

The Effect of Teaching Conceptual and Image Metaphors to EFL Learners

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Abstract: Foreign language learners encounter difficulties utilizing metaphorical expressions in everyday language, particularly because the use of metaphors in the discourse context is inescapable. In this study, efforts have been made to provide an effective way for the Iranian language learners to acquire and employ conceptual and image metaphors. The instruction took place on 60 junior students studying at the University of Petroleum Engineering at Ahvaz, a southern city in Iran, who were selected on the basis of their high marks on an English proficiency test. Forty metaphors of both types were presented to the participants during 10 sessions of instruction. To collect data on the learners' performance, a 30-item sentence completion test requiring 'word-given' and 'recognition' type responses was prepared and administered. The results of a statistical *t*-test indicated no significant difference in the rate of acquiring conceptual and image metaphors ($P > .05$). Therefore, both metaphors can be successfully taught concurrently with little difficulty.

INTRODUCTION

For many years, metaphor has been considered as a matter of word formation and meaning rather than thought and action. It was believed that metaphor is only a device for poetic imagination and so, metaphor was not realized in ordinary everyday life. This classical theory which viewed language separate from thought turned out to be false, for the reason that the generalizations governing the poetic metaphorical expressions are not in language, but in thought [1]. Gradually, however, it became central to ordinary language semantics, as far as the general mappings across cognitive domains can be applied to both novel poetic expressions and the everyday language. The ordinary cognitive or conceptual system in which people think and act is seen metaphorical in nature [2].

With regard to language use and discourse context, metaphorical expressions can be classified as conceptual and image metaphors. Conceptual metaphor is one's knowledge of real world experiences that can be compared in meaningful ways. Image metaphor is a creative phenomenon that essentially maps one mental image onto another mental image of a different source.

In the present study, the above classification of metaphor is utilized to examine the participants' understanding of metaphors in an EFL educational setting with the assumption that EFL learners experience the most difficulty comprehending and manipulating English metaphors. The emphasis is on distinguishing the gap between the level of comprehension and production of two different types of metaphors, mentioned above, and then finding out whether our Iranian EFL learners can acquire English metaphors effectively and quickly. In this regard, instruction on English metaphors for

EFL learners can include strategies that will improve their ability to use metaphors effectively in everyday communication contexts. It is possible that different metaphor types will require different processing strategies; therefore we suggest that the acquisition rate for the EFL learners may differ depending on the metaphor type (conceptual vs. image).

REVIEW OF LITERATURE

Metaphor, an important element in language use, is regarded as a creative phenomenon in everyday language [2]. This produces the power that creates new realities by affecting our perceptions, thoughts and ideas about the world. Metaphor is a way of explaining, describing and evaluating ideas to understand and communicate abstract ideas in our everyday activities.

Comprehension of metaphor is studied to examine the different mechanisms involved in metaphorical/nonliteral processing. The role of enhancement and suppression, posited in the class inclusion theory of metaphor, was supported by researchers [3-5] who suggest that metaphors are perceived as whole and not individual entities, so the sentence as a categorization statement is comprehended metaphorically. In the example *rage is a volcano*, *rage* and *volcano* are not compared based on each individual concept; rather, each as its own category of concepts. *Volcano* is conceptualized as a group of things that erupt suddenly and that are harmful. Then *rage* is understood as a member of this category. A matching process discovers features and relations common to the topic, *rage*, and the vehicle, *volcano*. Vehicle, as understood here, is the superordinate meaning that is enhanced onto the topic to yield the abstract meaning. The superordinate meaning of *volcano* as a vehicle is enhanced to construct and interpret the concept of the metaphor in memory. Therefore, enhancement may be seen to increase the activation of memory nodes to signify the information.

In terms of cognitive linguistics, the two types of metaphors are derived from the distinction between the conceptual and visual quality of knowledge. Conceptual metaphor

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includes knowledge of the real world such as events, activities, and emotions like; 'Life is a journey', 'Time is money' or 'Anger is heat'. We envisage life experience, qualities, problems, thoughts and feelings metaphorically. On the other hand, image metaphors are the mapping of conventional mental images onto other conventional types by their similarities, which refer to the visual description of the entities. Nominal, verbs, adjectives, adverbs and prepositions play interesting and effective roles in illustrating image metaphors. For example: 'It was a crushing blow' or 'it's like rats leaving a sinking ship' where 'crushing' acts as an adjective and 'sinking' as a verb and both illustrate metaphorical meanings in the utterances.

