabling the addressee to more directly understand the consequences of such actions.

Conceptually, first, an action mapping occurs: the source domain action "open" corresponds to the target domain actions of some countries "launching" wars and "undermining" international rule of law. Second, a consequence mapping occurs: the evils released after opening the box correspond to the series of international problems caused by these actions. The construction path from mythological allusion to real international behavior, based on the addressee's understanding of the myth, uses cognitive transfer to profoundly express the harm caused by such international political actions, reflecting China's pursuit of a peaceful and stable world order.

3.2.3 Biological Metaphors

Biology refers to the totality of all living organisms, including plants, animals, microorganisms, etc. Based on this definition, biological metaphors can be divided into somatic (body-related), plant, and animal metaphors. In this unit, biological metaphors are numerous, encompassing two sub-types: plant metaphors and somatic metaphors.

3.2.3.1 Plant Metaphors

Plants are essential for human survival and provide an experiential basis for metaphor creation. The source domain of plants includes not only plant species and organs but also growth cycles and human cultivation.

(1) "A single flower does not make spring, while one hundred flowers in full blossom bring spring to the garden." If there were only one kind of flower in the world, people would find it boring no matter how beautiful it was.

Linguistically, "a single flower" and "one hundred flowers" deviate from their basic meanings, representing a single development model and diverse development models, respectively. This is a typical deliberate metaphor, using flowers to refer to different civilizations and development models in the world, belonging to plant metaphors within biological metaphors.

Conceptually, the source domain uses the quantity and type of flowers to map onto the target domain: the diversity of civilizations and development models. The construction path from the number of flowers to diversified development explains that only

diverse civilizations and development models can make the world more vibrant. Furthermore, in traditional cultural imagery, one hundred flowers in bloom symbolizes prosperity, harmony, and pluralistic coexistence, adding the depth of traditional Chinese culture to the deliberate metaphor. It carries the value pursuit of diversity and harmony inherent in Chinese culture and expresses China's civilizational outlook of equality, mutual learning, dialogue, and inclusiveness, as well as its global governance view of extensive consultation, joint contribution, and shared benefits in the new era.

(2) Second, China remains unchanged in its commitment to pursuing common development. As an old Chinese saying goes, "When you reap fruits, you should remember the tree; when you drink water, you should remember its source."

Linguistically, this saying is taken from the *Zhengdiao Qu* by the famous Southern and Northern Dynasties writer Yu Xin. The original line expressed the author's remembrance of his roots and longing for his homeland. Here, "fruit" and "tree" belong to the domain of plants, describing the act of harvesting fruit. In this context, the meaning shifts: "fruit" represents the developmental achievements and successes China has attained; "tree" signifies the favorable opportunities for China's development provided by global development. Therefore, "fruit" and "tree" are plant metaphors, and the source domain requires cross-domain mapping to the reference in this sentence, making them typical deliberate metaphors.

Conceptually, the source domain describes the relationship between "reaping fruits and the tree." This maps onto the target domain: an abstract diplomatic concept – China's development benefits from world development, and China's development should also contribute to the development of all countries. The causal relationship between "fruit" and "tree" maps onto China's diplomatic philosophy and sense of responsibility. This construction path, based on the addressee's cognition of everyday phenomena and experiences, expresses China's willingness to share development achievements with people worldwide, continue pursuing a win-win open strategy, contribute to world progress with Chinese responsibility, and promote building a community with a shared future for mankind, reflecting the responsibility and commitment of a major power.

3.2.3.2 Human Metaphors

Metaphors often arise from embodied production and life experiences. Humans frequently use themselves as the standard for measuring and understanding the world. Metaphors stemming from this cognitive mode are called "somatic metaphors" or "anthropomorphic metaphors." In somatic metaphors, people map their understanding of themselves onto vacancies in the target domain ontology to solve "lexical

gaps." Somatic metaphors involve human aspects; metaphors related to human productive/living activities and the human body itself can be called somatic metaphors (e.g., life cycles, kinship, social relations, health status, emotions, physical activities). This text contains 3 instances of somatic metaphors.

(3) Development is the top priority for all countries. Instead of begging their neighbors, countries should stick together like passengers in the same boat.

