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**Learners' involvement in his/her linguistic progress using similes and
metaphoric language.**

TRABAJO DE TITULACIÓN.

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DEDICATION

This investigative work is mainly dedicated to God for giving me wisdom, strength, and faith. I also dedicate this work to the Virgin who has sheltered me with her holy cloak during my academic process, to Santa Rita for being my advocate intercessor with the creator. To my parents Paul and Melania for giving me the opportunity to educate myself in this prestigious University, mainly to my mother for being my great example of struggle and perseverance for being my best friend. To my brothers Yandry, Heinz and Josue for being my motivation. To my grandmother Maria Peña for teaching me the love of God. To my dead grandparents Rosa and Victor for guiding me from the heaven. Finally, to my dead cousin David for teaching me the real life value.

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ABSTRACT

This research focuses on the use of strategies and activities based on metaphors to promote its application as an innovative resource in the teaching of the English language. The participants in this study were 57 seventh-grade students and a teacher of basic general education of a semi-private school in the city of Loja. This study was guided by the use of quantitative and qualitative methods. The observation sheet, the teacher's interview, the previous and subsequent tests were the instruments used to collect data and be able to carry out this study. One of the main findings of this study was to see that students felt interested and motivated when using metaphoric phrases, applying strategies and activities of interest to them. In addition, the present study finds that metaphors help students to increase their concentration when they want to know the real meaning of the metaphor. Also, this study reveals that most students have difficulty understanding and tend to confuse the literal meaning of figurative meaning. Metaphors help students to increase and organize the new vocabulary for learning.

Keywords: Figurative language, metaphoric language, metaphors.

RESUMEN

El presente trabajo de investigación se centra en el uso de estrategias y actividades para promover el uso y aplicación del lenguaje metafórico en la enseñanza del idioma inglés. Los participantes de este estudio fueron 57 estudiantes de séptimo grado y un maestro de la educación general básica de una escuela fiscomisional en la ciudad de Loja. Este estudio fue guiado utilizando los métodos cuantitativo y cualitativo. La hoja de observación, la entrevista del docente, la prueba previa y posterior fueron los instrumentos utilizados para recopilar datos y poder llevar a cabo este estudio. Uno de los principales hallazgos de este estudio fue ver si los estudiantes se sintieron interesados y motivados al momento de usar el lenguaje metafórico, Además, el presente estudio descubre que la metáfora ayuda a los estudiantes a aumentar su concentración cuando se interpreta el significado real de la metáfora. Asimismo, este estudio revela que la mayoría de los estudiantes presentan dificultades para comprender y confunden el significado literal del significado figurativo. Por otro lado, las metáforas ayudan a los estudiantes a aumentar y organizar el vocabulario dado.

Palabras clave: Lenguaje Figurativo, Lenguaje metafórico, metáforas.

INTRODUCTION

The world is a globalized place where people communicate among multiple cultures using language as a tool. Nowadays, people have access to a wide range of information from a variety of cultures by touching a button on the internet. In contrast, most of the world's information is in English so it is one of the reasons why learning English as a second/foreign language has become so popular. Nowadays, it is one of the most spoken languages that many people use it to communicate in their life.

This study focuses on learners' involvement in his or her linguistic progress using similes and metaphoric language. Analyze the use of metaphorical language as an additional source to strength students' learning is the main objective of this investigation. The following research questions were considered as well: How is the use of metaphorical language in an EFL context? How to implement rhetoric language as an additional source to strength students' learning? Which activities and strategies are effective to use metaphoric language. Are the activities effective by using metaphors in the classroom?

Language allows humans to share and explain their thoughts, ideas or emotions with each other. Even as children, people have the need to communicate with others. Along these lines, Sarigul (2017) argues that language acquisition is a systematic process where people assimilate and acquire skills to create words, sentences and phrases. Many of the phrases are part of the rhetorical language that people use every day unconsciously.

The use of rhetorical figures in language to explain a common reality without using the literal meaning of the word. In contrast, when interpreting its original meaning a certain concept is understood, but when it is used in a metaphorical sense a different meaning is understood.

Hidayati (2017) states that metaphoric language is based on the use of words or expressions with a meaning that is different from its literal context. This type of language can be found in various types of communication, such as in a daily conversation, newspaper, articles, advertisements, novels, poems or songs. Therefore, metaphors are part of our daily life. For instance, many of the phrases that people use to communicate have a metaphorical meaning since that have been present in the culture for a long time, but most of the people do not realize their metaphorical character (Dinillah,2017).

In the educational field, according to Sad and Hatam (2017), students can acquire a second or foreign language, but, most of them prefer to learn English since it is the most common language used to communicate around the world. In EFL classrooms, teachers conduct their classes by focusing on different aspects of the language such as grammar, phonology,

syntax and so on. To achieve their purposes, they use and combine different materials, techniques, and strategies focused on the topic that they are working on. In this context, Sert and Boynuegri (2017) suggest different and easy ways to involve students in the use of metaphoric language through strategies that include a range of activities such as poems, songs, writing phrases, short text, dramatization and games that help them to enrich their vocabulary with a sense of humour.

In other words, metaphoric language helps learners to use the imagination and develop their language skills. For instance, students can use this metaphor “my partner is a dragon” referring to “their classmate is very angry”. The teacher can provide different examples to make comparisons and use the language figurative at the same time. In addition, learners can use other examples by reading poems or listening to music in their learning process. However, it is important to mention that many students have no idea about the linguistic meaning of metaphoric language, but if the teacher uses simple examples to practice the language, learners can understand and use them easily.

Many authors have explored the use of metaphoric language in the educational field and it is worth mentioning that three studies have been taken into consideration in order to support the scientific information to have a better understanding of the use of metaphors in an EFL context. First of all, Tehseem and Bilal (2015) focused on the use of metaphors in children’s literature. The purpose of the study was exploring the use of different metaphors and determining how metaphors impact children’s psychology. The results showed that metaphors help children to conceptualize the world by showing them a visual description of something or some idea.

Another study was conducted by Mauraz, Pereira and Monteiro (2013) with the purpose of finding the specific use of metaphors as tools to improve students analogic thinking skills. In addition, the researchers investigated the methods and effectiveness of using metaphors in an interpretative and explanatory model in the teaching and learning processes. The authors conclude that analogical reasoning and metaphors are vehicles for learning because it increases student’s motivation to acquire a target language. Likewise, the investigators argue that metaphors and reasoning by analogy are important to introduce students to a scientific field.

Finally, Farjami (2012) carried out a study in order to analyze the use of figurative language through images and metaphors with EFL learners concerning with various learning problems. The aim of this study was to provide teachers with useful insights about how to deal with various language learning problems by using images and metaphors. The results have

shown that the provision of images and metaphors is very useful to improve thinking and educational progress.

These previous three studies mentioned above in this article, demonstrate the great impact that the use of metaphorical language produces in EFL learners. On the other hand, in Ecuador, there are no studies based on the use of metaphoric language as a resource to reinforce the teaching-learning process

The semi-private school in which the research was carried out, will benefit because its experimental group had the opportunity to strengthen and increase its development in the English language. In fact, learners were able to acquire new vocabulary through the use of metaphoric phrases. On the other hand, future researchers would have some advantages because they could use this research to guide their own investigation.

This case study is constituted by three chapters, chapter one includes theoretical background, definitions, scientific support and previous studies that support this investigation. Chapter two includes the methodological process, research methods, population, data collection, instruments and the interpretation and discussion of the statistical analysis. Chapter three analyzes the interpretation of data analysis, the intervention of the result, the intervention process, conclusions, recommendations and references.

CHAPTER I: LITERATURE REVIEW

This chapter contains the concepts and theoretical background of the study. It gives an explanation about the meaning of the language in general and its importance in the educational field. Likewise, it contains a brief description of figurative language and metaphors used in the educational field. The last part of this chapter contains the analysis of six studies that refers to previous studies about the uses of metaphors in EFL context.

Language

According to Lund (2014), language is considered a complex structure because it contains signs, symbols, utterances, and expressions that takes into account something intimately linked to the human experiences that explores several aspects of our daily life.

Adding to this, Rosenberg and Chopra (2015) target on the language origin, however, the majority of researchers could not find with certainty when the languages began. In the same way, language is a cognitive process which is present from conception. From anthropology and ethnic point of view, language constitutes the main characteristic that differentiates humans from animals. Irrational beings are owners of their language in which the majority of them express and communicate using their instinct, which is different from rational beings that use language for communicating thought, feeling and emotions (Richards and Schmidt, 2014).

Pauwels (2016) considers that language is used as a universal tool, all humans have the capacity to acquire a language, even people with special skills. Additionally, the author tries to explain that each culture is define by its language. There are more than 4000 languages around the world, each different from the other. The idea that language has transformed human consciousness is because it allows the development of new ways of thinking and acquiring knowledge. Likewise, Birner (2017) states that language leads people to develop meanings using their ideas and describe actions of an emissary or receptor. Language can be found in a different context as myths, legends, songs, dialects, test and scientific articles.

The researchers Hornberger and Lee (2010) argue that an important area of language focuses on educational language. One example of the importance of educational language is how children use language to acquire new knowledge. According to Goulah (2016), education can be acquired through three types of languages; formal education language, informal education language and non-formal education language. Formal language is acquired in schools, coming from experts, novels, textbooks and complex educational experiences. The informal language is one that occurs outside the school, such as from friends and family. Finally, non-formal education is carried out through open institutions that are valid but not a part of normal educational institutions.

Language and communication

When it comes to analyzing the importance of language and communication, it must be specified that the importance of language is unquestionable because it is the basis of communication of human beings and allow people to express themselves and understand each other; people can understand differently depending on how they use language (Sharifian, 2017).

According to Sharifian (2017), language is an important tool because people can establish friendships, obtain economic business, relationships and explore new cultures. Communication can be use signs, producing chains of words and creating sentences or phrases which allows people to interchange ideas and thoughts. Therefore, the best gift that humans have is language since it allows cultural groups to share and collect information to contribute to the development of the culture (Winkler, 2015). Medicine and science and technology are example of the topics that improve through the use of language. The correct acquisition of language helps people to develop and increase their intelligence. However, during childhood there is a better acquisition of language (Saxton, 2017).

Hill and Allen (2017) state that through social interaction children acquire knowledge which allows them to think in increasingly complex ways. Adding to this, it is very important that parents recognize the importance of making appropriate use of language at the early ages especially in the field of education and psychology.