Cognitive linguistics treats metaphor as a mental activity [6] because it is within the frame of mind that different levels of word and expression recognition take place. First, we extract the literal meaning of a word and if this meaning is not the intended meaning, it will be rejected, and it is after this stage that we detect the appropriate metaphoric meaning [7]. This pragmatic theory of figurative language needs to be combined with cognitive theories to gain reliable results [8].

In addition, blending, an aspect of the cognitive process, specifically is thought to be the way that people construct mental representations of the external world [9]. Evidence was presented for the conceptual integration or blending to explain the events underlying the processing of metaphors and the way to make inferences [10]. When a person processes language, a space is created in mind and knowledge resides in this space. The required information enters this space to process the newly entered concept. The target and source domains of an entity are characterized in the two input spaces and the generic space. The generic space contains the common features of the two input spaces. In the blended space, the data from all the spaces is blended to provide the output of metaphorical meaning. So, the integration of events occurs cognitively when the blend is connected conceptually to the inputs.

Because of the complexity of the interpretation of metaphors for EFL learners and the inevitable use of metaphors in ordinary everyday language, effective ways of instructions are necessary to enhance the learning of English metaphors. Consequently, the gap in the amount of learners' understanding and the use of different types of metaphor can be studied in the educational setting to distinguish the learners' difficulties in comprehending metaphors and find effective ways of teaching and learning metaphors. In addition, the learners' use of image metaphors in relation to the use of five grammatical metaphor types, that is, nominal, verb, adjectival, adverb and prepositional metaphors, is investigated herein to discover the effectiveness of grammatical metaphors in comprehending image metaphors.

METHODOLOGY

Subjects

One hundred fifty Iranian Junior students studying at the University of Petroleum Engineering in Ahvaz took a proficiency test. Sixty of these students whose scores were the highest in rank (between 52 to 68 out of a total of 70 questions) were selected. The subjects, 91.7% male and 8.3% female, received instruction on conceptual and image meta-

phors in the Spring semester 2007. Due to space limitations, all 60 participants could not be placed in one classroom; instead, they were divided into two equal groups of 30 students each. The groups received the identical instruction and were subjected to the identical procedures. Finally, all of the subjects understood that their participation would be voluntary and all provided consent prior to the experiment.

Instrumentation

Initially, the students took a proficiency test taken from the New Interchange Passages [11] including 20 questions of listening comprehension, 20 questions of reading comprehension and 30 grammar questions. This test is considered general in nature and assesses one's command of English. The reliability of the test was calculated to be 0.709 based on KR-21 method.

A 30-item completion test, including 15 conceptual and 15 image metaphors, provided the instrumental data for this study. Internal consistency reliability, based on KR-21 formula, was found to be 0.756. The stems of the test were chosen from the Idioms Organizer (Wright, 1999) as authentic, reliable and native material for both teaching and testing the participants using both metaphor types. The test was divided into two different parts, containing 'word-given' and 'recognition' types of questioning. The test stems had not been used in the class prior to the instruction period. In the first part, the appropriate metaphorical expression for each statement was written by the participants using the given key word. In the second part, an appropriate decision had to be made using one of the three given key words to write the appropriate expression. Therefore, certain information about the learners' understanding and their abilities with using and recalling metaphorical expressions was collected.

Procedure

The explicit instruction occurred during one academic semester including two sessions each week. The book *Idiom Organizer* [12] was used to teach four metaphors (two conceptual and two image). This allowed for equal instruction on both metaphor types. Through a variety of activities such as sentence completion, fill in the blanks, multiple choice questions, matching and answering the written questions communicatively, the selected metaphor type was introduced and practiced. Ten different worksheets and homework exercises were distributed to the subjects during the instruction sessions. Due to the space limitations, three of the worksheets were randomly selected and are presented here (see worksheets number 1, 4 and 10 in Appendix 2).