Linguistically, the basic meaning of "passengers in the same boat" refers to the scenario of passengers sharing a boat. Here, these lexical units deviate from their basic meaning, using the relationship between fellow passengers to metaphorically express the relationships among nations in the world. The strong indicator "like" directly establishes a correspondence, prompting the addressee to compare source and target domains and build a conceptual structure. Analysis shows "passengers in the same boat" is directly used, non-literal, requires cross-domain mapping to reference, and is a typical deliberate metaphor. Based on people's embodied experience of being fellow passengers, it belongs to somatic metaphors within biological metaphors.

Conceptually, the source domain is the scenario of fellow passengers. Passengers on a boat share a common journey and destination. During the voyage, they need to help and cooperate with each other to achieve common goals. Any passenger's improper action could endanger the voyage. Only through unity and cooperation can they jointly address potential risks and challenges. The target domain is the developmental needs of individual nations. Global peace and stability are the foundation for every country's development, just as the safe 航行 (sailing) of the boat is the prerequisite for passengers reaching their destination. Development is not isolated but interconnected and mutually influential, requiring each country to advance hand in hand through common development. The construction path from the fellow passenger scenario to national development situations uses familiar embodied experiences to build understanding of abstract international relations and development concepts, reflecting China's advocacy for win-win cooperation and establishing a world of common prosperity through its diplomatic philosophy.

3.2.4. Object Metaphors

Object metaphors are important tools for human cognition and linguistic expression, linking abstract concepts to perceptible objects. In this study, "object" refers to any perceptible, objectively existing physical entity.

(1) Whenever there is a problem, we could use one of the tools on the knife to fix it. I believe that with a ceaseless

effort on the part of the international community, such a knife can be created.

Linguistically, the "knife" – a Swiss Army knife as an objectively existing entity – undergoes semantic shift in this textual context. It no longer merely refers to a tool but ingeniously metaphorizes international governance wisdom, endowing "knife" with new connotations. This is a typical deliberate novel metaphor.

Conceptually, the source domain is the entity of the Swiss Army knife, characterized by being compact, practical, multi-functional, capable of solving various small problems in life like opening bottles or cutting. The target domain is solutions for international problems. In this context, "problem" refers to various issues faced by the international community; "use one of the tools on the knife to fix it" refers to the means and methods to solve problems; "such a knife can be created" refers to effective problem-solving mechanisms created through the joint efforts of the international community. In today's world, some governance mechanisms serve as tools for certain countries to seek 利益 (benefits), and some have fallen behind the times. What is currently lacking is precisely the "Swiss Army knife" for safeguarding world peace and development. The construction path from object metaphor (knife) to abstract international governance wisdom vividly expresses China's reflection on a global governance system guided by the concept of a community with a shared future for mankind.

4. Communicative Functions of Deliberate Metaphors

Deliberate metaphors involve the speaker consciously prompting the addressee to online construct cross-domain mappings between source and target domains. The meanings of both source and target domains jointly construct the referential meaning, adopting a new perspective for understanding the discourse. *Textbook* compilation is often purposeful, guiding learners and users to understand discourse objectives and comprehend connotations from specific perspectives. Therefore, the use of deliberate metaphors becomes an essential part of the *Textbook*. Through analyzing deliberate metaphors in the *Textbook*, researchers find they play significant roles in conveying deep meaning, educational guidance, and emotional mobilization.

4.1 Function of Conveying Abstract Meaning

Unit 9 of the *Textbook* focuses on the diplomatic practices of socialism with Chinese characteristics, conveying the diplomatic philosophy of the new era. Deliberate metaphors assist textbook learners in understanding abstract concepts and complex knowledge, helping students better comprehend major-country diplomacy in the new era. In "Delicious soup is made by combining different ingredients," building an open and inclusive world is a relatively abstract idea

students might find difficult to grasp in concrete terms. This abstract concept is metaphorized as “making delicious soup,” and the abstract elements of different countries’ and regions’ civilizations and cultures are metaphorized as “different ingredients.” Through the lifelike scenario of cooking, it helps students understand that building an open, inclusive world requires pooling the civilizational achievements of different nations and ethnicities, thus grasping this abstract concept more intuitively. This deliberate metaphor emphasizes the importance of civilizational diversity and the significance of different civilizations merging and developing synergistically. It simultaneously reflects China’s diplomatic philosophy of openness, inclusiveness, win-win cooperation, and equal treatment, highlights the grand vision of building a community with a shared future for mankind, advocates for countries to discard notions of civilizational superiority, engage in extensive cooperation on an equal basis, achieve common development, and work together to address global challenges, building a world of lasting peace and common prosperity.