Especially in the case of children, communication is a gift which constitutes a basic instrument for the knowledge of oneself and the world (Buckley, 2012). In the same way, Allott and Waugh (2016) explain that the progressive construction of self-concept and self-esteem as constitutive elements of personality has in these ages a fundamentally linguistic component. Helping children put words and phrases to their feelings and emotions contributes to the development of emotional maturity. Being receptive to their expressions, serving as valid interlocutors and maintaining authentic conversations, will serve as a support to create the basis for human interaction, Interpersonal knowledge and social development.

Language in the first stage of life, a gateway to understand a culture and new experiences where the acquisition of a second language is facilitated. During the early stages, words become essential tools to explore reality, analyze it, interpret it, categorize it, give it meaning and consequently acquire knowledge about it, thus conceptualizing the foundations of future learning (Clark, 2016).

Ambridge and Lieven (2011) mention that children are like sponges and that they have their greatest ability to learn at an early age. By introducing a second language in the early years of a child's life, their ability to learn is maximized.

Rowland (2014) argues that children learning a second language absorb words and phrases in the same way they do as learning the first language. In addition, the sooner learn a language, the easier it is to adopt the native accent. Acquiring a second language during childhood, increases the ability to pronounce the words and speak language as native.

Likewise, Bolc (2012) affirms that the communication between the transmitter and the receiver is called language. Both the sender and the receiver are literate as a result of language education. The English language is the language of education training that must be used correctly to allow students to think correctly to help the culture (Witt, 2016).

Linguistics

According to Lidz, Snyder and Pater (2016) linguistics is a discipline that focus on study of the human language. Moreover, it is also known as a theoretical science because it creates and designs explanations to justify the phenomena of language. In other words, linguistics is worried primarily with natural languages (Sert and Seedhouse, 2011). Likewise, linguistics is the study of language structure in all it aspects; one aspect focused on the how people acquire and comprehend language. Another characteristic focuses on the how sentences are constructed within a language. It describes how the language is constantly changing over time. Additionally, linguistics focuses on elements that are common in all languages. How do languages differ? How do children and adults acquire another language in a short period of time? Finally, do cognitive processes play a role when produce and understand language?

Regarding human language, Akmajian, Farmer, Bickmore, Denner and Harnish (2017) state that human's language differs from animals because human language is more complex. Likewise, as already mentioned, language allows for the expression of every thought. Additionally, a language is a string of words that are combined to create meaning. Besides, linguistics studies the structure of sentences. Linguistics consists of four components: phonology, morphology, syntax and pragmatics. "Semantics deals with the meanings, while the other elements agree with the exponent."

Phonetics focuses on production of sounds. Phonology which study sounds but in cognitive aspects. While morphology, focuses on the formation of words. Similarly, syntax focuses on the construction of sentences. Semantics focuses on the meaning of individual words. Pragmatics is the study of the use of language. Language is understandable and very useful for communication depending on what do you want to transmit and in which way (Sharifian and Palmer, 2007).

Metaphors from a linguistic point of view

Metaphors are considered a polysemic terms which means to have more than one meaning of a word or phrase. Transferring the meaning of one word or phrase into a new context (Müller, 2009). In addition, figurative language allows a word or expression to be applied to an object or concepts in a non-literal way. One objective of this type of language is to make comparisons with other objects or concepts to facilitate their understanding (Steen, Dorts, Herrmann, Kaal, krennmayr and Pasm, 2010).

On the other hand, Guldin (2015) describes the metaphor as a neutral instrument that can be shared by all people. Because of this, the use of metaphors is presented in everyday language. In addition, the metaphoric language is present in all educational fields in a continuous way.

Metaphors provide a powerful cognitive mechanism. Most of metaphors create new meanings naturally. Metaphor is the most widespread linguistic mechanism for creating polysemy. This term refers to the existence of many possible meanings for a word or phrase. From a functional point of view, Crespo (2015) argues that the metaphor is directly involved in theoretical understanding and the formation of abstract reasoning. In other words, when an unknown conceptual field is related with something known to the individual. In this way, ideas are transported through a conduit in discourse, with which the metaphor can be defined as a highly functional vehicle in the formation of ideas and the transmission of knowledge (Bleakley, 2017). In this way, ideas are transported through a conduit in discourse, with which the metaphor can be defined as a highly functional vehicle in the formation of ideas and the transmission of knowledge.

Due to an intimate relationship between metaphoric language and communication, it is possible to establish that the functional and genetic nature of the metaphor is articulated both on a mechanistic basis and on platforms that take into account biological factors inherent to the practicing subject (Glucksberg, 2001). Therefore, it is important to take into account the previous knowledge, the biological and socio-cultural factors of the apprentices since these factors contribute to their learning (Bleakley, 2017). Also, it is very important to design the connection between speaker and a listener.

In reality there are different types of metaphors: organizational metaphors (they are based on the existing structure of a group, system or organization), functional metaphors (they are based on tasks or functions that the user can perform in his life daily), visual metaphors (based on familiar graphic elements for most people) and interactive metaphors (based on the interaction between users) (Steen, 2010).

Figurative language

According to Bishara and Kaplan (2016), figurative language uses phrases, words or expressions with their own meaning different from the literal context. Likewise, the comprehension of this language starts increasing at a very early age. Comparatively with this information, children as young as seven years old are able to recognize the meaning of figurative language so that the understanding is given without difficulty. In fact, it includes analytical action in which an individual first complete the meaning of the expression and after deduce the overall figurative meaning of the expression (Honeck and Hoffman,2018).

The understanding of figurative language is easily established during childhood. However, its use becomes more common during adolescence and adulthood. In addition, Hidayati (2017) defines that figurative language is a type of communication that requires important and special cognitive processes to understand, because when a thought or idea is expressed, a non-literal definition is used. In the same way, Araya (2008) explains that the figurative language is an innovative vision and can be found in different expressions of the human being. The closeness in the speakers can lead them to constantly use figurative language because both understand the meaning so can create more definitions.

The figurative language is used to give meaning in a poem, a play, a story, by winning a place in a conversation, a speech or a class. Evidently, figurative language is found in conversation so many people use it constantly to create innovates ideas in their everyday language. Also, figurative language indicates new meanings of words (Yang, Fuller, Khodaparast and Krawczyk, 2010). In contrast, this types these types of language cannot be applied in a complete conversation with all individuals, but depend on the condition and background of the habitat (Araya (2008). In addition, Fussell and Moss (1998) state that the production of figurative language occurs when communication expresses emotional states and therapeutic context.

Datondji (2017) explains that there are two ways to use words and phrases: the literal and congruent (logic) and the figurative and incongruous (exaggerated or fantasy). Similarly, figurative language is often achieved by presenting words that are compared and associated with other words or meanings that are not normally related.

The figurative language is easily understood by contrast with the literal language that gives meaning to words, in the sense of the meaning they have for themselves, outside any figure of speech (Datondji, 2017).

The metaphoric language as a cognitive process

The conception of metaphor is a schematic process that conceptualizes the world from a domain of origin to a domain of arrival. In addition, this type of figurative language does not need to invent new terms to talk about reality because it provides a different view, from existing words (Kövecses, 2002). Production of new metaphorical terms is enriched by the speaker's relationship and emotional connection. Metaphorical constructions and comprehension requires more communicative competence than linguistic competence (Honeck and Hoffman, 2018).

Understanding metaphors is not just the words that you speak, but the application of a phrase to a new situation. It is critical to understand the cultural and the way of thinking in order to understand peoples' conception of the world. Therefore, the conceptualization process requires to establish the relevant features of a specific reality in order to determine the meaning of a phrase (Zinken, 2007).

Any metaphor requires a cognitive function because it is a method of exchanging truths, beliefs or opinions. Metaphor structures present cognitive contents because they construct, reorganize, determine the reality, discover and reveal new elements present in the reality (Holyoak and Stamenkovic, 2018). Likewise, this language not only organizes and reorganizes the reality but also it is able to create and recreate it.

In the communicative field, metaphors perform the functions of transmitting and exchanging information about something in particular (Zinken, 2007). According to Holyoak and Stamenkovic (2018) metaphors differ because they belong to existing concepts or create new ones to express an idea and make the ideas understandable.

On the other hand, this type of figurative language is not just a linguistic problem, since it is not just a matter of the language use. In addition, it is a resource that the speaker uses to refer to an existing idea (Crespo, 2015). The metaphoric language is considered a tool that allows a deeper understanding of the world. It is the mechanism to build new concepts from those already existing, in other words, from the unknown to the known.

Metaphoric language has a broad synthetic power. The new and the old information are not exclusive (Chiappe and Chiappe, 2007). However, the old one is required to understand the new one. It also has a hypothetical nature, because it suggests new meanings with respect to a certain referent. New concepts arise from new combinations and recombination from knowledge piously acquired (Holyoak and Stamenkovic, 2018).

This type of figurative language does not need to invent new terms to create new meanings. However, it uses transposition, hybridization or other similar methods that modify existing meanings. The interpretation of the elements in metaphorical language is not given by

grouping its components. Basically, the previous accumulated experience of the listener, and the context, play a primordial role in the understanding of metaphors (Leezenberg, 2001).

A person with little experience in a culture cannot use metaphorical language. On the contrary, if the speaker uses metaphorical resources or previously knowledge internalized, it will be easier to perform metaphorical transposition (Kintsch and Bowles, 2002). In the metaphor interpretation process, the listener reviews possible changes that can be deduced from a metaphor to choose those that fit the contextual needs. From this point of view, this language function as a kind of inferential game where the strategies of essay, error, riddle, selection and comparison of meanings are implied to find suitable terms (Wolff and Gentner, 1992).

Metaphors are able to reproduce flavors, smells, textures, mental and psychological capacities in realities that do not contain them. However, Holyoak and Stamenkovic, (2018) explain that metaphors work as a property of the conceptual system and not as a feature of the language. The use of the metaphor demands the determination of the situational context in order to achieve the communicative effect that is intended. In other words, the correct use of a metaphor does not need to dominate the linguistic competence of a particular language, but it requires the correct application in the communication to make its use possible (Wolff and Gentner, 2000).

Metaphoric language has linguistic effects based on, experiences. The psychological power of metaphorical language allows to visualize images, beliefs and feelings that are part of another cognitive system. This language is not just individual words or figures that are constructed with words, but also cultural and personal elements are important for its construction and development (Cienki and Müller, 2008). Metaphoric language restricts the number of listeners due to the fact that the phrase must be known or understood by a receiver.

