

More than Words: Metaphor in Foreign Language

Lecturers' Talk

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The research aims to investigate the metaphor used in Foreign Language Lecturers' Talk. The subjects of this research were Lecturers at English Education Study Program of FKIP UKI Toraja. The results of the research revealed that the metaphor used in Foreign Language Lecturers' Talk are: a) That's where the name of the price of ink, b) going to the bamboo trees every Sunday, c) Why are you *looking for disease?*", d) "I asked to delete it, replaced the previous study, if you're exactly similar with it means you have cheated, beautiful playing, you have to *play beautifully*, e) Then creating a definition not like this model, set good example, there are several definitions of writing they are, then if your model like that, this is a *direct fire!*, f) "Why there are researchers do not have a name, *sightings*", g) Ok, *this fish is you*, so if you are on the water how are you feeling?

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A. INTRODUCTION

Metaphor dwells in language of every kind, poetic or plain. We readily recognize its aesthetic role: metaphor enriches prose, enlivens imagery, and lends depth and texture to narrative. But metaphor is not merely ornamental. Metaphor is encoded in our fundamental mode of thought; it shapes our perceptions of basic realities and informs our approach to everyday interactions. Metaphorical concepts govern our lives, often without our ever recognizing their profound and ubiquitous influence. To examine metaphor is to examine the mind.

Scholars in the school of cognitive linguistics have taken up this project with keen enthusiasm in recent decades. George Lakoff and Mark Johnson of the University of California, Berkeley, provided the seminal manifesto with their 1980 book, *Metaphors We Live By*. They pioneered the notion that metaphor underlies the conceptual system according to which we think and act. In other words, the nature of human thinking is metaphorical, and metaphor is the lens through which we view the world around us. The powerful implication follows that every facet of our experience is molded by metaphors we are hardly aware of, metaphors lurking inconspicuously in the discourse of all diverse manner of human enterprise.

This is a disarming idea, but at its core it is also a simple one. “The drive toward the formation of metaphor,” Nietzsche articulated, “is the fundamental human drive.” In 1873 he intuited the essential structure of cognition. Metaphor allows us not merely to describe one thing in terms of another, but to comprehend one thing in terms of another. There is “no real knowing apart from metaphor,” Nietzsche wrote (Romano, 2003). We use information pertaining to a more concrete, embodied domain (“the source”) to understand some component of a more abstract domain (“the target”). The infinitude of metaphorical expressions that pervade written and spoken language can be roughly parceled into linguistic categories known as conceptual metaphors, which define a coherent set of correspondences between the elements of the source and target. That is to say, there are general principles governing how patterns of inference about a source are used to reason about a target when metaphorical expressions are used.

The conceptual metaphor “argument is war” is a frequently cited example. This metaphor underlies a variety of expressions wherein entities in the domain of argument correspond systematically to entities in the domain of a war. Lakoff and Johnson note the following cases: Your claims are *indefensible*, He *attacked every weak point* in my argument, His criticisms were *right on target*, I *demolished* his argument, I’ve never *won* an argument with him, You disagree? Okay, *shoot!*, If you use that *strategy*, he’ll *wipe you out* (Lakoff & Johnson, 1980, 4).

On this view, in a culture where argument was not conceived of – and thus not spoken about – in terms of war, people might experience and perform argument in an entirely different way. If, for instance, arguments were viewed as games of catch or dances, we would understand the participants as collaborators carrying out a balanced, carefully coordinated behavior. Their interaction would look very little like arguing as we have come to recognize it. That’s because metaphors are not just groups of words we can point to on a page; metaphorical concepts structure what we do. We don’t just talk about argument using vocabulary borrowed from the language of war, we actually conceptualize argument in terms of war, and this line of thinking affects the way we act.

Each time humankind twist the kaleidoscope of their thinking, metaphor is displayed differently - multi-coloured, multi-faceted, and more alluring. Yet our understanding of metaphor – particularly metaphor production – is still limited. Our knowledge of what and how metaphors are produced by foreign language lecturers is even more scanty. This thesis aims to partly address this gap. Therefore, the researcher was interested in conducted the research with entitle ” *More than Words: Metaphor in Foreign Language Lecturers’ Talk*”.

B. REVIEW OF LITERATURE

The Conceptual Metaphor Theory

The classical understanding of metaphor differs considerably from contemporary thought on the subject. Aristotle cited in Eubanks (1999) says that metaphor is a two part expression. Something is something else. Aristotle maintains that a metaphor has two main discursive locations namely the place where it has originated from and the place to which it has been transferred. He claims that it is made of two parts which can be easily extracted or concealed because all metaphors can be stated as similes and all similes as metaphors.

According to Aristotle the two parts of a metaphor work on each other by sharing some obvious feature. Black (1962) offers a different view of metaphor. He calls Aristotle's theory a comparison theory in which there are pre-existing similarities between compared terms. Black offers an alternative view in which he claims that when we say 'man is a wolf' we do not simply project the pre-existing characteristics of a wolf onto man but rather newly involve man in a system of commonplaces or an 'implicative complex' about wolf. According to Black (1962) the metaphor 'man is wolf' influences both our idea of man and wolf. Metaphor theory has since undergone a revolutionary change.

Lakoff and Johnson (1980) claim that our conceptual system, in terms of which human beings both think and act, is basically metaphoric in nature. Further, Lakoff and Johnson (1980) claim that the way we as humans think, what we experience, and what we do every day, is very much a matter of metaphor. Metaphor then seems to function at the conceptual level. That is, at least, according to Lakoff and Johnson, metaphor is a cognitive instrument whereby we conceive of our world. On the other hand, we communicate these metaphorical conceptual construals in expressions that reflect the metaphoric nature of the concept, viz. metaphorical linguistic expressions.