4.2 Educational Function

The educational function is the primary function of textbooks. It is manifested not only in cultivating students' moral sentiments and behavioral norms but also in promoting cultural knowledge inheritance and enhancing cultural identity. In “A single flower does not make spring, while one hundred flowers in full blossom bring spring to the garden. If there were only one kind of flower in the world, people would find it boring no matter how beautiful it was,” cultural allusions are borrowed. By metaphorizing different civilizations and political systems as individual “flowers” in a garden, students are made aware that the prosperous development of human society relies on the common development of different countries, ethnicities, and cultures, helping cultivate an inclusive and open mindset. One hundred flowers blooming bring spring to the garden vividly describes the importance of countries cooperating and developing together within a community with a shared future for mankind. Facing numerous global challenges, no country can thrive in isolation. Only by each country, like various flowers, leveraging its strengths and cooperating hand in hand, can the world, this “great garden,” be full of vitality, laying the ideological foundation for building a concept of global pluralistic coexistence and a community with a shared future for mankind. From a cultural heritage perspective, this sentence embodies the cultural concept of harmonious coexistence and mutual benefit, consistent with the philosophical ideas of harmony in diversity and shared beauty in traditional Chinese culture. It makes students aware that the cultural philosophy of peaceful development has a long history, allowing the cultural gene of peaceful development to take root in their hearts, enhancing cultural identity.

4.3 Emotional Mobilization Function

Textbook compilers can use metaphors to guide students to develop positive or negative emotions towards certain things, thereby cultivating correct emotional attitudes and values. In “Nuclear weapons, the Sword of Damocles that hangs over humanity, should be completely prohibited and thoroughly destroyed over time,” metaphorizing nuclear weapons as the “Sword of Damocles” evokes fear and concern among students regarding the potential danger of nuclear weapons. It guides students to recognize the dangers of nuclear weapons, prompts them to pay attention to nuclear weapon issues, and consequently guides them to actively support relevant nuclear prohibition actions and initiatives. Simultaneously, metaphorizing nuclear weapons as the danger-symbolizing “Sword of Damocles” expresses the textbook's critical and negative stance towards nuclear weapons. Through metaphor, it emotionally guides students to recognize the immense threat and destructive power nuclear weapons pose to world peace and human survival. It thus values-guidingly positions students against nuclear weapons and in favor of safeguarding world peace, fostering emotions and awareness that cherish and maintain peace.

5. CONCLUSION

Based on Deliberate Metaphor Theory, this study conducted a systematic analysis of Unit 9 of *Understanding Contemporary China: A Reading and Writing Course*, deeply exploring the types of deliberate metaphors, interpreting the construction pathways for telling China's stories well, and examining their communicative functions. The study found that the unit employs a rich variety of deliberate metaphors: food metaphors concretize abstract concepts like building an open, inclusive world through lifelike scenarios; cultural metaphors, using mythological allusions, express negative and critical attitudes towards actions that undermine the international order; biological metaphors embody the value pursuit of diversity in human civilizations; object metaphors reflect China's thinking on building a community with a shared future for mankind. These deliberate metaphors play important roles in disseminating national concepts, mobilizing emotions, and educating students, helping them understand diplomatic philosophies and policies, fostering open and inclusive mindsets, and establishing correct worldviews and values.

This study focused on only one unit of the *Textbook*. Subsequent research could expand the sample size to analyze the entire textbook or similar foreign language textbooks, further refining the study of deliberate metaphors in foreign language textbooks with Chinese characteristics, thereby enhancing the role of foreign language textbooks in telling China's stories well.

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