The interactive vocabulary activities enabled the students to enhance their language learning much more effectively than traditional ways of teaching words [13, p. 50]. Similarly, the psychological principles of word learning, proposed by [14, p. 540], were extended to teaching metaphor in the EFL classrooms as follows 1. See the word; 2. Hear the word; 3. Understand the word; 4. Say the word; and 5. Use the word in context.

Homework assignments included writing the appropriate equivalent L1 translation for each given metaphorical expression and completing the prepared crossword puzzles for recreating and using learners' metaphorical intelligence [5]. These strategies, we believe, enable learners to increase both

their fluency and their overall communicative effectiveness, not to mention, these exercises allowed the students to be actively involved in the learning processes of metaphors.

Following 10 sessions of instruction over a period of six weeks, concentrating on 40 conceptual and image metaphors in each of the classes, we administered a 30-item completion test to our subjects to test their comprehension of the two types of metaphors. The reason for the reduction in number of questions was the time constraint caused by the test situation.

RESULTS

Analytic Results of Two Conceptual and Image Metaphors

The sixty participants who were instructed on the two metaphor types took a test of 30 conceptual and image metaphors acquired during the instruction. The participants' performance on the two types of metaphors was compared descriptively (see Fig. 1). Then, a paired sample t-test was applied to confirm the participants' comprehension and understanding of each type.

The mean scores for the conceptual and image metaphors were slightly different (see Fig. 1 below). However, analytically, the *t*-value revealed equal performance in the comprehension of both metaphors. This means there is not much superiority between processing the two metaphors.

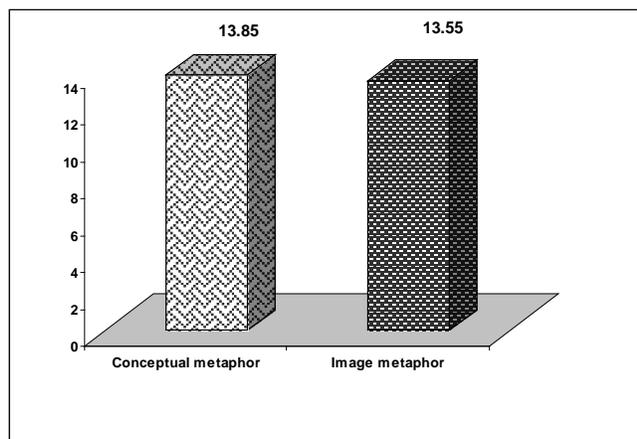


Fig. (1). Comparing means of conceptual and image metaphors.

The *t*-observed (1.639), as seen in Table 1 below, for the *t*-distribution with 59 degrees of freedom (60-1=59 d.f.) and with the level of significance for a two-tailed test (.107) is below the *t*-critical value of 2.000 as stressed in the critical values of *t* tables [15, p. 272]. Hence, there is no significant

Table 1. Analytic Statistics of Performance on the Conceptual and Image Metaphors

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	d.f.	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Conceptual -Image	.3000	1.41780	.18304	-.0663	.6663	1.639	59	.107

difference between the mean scores on the conceptual and image metaphors at the $p \leq .05$ level of significance. In other words, the *t*-value revealed that the participants performed almost equally on the comprehension of both metaphor types.

Word-Given vs. Recognition Type of Questioning

Fig. (2) below displays the mean scores for the key word-given and recognition types of questioning as 14.4 and 13.05, respectively. Comparison of the two types of questioning on the post-test revealed that the participants were better at answering the word-given type of questions than the recognition type of questions.

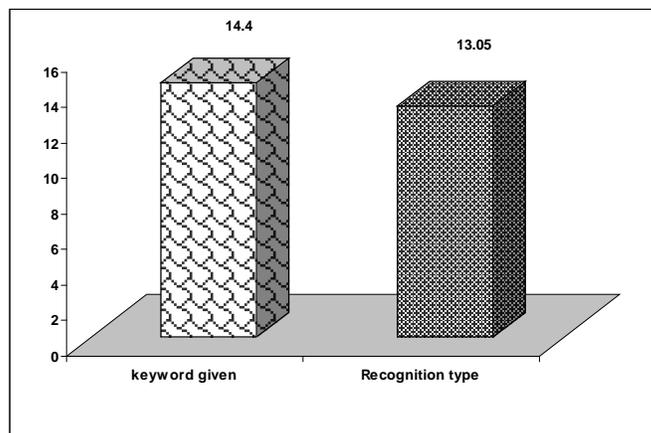


Fig. (2). Comparing means of word-given and recognition questioning.