On the contrary, Seidenberg and Bernstein (1986) claim that the understanding of a metaphor runs the risk of being lost. In other words, the compression of this language awakens images in the listener of what metaphors refers to. These images are shared culturally, which makes possible the immediate understanding of the metaphoric language. Likewise, Lee and Kamhi (1990) explain that the use and understanding of the metaphoric language is possible since the speaker and the listener find similarities between the origin and destiny domains.

This language reaffirms the concept of something in particular, gives shape to the inner life, enables access and understanding to the physical world, explains social facts, labels the different historical moments and opens new perspectives of knowledge (Kogan, Connor, Gross, and Fava, 1980).

The metaphoric language in cognitivism arise as a product of bodily experience. This language cannot be considered as totally arbitrary because it is the result of reality cognitive processes (Gibbs, 2008). Likewise, this figurative language connects inferential patterns of an origin domain to those of destination. Therefore, a large portion of human reasoning is metaphorical.

Thinking metaphorically allows the listener to conceptualize abstract scientific facts. Metaphorical concepts do not conform to classical theories about truth. Therefore, (Sullivan, 2013) argues that it is important to start working with conceptual truths. Reason and conceptual structures are the product of the bodily functioning, brains and their relationship to the world.

Murphy (1996) explains the role of metaphors in conceptual processes through two possible hypotheses. One describes the use of metaphors to explain difficult concepts that must be understood objectively. For example, in the case of love. The other hypothesis expounds that abstract realities have independent meanings. However, man creates connections between two domains arguing that they share similarities, attributes or relationships. The human being establishes relationships with different domains to demonstrate several interpretations or expressions that can be left out of a concept (Sullivan, 2013). In addition, the concepts are not static entities, they are considered dynamic, because they can be linked to different contexts or realities.

Metaphorical constructions are not only used to embellish the discourse. These structures work as essential elements in the process of understanding experiences, in solving problems and in the configuration of thoughts. Therefore, this type of language allows the achievement of high levels in the appropriation of concepts present in thereality.

Metaphors draw the attention to existing similar phrases: this metaphorical language forces us to see things from a different point of view. This kind of language responds historically to certain moments. From a conceptual and communicative point of view, this figurative language requires that the speakers know about cultural factors for the understanding, expression and perception of metaphorical concepts. Likewise, it organizes cultural experiences and it serves as a cultural patron and social guide.

A thorough study of metaphors must take into account the cognitive elements, the linguistic expression, the situational and cultural context, in order to achieve a metaphorical language and not a literal language (Gentner and Bowdle, 2001).

Perceptual knowledge of metaphors

Metaphors derive through processes and conceptualization, they do not come from linguistic processes such as writing or speaking (Yıldız, 2017). However, it is common to find

many metaphorical expressions that come from perceptual processes. For example, Synesthesia studies the way in which different objects and qualities are perceived in the reality (Gentner and Bowdle, 2001). Synesthesia is a bodily expression of the experience in the face of abstract concepts. For instance: shapes are assigned to colors, smells to flavors or smells are given colors. In the same way, it is possible to assign feelings to colors, for example: the dark is perceived as sad, the bright and clear as happiness. In other words, traits and properties are assigned to colors motivated by metaphorical connections.

The synesthetic metaphors are the result of categorization processes in the perception of the world and our experiences. Synesthesia is considered as a kind of perceptual metaphors where the qualities of one class, modality or perceptual experience are transferred to another. Synesthesia has become one of the most used resources in the formation of metaphors (Ponterotto, 2014).

The significance of metaphorical language

Metaphorical language uses a complex system of words to elaborate a "sub-language" into a most common language. This language gives basic verbs terms, prepositions and conjunctions in order to show and express metaphors as phrase or sentence (Hampe, 2017). Stöckl (2010) states that metaphors are essential in the linguistic object of analysis which has concerned researchers through the years. Moreover, the metaphoric language uses the rhetorical figure of metaphor to speak about the reality using other words. Although metaphorical language uses its original meaning or concept, a different meaning is assigned to give it metaphorical interpretation.

Donoghue (2004) discusses that metaphors are a systematic process that allows the listener to conceptualize the world using concepts from an origin domain (literal concept) to a domain of arrival (metaphoric sense). Similarly, the metaphor does not need to invent new terms to refer to reality because it uses existing knowledge and offers a different vision of it.

For this reason, understanding the metaphorical productions require more than a communicative competence. Its meaning adopts the communicative sense according to the context. It is not based on the lexical, syntactic and morphological constitution of the statement. For instance, when someone hears "I touched the sky with my hands", immediately this phrase is perceived with the idea of joy or well-being. Because of this, someone who uses this phrase expresses pleasant feelings when he or she is performing a certain action, even though it does not describe that act in a concrete way (Donoghue, 2014).

Conceptual metaphor theory

According to Lakoff and Johnson (1980) argument that the traditional theory of metaphor is consider as a property of words and not as a conceptual phenomenon. Metaphors are treated like deviations from the literal meaning and they are considered as rhetorical or literary figures. Moreover, it attributes meaning change that metaphor causes in similarities between the literal and the metaphorical meaning. In contrast, the traditional model of the conceptual metaphor theory considers metaphors as a projection between two different semantic domains to understand the abstract from the concrete (Holyoak and Stamenkovic, 2018).

The semantic domain where the metaphor is formed is called origin domain and belongs to a concrete conceptual domain with a sensory base. On the contrary, the semantic domain in which the metaphor is projected is known as the domain of destiny. This last domain belongs to a more abstract concept. Saeed (2016) argues that metaphor is a conceptual phenomenon and it projects inferences from a concrete semantic domain to abstract metaphorical domain. It also allows the reasoning of the semantic domain that creates the metaphor and the inferences of the literal domain (Kövecses, 2016).

Zibin and Hamdan (2014) use the phrase "life is a journey" to discuss the conceptual meaning of metaphor and determines that people perceive the phrase from a metaphorical point of view in an instantaneous way, not in a literal way. For instance, Kövecses (2013) mentions the phrase "the argument is war", so this type of metaphor forms the language and turns it into a war or conflict to be won. On the other hand, metaphor is a central object of linguistic because it differs with the mystery of saying one thing that has another meaning, associated with a "more or less distant idea", this concerns the notion of non-literal or figurative language use.

Metaphors in education

According to Botta (2009) the metaphor is one of the strongest tools around the world views, assumed or explicitly acknowledged in educational field. In the theories of curriculum and pedagogy it is important to note the "worldview" which is based in "scientific" context of these two dimensions of education. Furthermore, Midgley, Trimmer, Davies (2014) set a number of rules that are basic in the education to give a comprehensive sense to the term. They include: the nature of: humankind, knowledge, school, teaching and learning and the assumptions present in the subject matter of the theories being taught.

Metaphors in education are found in narrative, descriptive methods and art. These metaphors can be teaching through stories, drawings and mental games. The same ones that have the capacity to represent knowledge, experience, focus attention on practice and identity. Adding to this, Hanne and Kaal (2018) proposes a clear example of metaphor in education

based on drawing. Metaphors drawing let children or student draw a picture based on a poem or heard story. This kind of metaphor is very useful to applying in the classroom because not only let the student expresses the abilities with art but also the cognitive process allows the student to think and interpret the metaphorical phrase in a picture.

Metaphors are important source to make the educational field more visible around the world. They are considered attractive because its capacity to improve understanding and because it can connect knowledge with life experience (Wan and Low, 2015).

Many researchers consider metaphors as a tool to obtain information about the beliefs, thoughts, reasoning of teachers, future teachers, teaching, learning, students' evaluations and other elements that are part of the teaching. Similarly, they increase student's vocabulary because provide a handy and memorable way of organizing new vocabulary to be learned. Most teachers are familiar with the notion of a lexical set, where vocabulary is grouped according to a topic area (Wan and Low, 2015).

Based on this idea, most metaphors are grouped into 'metaphorical sets', which contain words and expressions with metaphorical meanings and not a literal one. For example, body parts are the main issue. This theme serves as the basis to create different metaphors or some phrases. The phrase "you break my heart in a thousand pieces". It is evident that a heart cannot be broken into a thousand pieces, however, this phrase allows to perceive someone's great suffering.

Many metaphors in language are part of the speaker ordinary repertoire. Due to this, many of the students do not present difficulties to create metaphors (Hanne and Kaal, 2018). This type of language encourages students to think and play creatively with language. One way is to ask students to write short poems or dialogues and at the same time combine them with art or dramatization.

Types of metaphor in education field

People usually believe that metaphors are parts of poetry. However, this type of language refers to very special changes of language. On the other hand, Keach (2014) argues that most of the time language is descriptive rather than metaphorical. Nonetheless, Katz (2013) explains that our world is conceptually structured, and that human's conceptual system is naturally metaphorical.

Zibin and Hamdan (2014) suggest the existence of two major types of metaphors: Orientation and Ontological. Orientation metaphors come from the fact that human beings are bodies that move in a three-dimensional space. This allows us to structure experiences based on certain dimensions with which certain types of sensory-motor and emotional experiences are

associated. For example, there are a lot of metaphorical statements that are based on the Up / Down orientation. Happy and spirited is Up / Sad and tired is Down.

Most fundamental concepts are organized in terms of one or more spatial metaphors, which can be based on "Up / Down" orientations as well as "Front / Back" orientations. Spatial metaphors are based on sensory-motor experiences, that is, they refer to certain types of experiences that can call "physical". But this does not mean that these kinds of experiences are not also "cultural". While they exist in an observer that distinguishes them from language, these "physical" experiences are also cultural (Holyoak and Stamenkovic, 2018). However, they have a lesser component of cultural variability than others (which we call "cultural"). For example, the way in which couples court each other. Although, (Farjami, 2012) explains that there are some types of metaphors whose roots are based in a common type of physical experience and they allude to diverse experiences.

For example, "I feel elevated" although it is based on the same spatial metaphor "I am above my competitors". Both refers to very different experiences. Metaphors are defined by semantic context in which the metaphor is used, and by the cultural context in which it is interpreted. Spatial metaphors derive from sensorial motor experiences, they constitute a linguistic system with its own forms of coherence, in relation to semantic contexts. In general, they are shared by different cultures and based on functions determined by the biological structure of human beings. (For example, it rests to sleep and when we are sick).