To assess the participants' acquaintance with the relevant expressions, the metaphorical expression test was divided into two types of questions: 'word-given' (N= 15) 'recognition' (N = 15). As Table 2 below demonstrates, the *t*-test is 5.574 which is greater than the *t*-critical (2.00) indicating that the difference was significant.

Table 2. Comparing Word-Given and Recognition Questions

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	d.f.	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Word given- Recognition	1.3500	1.87603	.24219	.8654	1.8346	5.574	59	.000

When the correlation coefficient of the two question types was calculated, as it is illustrated in Fig. (3) below, a positive correlation, which was very close to +1, was obtained. Performance on the two question types showed somewhat a linear relationship; that is, as the performance on one question type improved, so did performance on the other question type.

A further analysis of the participants' errors on the post-test was conducted. In Fig. (4) below, the vertical axis represents the frequency of errors made by the participants using the different kinds of the grammatical metaphors. Among the image metaphors, nearly 44% of the errors were on the nominal metaphors, 30% on prepositional metaphors, 14.6%

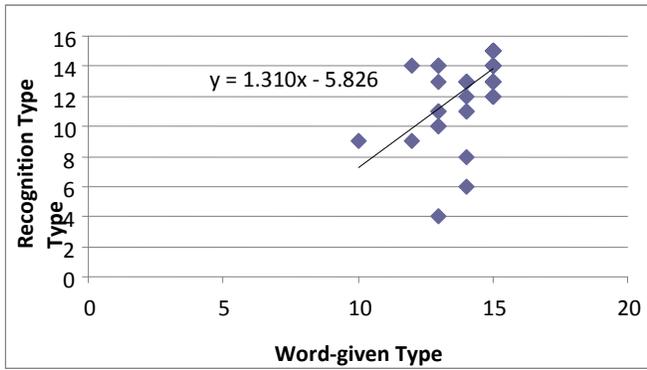


Fig. (3). Correlation coefficient of word-given and recognition types of questioning.

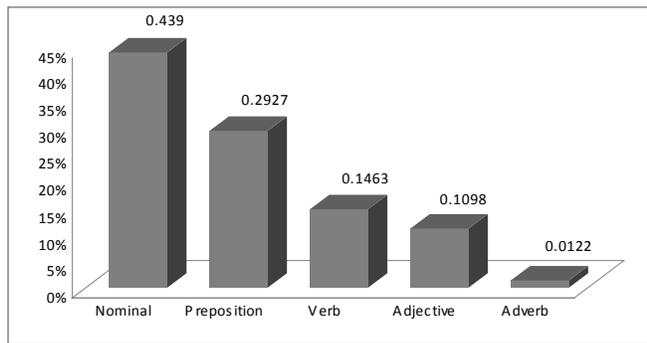


Fig. (4). Comparing five different kinds of grammatical metaphors.

on verbal, 11% on adjectival and 1.2% on adverbial metaphors. The adverbial metaphors were regarded as complex for comprehension.

DISCUSSION

The results of our data fortify that enhancing one’s understanding/facility with two distinct metaphor types can be attained at the same time with comparable accuracy. So, the question that whether it is conceptual or image metaphor that is acquired faster has no place in here. These results suggest that conceptual and image metaphors can be comprehended concurrently.

In analyzing the learners’ performance on the post-test, considerable information was obtained. Misinterpretation of metaphors can be due to the use of different cultural references when interpreting metaphors [16]. For instance, the expression ‘hope is light’ was less familiar to the participants (only 13.3% showed familiarity) since a near-equivalent expression in Farsi would be ‘dar na omidi basi omid ast, payane shabe siah sepid ast’ literally meaning ‘there is hope in hopelessness; the end of black night is white’ where the notion of ‘sepid’ or ‘whiteness’ is used to refer to ‘hope’ and this is different from the notion of ‘light’ in English. The ideas of ‘life, ‘gold’ and ‘white’ are used as source domains for the idea of ‘hope’ by the participants which could be due to the cross-cultural differences between the two languages.