Another type of metaphor transforms complex processes into objects and substances that are called ontological metaphors (Tay, 2013). They manipulate parts of the experience as discrete entities of a homogeneous type. Ontological metaphors are used to understand events, actions, activities and states. Events and actions are metaphorically conceptualized as objects, the activities as substances and states.

On the other hand, metaphors are consistent with the definition of learning as an action, since metaphors are applied, there is no "indirect reference" to a fact, which exists independently in "Reality"; rather, it constructs a definition of an event, which will shape our world and our actions in that world states. For this reason, using metaphors to structure the world is the result of the structural coupling between an organism and its environment. Knowledge is based on actions and the majority of the actions are based on our body. All representations of the world are based on sensorimotor experience and the linguistic actions that structure them.

Difference between metaphors and similes

Most of the people think that metaphor and similes are the same. The majority of metaphors are confused with similes. Regarding this, Fadaee (2010) says that numerous researchers have compared metaphors and similes as equals. Both figures can be summarized as an analogy and used to make a comparison. Equally, simile and metaphor are two different ways to make comparisons. However, the way they are differ is according to the context (Brown and Wijland, 2018).

The metaphor correlates two unrelated things. On the other hand, the simile compares two or more direct things using certain words to link them. Similarly, simile is used primarily to make direct comparisons. Simile uses words such as "like" and "as " to make a comparison between one thing with another, such as a person, an object or a situation.

Otherwise, metaphors and similes cannot be treated as equals in that point, similes use the span like or as to compare things for instance "Life is a Pandora's box". In contrast, metaphors make a directly comparison for example "Life is craziness." As we can see both sentences make a comparison but not using context. Based on this, one can conclude that similes cannot be compared because simile is an approximation, while metaphor is an equation. The main difference is that the simile, being an approximation, cannot extend, substitute or reverse meaning. But metaphor, being an equation can be reversed, extended and replaced by other metaphors.

Characteristics of a good Metaphor

A good metaphor introduces new information into the system of meanings and this is considered as a tool that allows mental growth. On the other hand, many metaphors are considered innovative, or also known as living metaphors, otherwise they are considered dead metaphors. The metaphor is adjusted to the world view, the participants and the characteristics that constitute a position in the work or organization, thus linking experiences. The key to a successful use of metaphors lies in the ability to find a balance between originality and adjustment (Katz, 2013).

A good use of a metaphor should give more expressiveness to the communicative intention of the issuer. The expressiveness of metaphor is achieved through the nomination of an idea or thing with the name of another that has a certain similarity relation.

Metaphors in every language

Zhan (2009) argues that most of the reasoning of the human being is metaphorical. The metaphor, used in our daily thinking and action, is an omnipresent principle of human languages and makes abstraction possible. Therefore, it is a necessity to think metaphorically. The research of Lakoff and Johnson (1980) showed that a higher frequency use of metaphors occurs in 70% of the expressions, most of them are derived from metaphorical concepts. Orton (1929) argues that all languages have metaphorical qualities. Figurative language is an omnipresent feature of language. People use metaphors to talk about the world in both familiar and innovative ways.

Metaphor is a ubiquitous feature of language. People use metaphor to talk about the world in ways known as innovative. In contexts of daily conversation, even literature and scientific theorization is present in this language. However, the metaphor poses serious challenges for standard theories of meaning. Also, this type of language covers many important limits: between language and thought, between semantics and pragmatics, between rational communication and mere causal association.

So far the investigator has been looking at scientific information about metaphors as reported in book as well as in journals. Many authors have explored the use of metaphoric language in the educational field. Now, it is important to analyze previous studies that have been carried out in six educational studies.

First of all, Bilal (2015) examined the use of metaphors in children's literature. The purpose of the study was exploring the use of different metaphors and determining how metaphors impact children's psychology. The results showed that metaphors help children to conceptualize the world by showing them a visual description about something or some idea.

Another study was conducted by Mauraz, Pereira and Monteiro (2013) with the purpose of finding the specific use of metaphors as tools to improve student's analytical thinking skills. In addition, the researcher investigated the methods and effectiveness of using metaphors in an interpretative and explanatory model in the teaching and learning processes. The author concludes that analogical reasoning and metaphors are vehicles for learning because it increases student's motivation to acquire a target language. Likewise, the researcher argues that metaphors and reasoning by analogy are important to introduce students to a scientific field.

The third study was conducted by Farjami (2012), the purpose was to analyze the use of figurative language through images and metaphors in EFL learners in order to deal with various learning problems. The aim of this study was to provide teachers with useful insights about how to deal with various language learning problems by using images and metaphors. The results

have shown that the provision of images and metaphors is very useful to improve thinking and educational progress.

Botha (2009) carried an investigation of metaphors used in foreign language teaching and learning. The objective was to assess the value of metaphors in language teaching. This investigation reports initial results from a study into the effectiveness of metaphors in second/foreign language instruction in an English Language Skills III course. The students participating in this study showed that they were confident using various metaphors to explain their ideas and perceptions. They were able to describe their feelings about their teachers, courses and personal states of mind.

The study carried by Farjami (2016) explored images and metaphors about learning a foreign language in a specific cultural context. The aim of this study was to sought to explore the images/metaphors English language learners hold about grammar learning. The researcher used a questionnaire to 350 learners of English in different places of Iran. The questionnaire asked the respondents to provide images about learning a foreign language by using a sentence completion task. The responses gained in 200 questionnaires were content-analyzed and the identified images and metaphors were summarized under more broad-ranging categories. The author of this study concluded that with metaphors and mental images the thinking and conceptualization of learning process can be understood easily. Furthermore, the development of images and metaphors generate new learning or correct the existing learning.

The last study considered by Zibin and Hamdan (2014) explored the acquisition of metaphorical expressions by Jordanian EFL students at the University of Jordan. The purpose of this investigation was to study the ability of students of English as a foreign language to understand and produce metaphorical expressions in English. The author used six types of metaphors classified according to: correspondence of conceptual metaphor and linguistic expression between the two languages. Based on these metaphors, the authors designed a multiple choice test to evaluate the recognition of the metaphorical expressions of the subjects and a completion test to measure the ability of the subjects to produce metaphors in English. The study concluded with some pedagogical implications that can help EFL students acquire metaphorical expressions in English

CHAPTER II: METHOD

Setting and participants

This research was carried out in a semi-private school of Loja city. Fifty-seven students (53 girls and 4 boys) from seventh grades “A” and “C”, one English teacher of general basic education were selected as a sample. Likewise, the researcher was part of the intervention process. Most of the students were 10 to 12 years old, their native language was Spanish. The majority of the students present a low English level because most of them did not studied English in the previous years so the they did not know a lot of vocabulary.

Procedure

The first step of this investigation was to gather information using books, journals and scientific magazines to support, associate opinions and results of previous studies. The topics of the literature review were also selected based on the previous theoretical background.

To do this research, the qualitative and quantitative methods were used. The qualitative researched was used for the narrative data in all of the process because it has a natural and holistic representation. While, the quantitative approach allowed the researcher to investigate the information of the population measurably and transform the data into numbers.

In order to carry out the intervention process, different instruments were selected such as five class observations, a teachers’ interview, and the intervention process. After that, the intervention process was carried out by making a previous needs analysis to identify the student’s behaviour, strengths, weaknesses and students’ English level. Based on the need analysis result, the investigator distributed and planed the activities according to the scheduled of the school. Therefore, five sessions of class observations were applied about 35 minutes each one. The questions of the observation and the teacher questionnaire were relational to each other.

The next step was to plan the activities related to metaphors, schedule, selection of metaphors according to age, needs, level, unit topic and students’ interest. The intervention process took 4 weeks of 8 classes about 45 minutes for each class. Then, the pre-test was elaborated using the four skills: listening, speaking, reading and writing and it was applied in the first class before the intervention process. The pre- test focused on five metaphors previously selected, and it contained ten questions. The participants did not worry about grammar rules, spelling, or vocabulary. The post- test was designed to have similar characteristics of the pre-test. This pos-tets was applied for recognizing student’s work as important and useful. It was given after the intervention process (four weeks).

A personal presentation was made before the pre-test in order to make students feel confident and comfortable. Once the results of the pretest were analyzed, the intervention process started with an introduction and definition of metaphors and also metaphors were presented to the students to carry out this investigation. In week two, the first and the second metaphors were presented. It took at around 40 and 45 minutes to teach them using different activities. In week three the third and fourth metaphor were presented. It took at around 40 minutes; the final metaphor was presented in the last week. As a final step, the post-test was applied.

Then, the analysis, description and interpretation of the results were carried out based on the data analysis. The process of tabulation was developed and based on the quantitative method to quantify the data of the questions in numbers. The data was taken from the questionnaires of the students and the answers of each one of them. In order to obtain the quantitative result, the researcher used excel and graphs for a better interpretation of the reader.

Finally, conclusions and recommendations were set up taken into account the teacher's interview, class observations and the intervention process.

CHAPTER III: RESULTS AND DISCUSSION

Description, Analysis and Interpretation of the Results

This chapter intends to provide information about two sections. The first one is concerned with the teacher's interview and class observations in a descriptive way. The second section deals with the intervention process where the results of the pre-test, activities, and post-test are defined.

In order to start the description and interpretation of the results, the teacher's interview is presented in the first place. This instrument was applied to determine the use of metaphors in an EFL context through fifteen questions. It contained two parts, the first one was related to the personal background and teaching experience and the second one was related to metaphors in real situations.

The experience of the teacher interviewed ranged from one to four years. In the first question, "what is your English students level", the instructor mentioned that the students present a low English level. The main teacher also explained that this low level is because learners were exposed to a continuous change of instructor. This situation affected their learning process since they had to adapt to the new teacher's methodology. According to Adu and Ngibe (2014), the continuous change of the teacher affects students' behaviour and decreases their interest to learn English in the classroom. Adding to this, based on the observation the researched could notice that most of the student's present low English level because they constantly asked questions to their teacher about the meaning of basic words. Besides, the majority of them used a lot of Spanish during their English classes. Due to it, students presented lack of interest even though the teacher tried to motivate them using dynamics and audiolingual resources.