In the expression ‘Mary’s worth her weight in gold’, the vehicle ‘worth her weight in gold’ denotes value and preciousness and so is enhanced on to the topic ‘Mary’. The irrelevant properties of the vehicle as ‘being heavy’ can be

incorrectly used by the participants saying ‘she’s gold in her weight’. Metaphor can become comprehensible and productive when the proper meaning of the topic and vehicle are understood in discourse contexts.

Let us take another problematic conceptual metaphor in the example ‘life is a journey’ which was confused by 16.6% of the participants with the expression ‘life is gambling’. In the former expression, the idea of ‘life’ is used for variety of events and experiences in the world whereas in the second expression ‘life’ is full of risks, successes and failures. However, misinterpretation of one type of metaphor should not be so noteworthy because different parts of human knowledge can compensate for this misinterpretation and provide other ways and means to ease communication. The different ways of thinking about human ideas facilitates this for various experiences people have in different directions at various moments [17]. Metaphors that consist of the same concept as topic with a variety of vehicles are called multiple metaphors, such as the concept of ‘love’ that can be understood through several metaphors, including ‘love is a journey’ which refers to the love relationship over time, and ‘love is an opponent’ in which love is an adversary to either the person who is the giver of love or one who is being loved.

Several underlying factors can have obstructive influences on the comprehension of conceptual and image metaphors; 1) intralingual factors such as the lack of clear information about the grammatical structure of the target language, 2) interference of the first language on to the target language, for instance, cross-cultural differences, and 3) confusion in distinguishing the different meanings of similar metaphorical expressions in the target language. In this study, we found that both metaphor types can be internalized along with each other without interference of one into another and the different factors mentioned above should be regarded in the teaching processes to facilitate learning. Instruction of metaphors in EFL classrooms should not be neglected, and attention must be focused on the careful preparation of the courses on metaphor keeping underlying factors in mind.

Performance on Word-Given and Recognition Types of Questioning

In this study, question type determined the participants’ responses. When the word-given type of questioning was presented, the participants understood the metaphorical expressions one at a time. In this case, one key word cued the participants to recall the exact expression. The successful manipulation of word-given and recognition types of questioning confirmed (see Figs. 2 & 3 above) that the teaching instructions and the learning processes were appropriate in facilitating the comprehension of metaphors. Also, the use of the interactive vocabulary tasks eased presentation and practicing of metaphors which resulted in more successful comprehension and production of the metaphorical phrases and expressions. Furthermore, the strategies as the psychological principles of word learning [14] were properly extended to teaching of metaphor: 1) The use of print exposure [18, 20] of the expressions in contexts is helpful for the participants to see the expressions for developing vocabulary and metaphorical awareness; 2) The teacher reads the contexts for the listening and thinking purposes; 3) The meaning of the ex-

pression is elaborated in the contexts both literally and metaphorically; 4) The participants' repetition of the expressions leads to better production; and 5) Using metaphorical expressions in everyday communication directs to acquiring the language meaningfully.

Accordingly, efforts have been successfully made in the present study to provide an effective environment for the participants to acquire metaphors while being involved in the literal language processing. Once metaphors are acquired in social interactions as part of general language competence, they become subconscious and are used automatically like other linguistic features [19].

Grammatical Metaphors

In a classification of the distribution of grammatical metaphors in discourse by Cameron (2003:89), from the total number of metaphors, 47.0% verbal, 37.0% prepositional, 15.0% nominal, 3.0% adjectival, and 1.3% adverbial metaphors were stated as vehicles in which their superordinate meanings are enhanced on to the topics to convey the abstract meaning. According to this result, verb and prepositional metaphors tend to be widely used, whereas only a small number of the adjectives and adverbs are used metaphorically (see Fig. 4 for the data in this study).