In question number two, the teacher mentioned that the most practised skills are writing and reading, while listening and speaking are the less ones. In addition, the instructor commented that the schedule of English classes was not sufficient to evaluate the four skills, especially to make students practice communication skills. Comparatively, with the observation process, the researcher identified that the main teacher used stories, short dialogues of the book or even worksheets to make students practice reading and writing skills. On the other hand, the researcher observed that the classroom did not have the necessary technological equipment to make students practice auditory skills. Most of the students showed shame during the pronunciation of the vocabulary. Because of this, the teacher did not have the opportunity to make students practiced speaking skills.

In this context, Fang (2014) argues that teachers could use metaphoric language as a resource to make student practice communication in real life situations. Likewise, Sfar (2014) claims that there is one method of metaphoric language called metaphor drawing in which students can write a little poem or metaphoric phrase and they represent it as a picture. Based on this, students can practice not only reading but also writing. This kind of metaphor is also known as a visual metaphor and it allows expressing experiences, moods, emotions or sensations in a visual way: that is to say that the child learns in an emotional and creative way when expressing the metaphorical phrase in a drawing.

In question number three, "Which materials does the teacher use to teach English", The teacher mentioned that: English book and others such as stories, worksheets, flashcards and magazines respectively are more frequently used in class. The use of these materials just allows students to practice reading and writing skills while speaking and listening are less considered because there are not enough materials to put it into practice. However, during the observation, the investigator noticed that sometimes the teacher carried their own technological equipment and use materials such as pictures, audios, videos, English book and power point presentations to motivate and make students have a better understanding of the topic.

Cook (2006) states that metaphors are a source that can be combined and used with a variety of materials as worksheets, song, poems, pictures and flash cards. Children have an innate way of learning a language. However, if classes are boring, the right interest in learning is not aroused. That is why most of the time the metaphorical language present in songs, poems or even monologues, facilitates the acquisition of language quickly and creatively. Likewise, most of the time the metaphoric language can be explained without using technological tools.

For instance, metaphors are totally related to poetic literature and this kind of literature can be explained avoiding the technology. The poems have a high index of metaphorical language in their writings. Therefore, learning poems allow children to discover all the richness and freedom of the language. In addition, they can understand how words sound and sentences are constructed. As mentioned previously, there are numerous benefits in the use of this type of language: It facilitates learning in reading and improves memory skills.

Reading poetry and metaphorical songs allows children to learn how words that sound similar can have very different meanings. In addition to poetry, it practically doubles or even triples the child's exposure to new words. Therefore, the use of songs, poems or dramatizations can be used as materials to teach metaphors.

In question four, "what activities the instructor uses to teach English in class", the instructor mentioned that the group work, reading activities and games are the most applied to avoid boredom in students. In addition, the teacher commented that students like games like Simon says, bingo and memory games; In addition, the teacher mentioned that this type of activities promotes the interest and motivation of students. During the observation, it was evident that most of the time the students were motivated by the teacher to participate in the activities. In addition, it was observed that the games and role plays made students to lose their fear when they pronounced new vocabulary.

Regarding this, Botha (2009) suggests that metaphors work in a didactic way as approaches to teach dramatization and role plays accordingly, the use of metaphors can function as tools for communication. The dramatization constitutes a space in the learning process and is considered an educational tool that allows the development of the school curriculum in areas such as artistic education, corporal expression or language and literature. In addition, it is shown as a powerful instrument for the development of social skills and education in values, for its strong interpersonal and relational character. Likewise, most of metaphorical language is part of the dramatization or monologues, whether dramatic or comedic. They can be used orally or in writing. As well as, metaphors can be applied as an innovative source to improve the classroom environment and thus develop oral and written skills in students.

In question five, the teacher argued that the majority of the students were participatory and the rest timid. In addition, the teacher explained that the students were active learners when they were exposed to something new. On the other hand, during the observation of the class, the researcher noticed that the students felt ashamed because they were afraid of making mistakes in front of their classmates. On the contrary, the apprentices increase their participation when the teacher presented topics based on their interests such as love, sports, media and others. These subjects many of the times were presented in games or even dramatizations which allowed him to capture their attention.

Wan and Low (2013) state that the use of metaphors increases student interest and increases participation. Most metaphors can be interpreted in a fun way, especially those that are intended for children. It is important to give a clear definition of the metaphor before its use and application. In this way, students will have a clear idea about the metaphorical concept. Therefore, students will be more interested in class activities and avoid boredom. The metaphor is constituted by a real element or domain of origin and by a second domain or metaphorical phrase. For example, the phrase "has golden hair" means that it is blond. Then "blond" is the real element. On the other hand, the imaginary element appears. That is, with what the real

element is compared. In the previous example, the golden color refers to the blond. This type of metaphor makes students let their imagination fly.

In question number six, “which are the most difficult skills of the language for students”. The teacher described that most of the learners have problems with speaking, listening and grammar. Due to, the students present a low English level. In the observation, the investigator noticed that students did not understand instructions in English so the teacher used a lot of Spanish. They were not able to express ideas in the target language, their English pronunciation was incorrect and most of the students had grammar mistakes because they did not have English bases of the previous years. However, they practiced a lot of reading and writing through the use of common materials such as the English book, magazines, flashcards and worksheets. Likewise, the investigator noticed that the teacher used colloquial expressions in order to make students practice speaking reading and writing. This expressions are informal words, phrases, or even slang in a piece of writing.

The use of metaphors can be put into practice combining the four skills “listening, speaking, reading, and writing” in real situations. Midgley, Trimmer and Davies (2014) consider metaphors as easy sentences or phrases to keep in mind because their non-literal meaning allows students to grow their cognitive ability and improve their linguistic development by speaking, making words and listening. That the reason that the metaphor provides a communicative structure in different situations of the real life. The metaphor is appropriate to present new information; it allow students to contrast the previous knowledge.

In question number seven, “does the teacher know and use metaphors to teach English in the classroom”. The teacher explained that she did not use metaphoric phrases to express ideas or explain a topic. In the same way the teacher argued that she did not have enough knowledge about how to teach English using metaphors. However, the teacher mentioned that she used colloquial expressions which are informal words, phrases, or even slang in a piece of writing. On the other hand, the teacher explained that she knows the metaphors concept. During the observation, the investigator noticed that the teacher used strings of words (colloquial expressions) in order to make students memorize the vocabulary.

Regarding this topic, Mouraz, Pereira and Monteiro (2013) claim that the use of metaphors increase students' interest, attention and knowledge while they are learning the target language. In the same way, metaphors are an important source to make the educational field more visible around the world. They are considered attractive because its capacity to support understanding and because it can connect knowledge with life experience (Wan and Low 2015).

In question eight” which strategies do you consider important to improve student’s English skills by using metaphors”. According to the interview the teacher considered language content, visual manipulative and listening speaking strategies important to improve students English skills using metaphors. The teacher explained that it is important to know the language content because most of the learners may understand one meaning of a word but they feel confuse when they are expose to polysemy words. This words present multiple meanings.

The teacher did not consider that knowing the student’s backgrounds or reading and writing strategies were necessary for teaching metaphors. Based on the observation, it was evident that most of the time the teacher explained just the grammar part. The teacher believed that the most effective method to teach metaphor is through speaking activities. However, the interpretation of the elements in metaphorical language is not given by translating the words. Basically, the previous accumulated experience of the students and the context play a primordial role in the understanding of metaphors (Leezenberg, 2001). Thus, metaphors need to be based on the unit topic. A person with little experience in the field of knowledge cannot use metaphorical language because the students need to be familiar with them. On the contrary, if the speaker uses metaphorical resources or previous knowledge internalized, it will be easier to perform metaphorical transposition (Kintsch and Bowles 2002).

In question number nine, “where do you think, you can find metaphoric language” according to the interview, the teacher mentioned that it is most common to find metaphoric language in titles of English books, songs, poems, and daily speech. Furthermore, the teacher believes that metaphors are always presented in the real life. However, the teacher says that she always uses metaphorical language in her daily life but at the same time she does not realize its used.

During the observation process the main teacher used a song to motivate student and it was evident that the song contained metaphoric fragments.

According to Yang, Fuller, Khodaparast and Krawczyk (2010), the figurative language is used to give meaning in a poem, a play, a story, by winning a place in a conversation, a speech or a class. Evidently, figurative language is found in conversation so many people use it constantly to create innovative ideas in their everyday language. However, in every culture, people use metaphoric language, although, they do not know that it is called a metaphoric language.

In question ten, “do you think that metaphors increase students’ knowledge”, the teacher mentioned that metaphors could increase students' knowledge if they are used in a funny way so that they allow students to differentiate the real meaning from the abstract. Also, the instructor

thought that this metaphoric language develops students' knowledge because they are present in real life. Therefore, they facilitate communication between man and society. The metaphors present contributions from a practical perspective and it allows easy communication, learning, reduction of memorization and the development of student's imagination.

Many researchers consider metaphors as a tool to obtain information about the beliefs, thoughts, the reasoning of teachers, future teachers, teaching, learning, students' evaluations and other elements that are part of the teaching. Similarly, they increase student's vocabulary because provide a handy and memorable way of organizing new lexis to be learned. Most teachers are familiar with the notion of a lexical set, where vocabulary is grouped according to a topic area (Wan and Low, 2015).

In question eleven, "metaphors can increase the interest of students in the English class." According to the interview, the professor affirmed that metaphors can improve students' interest in the English class because they are strings of words that allow the development of their imagination. The instructor considers metaphors as an innovative source because they are interesting, fun and dynamic for students. Metaphors are an important source to make the educational field more visible all over the world. Metaphorical language is effective because it produces a more lasting mental retention in the student, it facilitates new learning that persists beyond the concrete details. These metaphors must be planned and designed according to the needs, experiences and topics of interest of the student.

Likewise, metaphoric language is attractive because its capacity to improve understanding and because it can connect knowledge with life experience (Wan and Low 2015). Most of the metaphors are part of the speaker ordinary repertoire. Due to this, many of the students do not have difficulties understanding metaphors (Hanne and Kaal, 2018). This type of language encourages students to think and play creatively with language. It is important to mention that this type of language requires students to use their imagination. One way is to ask students to write shorts samples or dialogues and at the same time combine them with art or dramatization.

In question twelve, "do you think that metaphorical language improves the cognitive process of students in the learning of EFL?". According to the teacher's perspective, the metaphorical language groups and identifies the information of society. In addition, it allows to explore the world through analysis, and the adaptation of the knowledge that is generated. The metaphor is considered a powerful technique of the right hemisphere of the brain, since it facilitates the process that produces learning.