The proportion of misinterpretations of verb metaphors when compared to the proportion of nominals and prepositionals, are not numerous (see Fig. 4 above), and is likely due to the incorrect subject or object reference in topic development by the participants. The differences between nominal and verbal metaphors stem from basic differences between nouns and verbs and in how they relate to our embodied existence in the real world. The meaning of the verbs in use can be easily extended to accommodate noun phrases in the vehicle.

In English, the combination of verbs and prepositions are vastly extended for the vehicles of the expressions. Therefore, the frequent use of verb metaphors can lead to a successful rapid internalization of metaphorical meanings. Concentrating on grammatical metaphors, [21] concluded that verbal metaphors would be better identified than nominals. Verb metaphors are mostly explicit for the contrast between their figurative and literal domain of reference to which the verbs are applied. Prepositional metaphors can be correlated with nominals which are implicit. Adjectives and adverbs have a similarly explicit metaphorical relation to their literal referent, and can be compared with verbs rather than nominals. So, adverbials, adjectivals and verb metaphors are assumed to be recognized easier than prepositions and nominals. Nominal and prepositional metaphors should be more cautiously used because the participants' errors on these metaphors mostly reflect distinguishing noun and prepositional phrases as the vehicles for the topics. One reason for this could be inadequate information about the grammatical structures of the prepositional and noun phrases in English. Also, lack of vocabulary knowledge can intensify problems in comprehending the abstract concepts. Much more attention on the syntax and semantic is needed and more emphasis on practicing grammatical metaphors is required both explicitly and implicitly.

The limiting factors affecting the interpretation of grammatical metaphors are considered as: 1) lack of awareness

about the vocabulary and structures of the target language; 2) interference of the grammatical rules of the target language; 3) learner's capacity in internalizing and producing the language; 4) interferences between the first and the second languages; and 5) the amount of practice of the language in thinking for speaking processes. To enhance learner's comprehension of metaphors, more concentration is needed on the learners' difficulties to provide useful reinforcements on those aspects.

For the image metaphors, this study revealed that grammaticality played a significant role in the EFL learners' comprehension. In addition, it appears that the interaction of both metaphor types enhanced the learning of each type. Thus, we cannot reject one type as redundant and only focus on the learning of the other. It may very well be the combination and simultaneous interaction of both metaphor types that resulted in better acquisition of conceptual and image metaphors.

CONCLUSION

Briefly speaking, different factors can be influential for the comprehension of metaphors. Improving the vocabulary and grammatical realization of the target language, emphasis on the production phases, and the use of real contexts in which the meaning of the expressions can be easily obtained while the culture of the target language becomes clarified can help enhance metaphorical comprehension. Cultural awareness offers a great deal to the development of communicative competence and other language skills [22].

The result of such studies is not only helpful to language learners and educators, but also beneficial to syllabus designers. EFL learners can benefit greatly by having well-organized materials such as production exercises and comprehension activities that will facilitate internalization of conceptual and image metaphors. In this regard, the following activities can be included: matching, multiple choice exercises, real life questions, completion activities, and puzzles. All of these instructional activities can facilitate retention of metaphors by providing a motivating environment that engages students in the language learning process.

With due attention to the analytic results of the present study, it is concluded that the two metaphor types studied herein can be taught at the same time in the EFL classrooms. It appears that both metaphors can positively affect the process of internalization of the meaning of each type. However, it should be considered that grammatical metaphors play significant roles in comprehending image metaphors. Among grammatical metaphors, nominal and prepositional metaphors are considered to be the most difficult ones for the learners, therefore, specific attention is needed on these as well as the verbal, adjectival and adverbial metaphors.

The underlying common assumptions are pedagogically effective in teaching and learning conceptual and image metaphors as well as the use of grammatical metaphors: 1) the interference of L1 rules onto L2 rules, 2) the cultural differences between the two languages, 3) the lack of clear familiarity of L2 rules, 4) the overgeneralizations of the L2 structures, and 5) an increasing amount of production practices both spoken and written forms.

APPENDIX 1. POST-TEST EXAMINATION

Name:

Student no.

Expression Examination

I. Write down the appropriate metaphorical expressions in English for the following statements? Use the given key words for each.