All metaphors require a cognitive function because they are considered a vehicle to exchange truths, beliefs or opinions. The structures of metaphors present cognitive contents because they construct, reorganize, determine reality, discover and reveal new elements in reality (Holyoak and Stamenkovic 2018).

This language not only organizes and reorganizes reality, but it is also capable of creating and recreating ideas. In the communicative field, the metaphor performs the functions of transmitting and exchanging information about something in particular (Zinken, 2007). According to the cognitivist approach, the main function of the metaphor is to facilitate the understanding of the experience of the human being. In other words, it can be said that metaphoric language materializes the abstract (conceptual system). In addition, this type of language allows the student to relate the concepts with their reality, thus improving their cognitive process.

Results of the Intervention process

Selection of metaphors

The researcher selected five metaphors based on the unit topic “Body parts and the grammar “verb to be in the present simple”. All of these metaphors were selected due to the simple meaning which was easy to understand and is frequently used in both native “Spanish” and target language “English”. “Music to my ears” was the first metaphor which means something that is pleasing to hear such as good news or advice. The other metaphor selected was “let her fingers dancing over the keyboard” that is used to explain the ability or facility to play an instrument. “The apple of my eyes” metaphoric expression was also included in this list because of its simplicity and vocabulary related with student’s knowledge it refers to someone or something very important and appreciated.

Continuing with this list another metaphoric phrase taking account was “keep your eyes peeled” means watch very carefully some think this expression was also selected because is a very useful phrase not only in English but also in their native language. The last metaphor “eating out her hand” explains when someone like or admire you so much that they agree with everything that you say, also it means that a person attracts everyone.

Pre-test.

First of all, clear instructions were explained in detail and then the students answered the pre-test questionnaire. The pre-test was based on the theme of "body parts" that students were developing during the class observations. The main objective of this pre-test was to identify students’ understanding about the meaning of the five selected metaphors combining the four skills. This evaluation tool was constituted by 10 questions about two metaphors. For example, the metaphor “music to my ears” was evaluated in questions number one and four, the next one,

was “let your fingers dancing over the keyboard” was assessed in the question two and nine, another “the apple of my eyes” was measured in the questions three and six, the last metaphor was “keep your eyes peeled” evaluated in the questions five and ten. All the pre-test implied the four skills: listening, speaking reading and writing using metaphors.

The last part of the pre-test applied the speaking skill in this part the students had to look at the pictured and interpreted what metaphor was it about.

This tool was grade over ten points.

Table 1. Student’s Grades in Pres-test

Student’s pre-test grades										
Q 1	Q 2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Final Grade
0.33 /1	0.5 7/1	0.3 9/1	0.02/ 0.50	0.04/ 0.50	0.46/ 1	0.39/ 1	0.65/ 1	0.34/ 1.5	1.36/ 2	4.55/10

Source: Observation sheet and interviewed

Author: Yosselyn Carchi

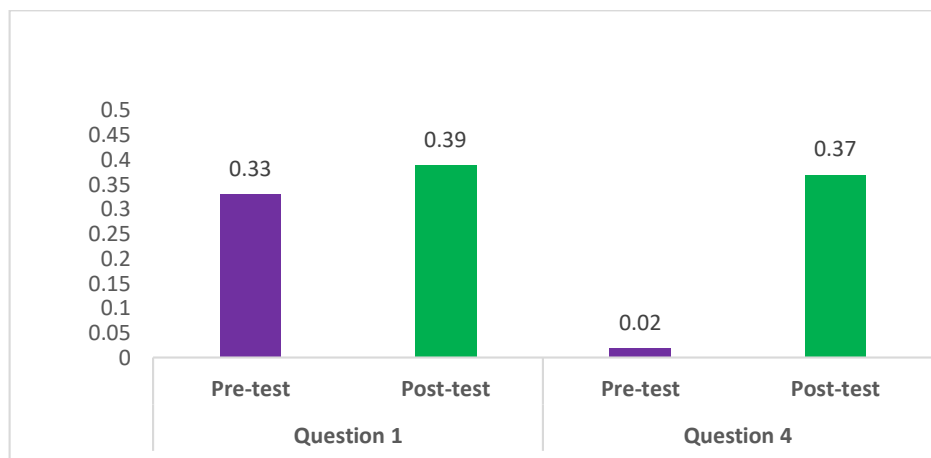
This table shows that students’ average 4.55/10 is very low and it is under “5” in the pre-test. The final grade is under 5 which means that students have difficulties understanding the meaning of the metaphors. This is because most of the students interpreted a literal meaning instead of a figurative meaning. Therefore, they made an incorrect interpretation and felt confused while taking the pre-test. Cameron and Low (1999) argue that the irregular use of metaphors does not allow learners to have a correct interpretation of them. Also, this table shows in which skills the students present more difficulties. The results of this pre-test allowed the researcher planning activities for teaching metaphors.

Teaching metaphors.

According to Cameron and Low (1999), metaphors are considered effective because of its capacity to connect a person’s knowledge with life their own experiences. Based on this, the researcher made a practical class in order to make students understand the meaning of metaphors by using phrases related to the world and a daily speech. For doing this, the instructor used a power point presentation to explain the meaning of the metaphors. It was very important that the teacher applied gestures and mimics to make the students understand the topic.

First, the investigator showed students a metaphoric image and students had to infer its meaning. The teacher let students analyze the image in order to brainstorm. In this way, the learners offered their opinion and with the help of the guide, they were able to get the correct definition of the metaphor.

Pres-Test and Post-Test analysis.



Graph 1. The metaphor “music to my ears”

Source: Pres-test and post-test

Author: Yosselyn carchi

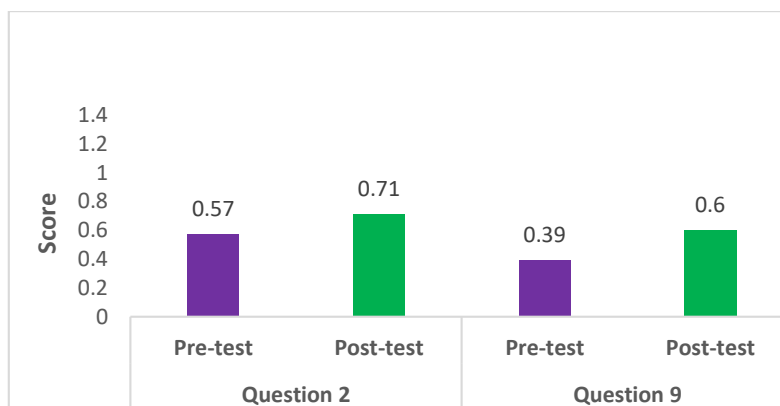
After applying and reviewing the pre-test, the results are the following: in question one, the students obtained a score of 0.33 out 0.50 points. On the other hand, in question number four, the score was 0.02 over 0.5. points. According to the results, the students showed a low performance in the test since many of them do not have basic knowledge. Due to this, the students could not identify the metaphors that were selected. On the contrary, in the post-test, the students increased their grades because the teaching activities had a positive effect. The researched teach the metaphors using activities such as fill in the blanks, unscramble the phrase and observe visual material.

On the basis of this principle, the teacher showed the students an image and then asked them to associate the possible meanings of the image. After that, the researcher asked the students about the metaphor image and let them gave opinions. Once the students interpreted the metaphor image, the researcher placed around it, six cards with possible meanings. The students had to select the correct meaning with an arrow. Finally, the teacher asked them to draw their own image of metaphor.

In order students have a better understanding, the researcher formed groups of seven students. Then, the researcher asked the students to make a poster using their creativity, taking as reference the parts of the body, such as feet, hands, eyes, nose and the grammar of the verb to be. It was permissible for them to use the English dictionary. They had to find the meaning of the words that they did not know. Finally, seven metaphors were created and presented in front of the class. The researcher noticed that the students liked to work with phrases because they were easier to memorize. At the same time, a fun atmosphere was created.

According to Zanotto, Cameron and Cavalcanti (2008), metaphors make students infer or guess possible meanings. This process integrates psychological processes that improve fluency and allow students to associate the possible meanings with reality. Therefore, this allows learners to obtain better reasoning and understanding of the metaphors.

In order students have a better understanding, the researcher formed groups of seven students. Then, the researcher asked the students to make a poster using their creativity, taking as reference the parts of the body, such as feet, hands, eyes, nose and the grammar of the verb to be. It was permissible for them to use the English dictionary. They had to find the meaning of the words that they did not know. Finally, seven metaphors were created and presented in front of the class. The researcher noticed that the students liked to work with phrases because they were easier to memorize. At the same time, a fun atmosphere was created.



Graph 2. The metaphor “Lets her figures dancing over the key board”

Source: Pres-test and post-test

Author: Yosselyn carchi

In the pre-test, in question two, students presented a grade of 0.57/1 and in question number nine they had 0.39/1.5 different from the post-test in which strategies and activities worked to increase student’s scores, in question two students had 0.57/1 and 0.39/1.5 on question nine.

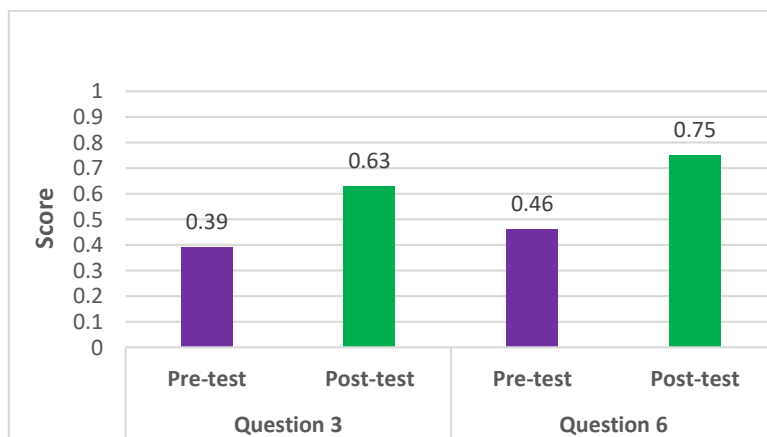
The researcher mentioned that question two was focused on reading skills and question nine evaluated listening skills. Based on the pre-test, it was evident for the researcher that students had difficulties with these skills.

Kintsch and Bowles (2002) provided a strategy called "problem-solving approach". This strategy helps students understand metaphors through three steps: identifying words, describing the literal meaning and using background knowledge about the words found in the text. According to these results, instructor selected a short poetic text taking into account the

student's interest and the theme of the unit. Next, the teacher asked the students to identify the new words in the poem. Then, the students had to identify the metaphorical phrase in the text. Once the metaphorical phrase was identified, the teacher asked the students to create a conversation, including the metaphor found.

Finally, the teacher asked students to represent graphically the literal and metaphorical meaning of the founded phrase, so that both interpretations could be compared. Therefore, this allowed the students to use color pencils, cardboards and their imagination to have a dramatization and original graphic representation.

It is important to mention that the researcher took as reference the four skills, so the teacher explored students through their interests and talents: reading, listening and speaking.



Graph 3: The metaphor “the apple of my eyes”

Source: Pres-test and post-test

Author: Yosselyn carchi

This graph shows that in the pre-test, in question three students presented a grade of 0.39/1 and in question number six they had 0.46/1. In contrast, the post-test showed an increase in their ratings; in question three students had 0.63/1 and 0.46/1 in question six, both questions were based on reading and grammatical writing skills (simple present tense).

It was visible that the students did not have knowledge about the metaphors, therefore, the teacher applied strategies and activities to introduce them in the figurative language.

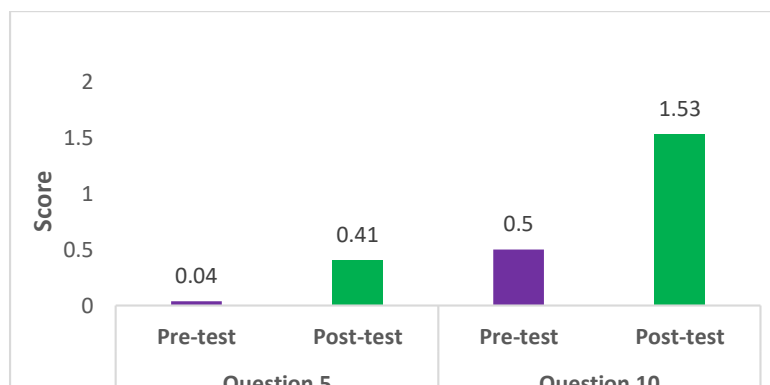
According to Wan and Low (2015) students can easily remember metaphors related to the real world. Thus, the researcher presented to the students “Keep your eyes peeled” because this phrase is commonly used in a daily speech.

First, the researcher placed the metaphor on a card and then showed it to the students. Later, the researcher requested the students to read and interpret the metaphor. Subsequently,

the researcher made them listen and watch a music video "The apple of my eyes ". After that, the teacher asked questions about the song and the video.

The researcher began to ask students questions about who was "the apple of their eyes" and write a sentence with this metaphor. This helped the students to improve the grammar of the simple present tense. Finally, the teacher asked the students to graphically represent the metaphor. Thanks to this activity many of the students expressed their feelings. Then the instructor selected the best graphic representations. Finally, the students shared with their classmates about the girl in their eyes.

This strategy helped the student to memorize more easily because they relate the metaphor to real life. As it was mentioned before, this strategy increased the average and the interest of the students to learn English since it is easier to interpret a sentence with correct grammatical structure.



Graph 4: the metaphors "Keep your eyes peeled"

Source: Pres-test and post-test

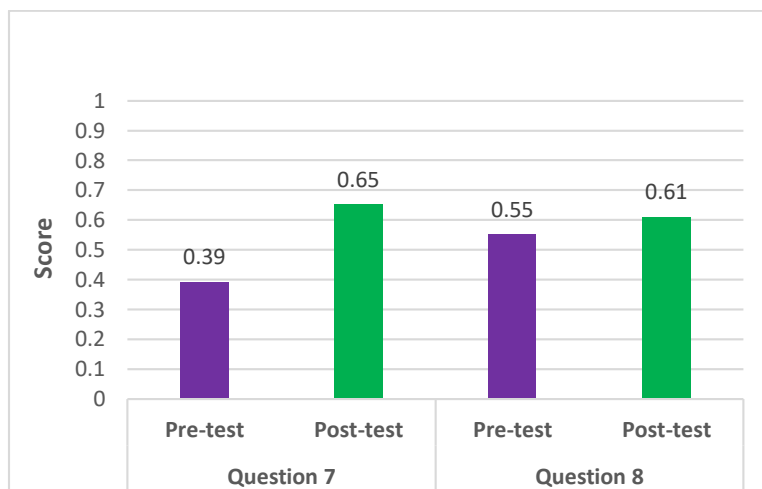
Author: Yosselyn carchi

In the pre-test, in question five, students obtained a grade of 0.04/0.50 and in question number 10 they had 0.50/2. These questions were related with the metaphor "Keep your eyes peeled". This phrase means to be on the alert; watch carefully or vigilantly for something.

In contrast, the post-test showed an increase in their ratings, in questions five students had 0.41/0.50 and in the question ten students presented 1.53/2. The activities that the teacher made had a positive effect in the students. In order to have these positive effects the researcher applied some activities, such as real materials, songs and titles of advertisements.

In addition, the teacher applied a strategy that takes metaphors to practice in real life, for example, role plays. That is, the more students are exposed to metaphorical language, the easier it will be to interpret them (Qualls and Harris 1993).

Ferrari (2018) explains that it is important to encourage teachers to teach figurative language interpretation through daily interactions using oral and written language skills. The teacher shows the students this metaphorical phrase in a disordered way in which the students had to analyze the sentence and then put it in order. After that, the teacher showed the correct form of the metaphor with the whole class. To teach this metaphor, the teacher uses gestures, mimicry and facial expression. Finally, the teacher asks the students to use the phrase in a brief dramatization.



Graph 5: The metaphor “Eating out her hand”

Source: Pre-test and post-test

Author: Yosselyn Carchi

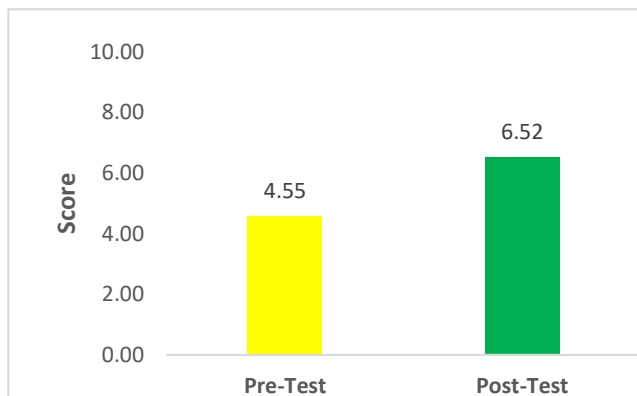
In the previous test, in question 7, the students presented a grade of 0.39 over 1 and in question number 8 they had 0.50 over 1. Different from the later test that showed an increase in their grades; In question 7 the students had 0.65 over 1 and in question 8 they got 0.61 over 1.

These questions were designed to evaluate the abstract part, so that the students had to interpret the meaning of the metaphor.

In this case, most of the students enjoyed the metaphor because they related them with romance and sexuality which all teenagers find interesting. Once the dramatization was done, the teacher started a brainstorm activity and asked students which part of the body the metaphor refers to.

The students were given four pieces of paper with a picture of a human body. The instructor made them go a pre-line separating their head, the midsection, and then the last part the legs. In each section, students had to write a metaphor. Then, they wrote a metaphor according to the parts of the body to resemble the metaphor. Finally, students cut out the parts of the body, so they could mix and match the different parts.

This activity made the students think and use their creativity to make their own metaphors using the parts of them, in this case, each student discovered by his own account a new metaphor related to those already studied



Graph 6: Pres- test and post- test comparison

Source: Pres-test and post-test.

Author: Yosselyn Carchi

This graph shows the students' average grade which has increased in the post-test, this means that all the strategies and activities used have brought a positive effect, because the students felt attractive about the figurative language, in this case, the teacher applied many strategies and variety of activities based on student's interest in the activities the teacher includes poems, song, dramatization, draws, short text, etc.

The students learned and improved their English, it was easy for them to use metaphors to acquire vocabulary and even contribute to the development of their thinking by interpreting the metaphors figuratively. Effectively, using metaphors has an important poetic power because it has the ability to embellish and enrich the common meaning of words but in a simple and expressive way. Since the imagination of children has no limits, the combination can be very fun and inspirational.

CONCLUSIONS

The results of this research show that metaphors and similes were not taken into account as an educational resource specially to teach English as a foreign language. However, the use of metaphoric language caused a great impact on the students.

Most students were motivated to use metaphors because they understood that it will help them improve their knowledge of the language. In addition, this kind of language provided a practical and memorable way to organize the new vocabulary. The metaphorical language allowed them to group the vocabulary or phrases according to the topic. It demonstrates that students are more motivated to learn English when the themes of study are well planned and contain interesting material and those are easy to understand.

Many of these metaphors were considered easy to remember, due to their non-literal meaning. This metaphorical language allowed the students to develop their cognitive capacity and improve their linguistic development by speaking, combining words and listening. In addition, this type of language developed their imagination when interpreting these phrases.

The implementation of this language was positive since many of the students related these phrases to their everyday language. Therefore, its use and application was much easier and contributed to learning and internalization of knowledge.

The activities using metaphors were effective because it reinforced the content and allowed the apprentices to improve their listening, speaking, reading, and writing skills. In addition, the use of metaphors was much more effective when used activities regarding dramatization, poetry, songs and images. Many of the students were able to create mechanisms for the integration of the materials with the proposed activities.

Metaphorical language allowed students to develop their cognitive language because the interpretation of these phrases caused the brain to work and concentrate. That is, this type of language helped formation and the relationship of different ideas.

It was noticed that the use of metaphors was enjoyable for students and the teacher because using them in the classroom helped the teaching process not only techniques but also to teach vocabulary, and contents related to culture and life experiences.

RECOMMENDATIONS

For future teachers it is recommended to use familiar metaphors and similes related to students' daily life, traditional customs, and culture. The use of this language will help in the formation of ideas, and it will act as highly functional vehicle in the transmission of knowledge. Metaphors can be acquired quickly and easily.

Teachers should use metaphors based on topics of the student's interest such as sports, movies or romance as well. Children and adolescents are curious and for this reason, metaphoric language will make the students feel motivated and interested. Thus, the metaphoric language based on interesting topics will allow them to express their feelings and emotions like subtle and exciting words.