1. Thanks for your advice, but I don't want to go to university. I'll take my chances in the real world. (gamble)
2. My grandmother is feeling much better now. (recovery)
3. Meeting Jane's parents for the first time was a bit worrying, but they gave me a very warm welcome. (moods)
4. A: Is there much more to do on this database? I've had enough of it.
B: Don't worry. Only two hundred more addresses. (home)
5. A: I like most sports really – especially rugby.
B: Ah! I really love rugby too! (heart)
6. That man has a fiery temper. (anger)
7. Everyone in the family expected Susan to go to university like the rest of us, but she got a job in a casino on a ship. (sheep)
8. Her blood ran cold suddenly. (fear)
9. A: I'm not going to be treated like this any longer. I've had enough!
B: Now calm down. Don't rock the boat. (company)
10. After six month of continuous research, interviews and writing, I'm pleased to say the finishing line is in sight. (project)
11. They've got two daughters and they look just the same. (image)
12. The minister thinks he's important! (fish)
13. There aren't enough facts to hang that theory on. (theories)
14. I wish I had a secretary like yours, Jeff. She's got everything so well organized. (gold)
15. My husband gets up at six every morning. (bird)

II. Write down the appropriate metaphorical expressions in English for the following statements? Choose the correct key words for each.

1. I can never understand his explanations, can you? (theories, see, book)
2. He went to pieces when he heard of his mother's death. (gamble, dice, blow)
3. John is an honest person but he sometimes says exactly what he's thinking in all the wrong places. (cannon, fish, smashing)
4. I'm an easy-going person. I don't usually complain. I just go with the flow. (bird, people, crystal)
5. Bad news for borrowers. Interest rates are going through the roof. (company, economics, office)
6. I can't understand people who go on holiday to the same place year after year. I go somewhere different every year. (variety, hope, words)
7. Ben and Ian were having a heated argument about something. I decided to leave the room as I didn't want to get caught in the crossfire. (marriage, morality, office)
8. A: I heard you're having problems getting a visa.
B: Yes, it's so frustrating. I'm trying hard to find out what the problem is. (fear, time, Tear)
9. Your friend is taking a dangerous risk. (heart, dice, world)
10. Two thousands replies this week! Our promotional campaign is beginning to bear fruit at last! (Project, books, organization)
11. I'm sorry to hear Katy's still in hospital. (pond, home, Life)
12. Promotions and Marketing are having their usual battle with the Finance Director over next year's advertising budget. (book, Business, crystal)
13. His book's going to be made into a film, so he's excited! (theories, anger, cloud)

14. That man is a brilliant lawyer. (Mind, shapes, sheep)
15. I have a very dim hope that he'll recover. (gold, hope, recovery)

APPENDIX 2. WORKSHEETS OF THE METAPHORIC EXPRESSIONS

Worksheet 1

I. Read the statements carefully.

1. Teacher: Don't waste your time wandering, time is money.
2. A: I had a terrible accident on my car!
B: well life is a journey, don't drive fast any more.
3. A: I can't understand people who go on holiday to the same place year after year. I go somewhere different every year. For me, variety is the spice of life.
4. A: Prime Minister of Luxembourg! And he thinks he's important!
B: Well, I suppose he is a big fish in a small pond.

II. Match column A and B correctly.

A	B
1. Variety is	a ship.
2. Time is	a big fish in a small pond.
3. That manager is	a journey.
4. Life is	money.
	the spice of life.

III. What are the appropriate metaphorical expressions for the following statements?

1. You have no further time to spare for the project.
2. Every weekend my husband and I go to a different park.
3. Mr. Smith thinks he is the only boss to be respected by others.
4. His life took an unexpected direction after that accident.

IV. Discuss the questions in groups while giving your own ideas.

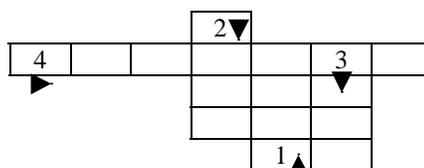
1. What are the good experiences in your life?
2. Are you well-organized or do you waste a lot of time?
3. Have you seen any body feeling superior to others?
4. What are the spices of your life?

V. Homework:

A. Write down the equivalent L1 translation of the given metaphors. Are there any differences?

B. Complete the crossword puzzle.

1. You've got to move on and forget about what's happened.
..... is a journey.
2. That principle behaves as if he is so powerful.
He is a big in a small pond.
3. Her time there was very precious to her.
.....is money.
4. Let's paint the bedrooms pink this time.
..... is the spice of life.



Worksheet 4

I. Read the statements carefully.

1. A: I've decided to give up my job and go self-employed.
B: Well, good luck! Working for yourself can be a bit of gamble.
A: I know, life is gambling.
1. A: Our local business college manages to produce an excellent crop.
B: Oh, yes, organizations are gardens.
3. A: I like riding bicycle.
B: Ah! You are a man after my heart! I like it too.
4. He's been invited over to Hollywood, so you can imagine he's on cloud nine.

II. Match column A and B correctly.

<p>A She's on Mr. Davidson is Organizations are Life is</p>	<p>B gambling. cloud nine. the black sheep of the family. a man after my heart. gardens.</p>
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III. What are the appropriate metaphorical expressions for the following statements?

1. I could finally pass the history course!
2. My sister accepted my idea about going on vacation for a week.
3. I'm philosophical about failure. My view is: you win some, you lose some.
4. At last my policy is beginning to bear fruit!

IV. Discuss the questions in groups while giving your own ideas.

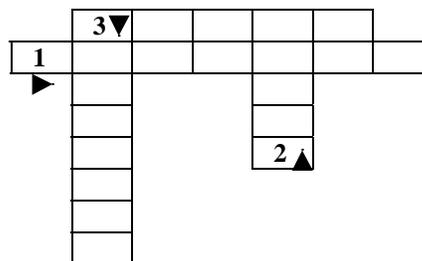
1. What was the good news that you could not believe?
2. Do you know some one – a friend or neighbor – who has a heart of gold?
3. Are you planning to work for a business which is flourishing?
4. Do you remember any of successes and failure in your life?

V. Homework:

A. Write down the equivalent L1 translation of the given metaphors. Are there any differences?

B. Complete the crossword puzzle.

1. People who live in glasshouses shouldn't throw stones! Organizations are
2. He is a man my heart, making the same decision!
3. I'll take my chances to work for the company. Life is



Worksheet 10

I. Read the statements carefully.

1. A: We must've picked enough strawberries by now-surely?
B: Come on. We only need a few more kilos. We are on the home straight now.
2. A: How's your dad?
B: Much better. He's well on the way to recovery.

3. A: Let's look at the naked facts!
B: Sure, see theories are cloth.
4. A: A cold stab of fear went through me when I was reading the ghost Story!
B: You were frightened! Fear is cold!

II. Choose the best answers for the multiple choices.

1. My kid is feeling better; she's on the way to recovery.
 - a) fine
 - b) good
 - c) well
2. Fear is and theories are
 - a) cool, cloth
 - b) cold, cloth
 - c) cold, cloud
3. Come on! We are the home straight
 - a) in, now
 - b) of, tomorrow
 - c) on, now

III. What are the appropriate metaphorical expressions for the following statements?

1. The child was so frightened that looked white.
2. Those naked facts are quite tangible.
3. Thanks God, my mom is getting much better.

IV. Discuss the questions in groups while giving your own ideas.

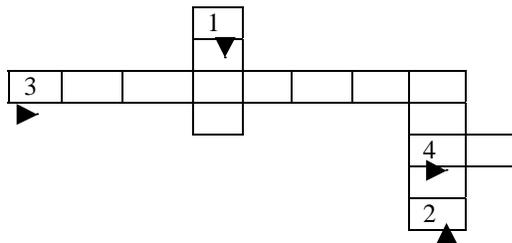
1. What would you do for your friend who is on the way to recovery?
2. Can the physic theories be easily understood?
3. Have you ever been in a frightening situation? Discuss with your friend?

V. Homework:

A. Write down the equivalent L1 translation of the given metaphors. Are there any differences?

B. Complete the crossword puzzle.

1. What's up? Your hands are cold! is cold!
2. The naked facts are really important to be discussed. Theories are
3. We are on the home now!
4. He's well the road to recovery.



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