It is suggested to use metaphors that can be represented graphically (image metaphors). The use of the image metaphor increases the imagination and creativity of the student. This allows the student to decode, remember and interpret information. In addition, they allow to involve with new terms and contribute to their own knowledge.

It is recommended that when performing the class, teachers should use interesting material, implement activities related to topics of interest, use new educational techniques and new strategies because these issues will help in a feasible way the teaching-learning process.

It is very important that the teacher creates or selects the metaphors taking into account students background, unit topic and age. The use of metaphors or figurative language increases at a very early age and the understanding is given without difficulty. The use of metaphoric language or figurative language is easily established during childhood.

It is vital to consider the topics when planning the activities. Teachers must use the four skills to teach metaphors (listening, reading, speaking and writing). The figurative language is an innovative vision and can be found in different expressions of the human being. The closeness in the speakers can lead them to constantly use figurative language because it uses phrases, words or expressions with their own meaning different from the literal context.

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ANEXOS

Annexes 1

The use of metaphorical language in an EFL context.

Pre-Test

Unit Five "What's wrong? - Parts of the body"

Name:.....Score:..... /10

Reading and writing part

1.-Underline the correct meaning of the following metaphors. /0,5p

Bellas' inspirational words were music to my ears.

The metaphor: "**Music for my ears**" means:

- a) Bella sang to me.
- b) Bella played the piano for me.
- c) Bellas' inspirational words were what I needed to hear.

2.-Read the poem and underline the correct meaning of the metaphor.

There is more than one option. /1p

While she lets her fingers dancing over the keyboard,
She feels wonderful sensations, magic ones, running into her deep veins and performing
in her soul, creating an illusion, thinking, that it's her moon and sun. It makes her travel to
heaven. Illuminating her emotion.

- a) She is writing a song. ()
- b) She thinks that music is a tool to travel. ()
- c) She has her heart breaking. ()
- d) She is playing an instrument. ()

3. Read the following metaphorical sentences and correct the grammar mistakes in each one. (0.25 each one)/1p

a) He love his daughter very much. She are **the apple of his eyes**

b) My granddaughter are **the apple of my eye.**

c) She have three children, but her youngest son are **the apple of her eye.**

d) Maria is to me as an eldest son, she are the apple of my eye.

4. – Choose and mark with an (X) the correct picture which is related to the following metaphor. /0.5p

Bella’s words inspiration were music to my ears.



Picture1 _____



Picture1 _____



Picture1 _____

5. – Read metaphoric sentence. Mark with an (X) the picture which is not related with the metaphoric expression. /0.5p

Keep your eyes peeled



Picture1 _____



Picture2 _____



Picture3 _____

6. – Read the sentences and complete with the words from the box.

“The apple of her eye” means: (0.25 each one) /1p

person, favorite, important, appreciated.

- a) The person that is extremely spoiled, _____, and loving.
- b) Most favorite _____ .
- c) Someone most _____, than others.
- d) Someone or something that is very _____.

7. - Draw a picture in the empty box about what you understand about this metaphor “Eating out of her hand”. /1p



8. - Look at the picture and underline the correct answer that explains the meaning of the metaphor “Eating out of her hand means”./1p



Eating out of her hand means:

- a) Please everyone.
- b) Attracts everyone.
- c) Adore all.
- d) Please them all.

Listening Part (1.5p)

9.-Listen to the song and circle the correct metaphor that describes it.

- a) Music to my ears.
- b) Fingers dance over the keyboard.
- c) Eating out of the hand.
- d) The apple of my eyes.

Speaking part (2p)

10.-Look at the picture and explain the meaning of the metaphor imagen.



- a) Music to my ears.
- b) Let's fingers dancing.
- c) Eating out of her hand.
- d) Keep your eyes peeled.

Annexes 2
The use of metaphorical language in an EFL context

Post-Test

Unit Five “What’s wrong? - Parts of the body”

Name:.....

Score:..... /10

1.-Complete the correct the sentences using the correct word from the box and circle the correct meaning of the metaphor /0,5p

The metaphor: “**Music for my ears**”:

Sang Played Inspirational gave

- d) Bella _____ to me.
- e) Bella _____ the piano for me.
- f) Bellas’ _____ words were what I needed to hear.
- g) Bella _____ me a lot of advices.

2.-Read the poem and circle the sentences which don’t have relation with the poem. (1p)

While she lets her fingers dancing over the keyboard,
She feels wonderful sensations, magic ones, running into her deep veins and performing
in her soul, creating an illusion, thinking, that it’s her moon and the sun. It makes her
travel to heaven. Illuminating her emotion.

- a) She is writing a song. b) She thinks that music is a tool to travel.
- c) She has her heart breaking. d) She is playing an instrument.

3. Read the following metaphorical sentences and correct the grammar mistakes in each one. (0.25 each one)/1p

- e) He love his song very much. She are **the apple of his eyes**.
.....
- f) My mother are **the apple of my eye**.
.....
- g) She have three children, but her old son are **the apple of her eye**.
.....
- h) Maria is to me as an eldest son, she are **the apple of my eyes**.
.....

4. – Choose and mark with an (X) the correct picture which is related to the following metaphor./0,5p

Bellas’ inspirational words were **music to my ears**.



Picture 1 _____

Picture 2 _____

Picture 3 _____

5. – Read the following metaphor and mark with an (X) the picture which is not related with the metaphoric expression. /0,5p

Metaphor: “Keep your eyes peeled”



Picture 1 _____

Picture 2 _____

Picture 3 _____

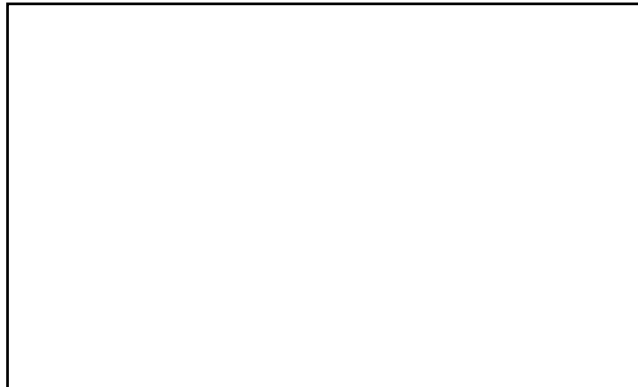
6. – Read and match the sentences to complete the meaning of the metaphor. (0.25 each one) /1p

“The apple of her eye” means:

- Most favorite
- The person that is extremely spoiled, and loving.
- Someone or something that is very
- Someone most than others.

- appreciated
- favorite
- important,
- person,

7. - Draw a picture in the empty box about what you understand about this metaphor “Eating out of her hand”. /1p



8. - Look at the picture and underline the correct answer that explains the meaning of the metaphor “Eating out of her hand”. /1p



Eating out of her hand means:

- a) Please everyone.
- b) Attracts everyone.
- c) Adore all.
- d) Please them all.

9.-Listen to the song and circle the correct metaphor that the singer describes in the audio script./1,5p

- a) Music to my ears.
- b) Fingers dance over the keyboard.
- c) Eating out of the hand.
- d) The apple of my eyes.

10.-Look at the picture and select the correct metaphor that describes the picture. Then, explain the meaning of the metaphor in an oral way./2p



- e) Music to my ears.
- f) Let's fingers dancing.
- g) Eating out of her hand.
- h) Keep your eyes peeled.

Annexes 3

CLASSROOM OBSERVATION

Nº.....

THE USE OF METAPHORICAL LANGUAGE IN AN EFL CONTEXT

DEVELOPMENT OF THE DAILY CLASS

1) Does the teacher use metaphors to teach English in the classroom?

YES NO

.....
.....

2) What is students' English level?

Low Medium High

.....
.....

3) Which skills are the most practiced in the class?

Speaking Writing

 Listening Reading

.....
.....

4) Which are the most difficult skills and aspects of the language for students?

Speaking Writing Pronunciation

 Listening Reading Grammar

.....
.....
.....

5) Which materials does the instructor use to teach English in class?

Pictures Audios Videos Magazines

 English book Flashcards Others

.....
.....

6) Which activities does the instructor use to teach English in class?

Dramatizations Games Work group

Listening activities Reading activities

Others.....

.....

7) How is students' behavior in the class?

Bored Participative Shy Anxious

.....
.....

Annexes 4

TEACHER'S INTERVIEW

THE USE OF METAPHORICAL LANGUAGE IN AN EFL CONTEXT

Dear teacher:

The main purpose of this research is to determine the use of metaphors in an EFL context. The following questionnaire is designed to collect information about your beliefs in the use of metaphors as a tool to teach English, and basic data about the development of daily English classes. This research is a part of my thesis, which is a requirement to achieve the Bachelor Degree in "Teaching English" at the Universidad Técnica Particular de Loja (UTPL).

Instruction: Read the questions and put an (x) to select the answer(s) for each item. If it is necessary, detail your answers.

PERSONAL BACKGROUND

1) How long have you been teaching English?

- 1-3years 4- 7 years 7- 15 years More than 16 years

2) What is your students' English level?

- Low Medium High

3) What is the unit topic that you are working with your students?

.....
.....

4) Which skills are the most practiced in your English classes?

- Speaking Writing Grammar Pronunciation
 Listening Reading

5) Which materials do you use to teach English in class?

- Pictures Audios Videos Magazines
 English book Flashcards
 Others.....

.....

6) Which activities do you use to teach English in class?

- Dramatizations Games Work group
 Listening activities Reading activities
 Others.....

.....
.....

7) How is your students' behavior during the class?

- Bored Participative Shy Anxious

8) Select the most difficult skills and aspects of the language for your students.

- Speaking Writing Pronunciation
- Listening Reading Grammar

9) What do you know about metaphoric language in an EFL context? Support your answer.

.....

.....

10) Do you use metaphors to teach English in the classroom? Support your answer.

- YES NO

.....

.....

11) which strategies do you consider important to improve student's English skills by using metaphors?

- Know language content Know students' background
- Visual and manipulative Listening and speaking Reading and writing

12) Where do you think, you can find metaphoric language?

- Titles of English book
- Songs
- Poems
- Histories
- Daily Speech

13) Do you think that metaphors increase students' knowledge? Support your answer?

- YES NO

.....

.....

.....

14) Do you think that metaphoric language can growth student's interest in English class? If the answer is YES, please support your answer?

- YES NO

.....

.....

15) Do you think that metaphoric language improves students' cognitive process in EFL learning?

YES NO

THANK YOU!