According to Lakoff and Johnson (1980:05), in metaphor interpretation, we understand one kind of thing or experience in terms of something else of a different kind. For example, in the conceptual metaphor, *argument is war*, we understand argument in terms of war. What we are saying is that, the structure of war is mapped onto the structure of argument to the extent

that we see similarities between war and argument. According to Lakoff and Turner (1989: 38) the mapping is unidirectional: we use metaphor to map certain conceptual properties of a conceptual source domain onto a conceptual target domain thereby creating a new understanding of the target domain. That is, the mapping takes place at the conceptual metaphor level.

The Role of Metaphor in foreign language teaching

In education, metaphor is known to lead to a change in knowledge. New knowledge is acquired by means of metaphor when there is an analogical transfer of conceptual schemes (Duit, 1991; Petrie & Oshlag, 1993) or conceptual restructuring (Cameron, 2003; R. Evans & Evans, 1989). In the process of learning, metaphor works as a tool of communication and thought, providing learners with a gateway to knowledge (Cameron & Low, 2004) as well as a scaffolding system to comprehend knowledge and deepen the understanding of learning content (Sticht, 1993). Metaphor also facilitates the memory in comprehension (Whitney et al., 1996), retention and future recall (Cameron, 2003). According to Gentner and Wolff (2000), this is made possible because metaphor can highlight, project, re-represent, and restructure.

Metaphor Awareness

Because metaphor has gained its present status due to cognitive linguistics, it is not surprising that the majority of studies that attempt to connect language teaching and metaphor are based on cognitive theories. One central principle of cognitive linguistics is that language is motivated, i.e., the relations between form, meaning and use are not arbitrary. Instead, language can be explained with links (or motivations, in cognitive linguistics terms) to bodily or conceptual experiences. For example, *to show someone the ropes* acquires the meaning of *to teach someone how to do something, especially a job* thanks to its original domain of *sailing* where an experienced sailor would teach an apprentice how to handle the ropes of a mast. Learners who are aware of the motivated nature of language are more likely to learn it in a cognitively, affectively and pragmatically effective way (Boers & Lindstromberg, 2006, 2008c). This is because learners are encouraged to analyse the relationship between form and

meaning of input, which results in deep processing and an increased learning gain (Boers, 2013).

Boers (2004) sees metaphor awareness as the ability to recognize the ubiquity, underlying themes, non-arbitrary nature, cross-cultural differences and cross-linguistic variety in the linguistic instantiations of metaphorical expressions. Metaphoric awareness research points to the metaphorical underpinnings of language and claims that awareness-raising activities can facilitate vocabulary learning. Kalyuga and Kalyuga (2008) suggest raising metaphor awareness by presenting vocabulary in metaphorical chunks in conjunction with activating learners' prior knowledge to reduce a potential cognitive overload. Enhanced metaphoric awareness via activities that help participants to establish the associations between the metaphorical expression and its more concrete senses can lead to higher retention rate of vocabulary (Boers, 2000a, 2000b, 2001; Guo, 2007). Discussing and comparing metaphors in the first and target language are also effective in improving learners' metaphor comprehension and production (Deignan et al., 1997). In Csábi's study (2004), learners who were exposed to metaphor-awareness instruction outperformed their peers in comprehension and retention of the polysemous verbs *hold* and *keep*. In another study, Gao and Meng (2010) organized metaphorical expressions by theme for the experimental group and found similar results. Metaphor awareness-raising activities can also aid foreign language learners in the reading of literature both in immediate and delayed interpretation, as shown in Picken (2005, 2007). These activities, when incorporated in translation classes, can enhance cross-linguistic awareness, translation competence, metaphoric competence, learner autonomy, interactive learning and critical thinking (Sacristán, 2009).

Awareness-raising activities are generally found to be more effective than rote learning activities because they call learners' attention to the metaphoric nature of language. However, Zyzyk (2011) found that teaching idioms based on metaphor awareness did not yield any significant learning gain over teaching idioms with the traditional method of organizing idioms by their main verb. In Boers' study (2000b), the experimental group did not perform any better than the control group in dealing with novel multi-word verbs. Thus, Boers (2000b) warns that the success of metaphor awareness activities ultimately depends on the transparency of the idioms and distance between the first and target language and learners' proficiency. It stands to reason that a one-off learning experience is often not sufficient to

turn metaphor awareness into a long-term strategy or future skill transfer (Beréñdi, Csábi, & Kövecses, 2008; Boers, 2004) or help learners overcome obstacles caused by intercultural and cross-linguistic differences (Hu & Fong, 2010). Language learners are actually aware of figurative language in use (Chen & Lai, 2012); what they need is explicit meta-cognitive instructions of the underlying conceptualization and the metaphorization of the items. The scope of the metaphor awareness studies, however, has not been extended beyond vocabulary instruction.

C. METHOD

The researcher in this study employed the qualitative research design. As Mason in Mackey and Gass (2005:162) pointed out that qualitative research is whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions. Then, Mackey and Gass (2005:162) briefly defined, the term qualitative research is can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. The purposes of qualitative research are; *Rich description*: Qualitative Research often involving the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings. And *Natural and holistic representation*: Qualitative Research aims to study individuals and events in their natural settings that is, rather than attempting to control contextual factors (extraneous variables) through the use of laboratories or other artificial environments, qualitative researchers tend to be more interested in presenting a natural and holistic picture of the phenomena being studied.

The researcher selected the subject of this research UKI Toraja that could be good informants and contribute to the researchers' understanding. The subjects of this research are three Lecturers. The first lecturer teaches Cross Culture Understanding, the second and the third lecturer teaches Teaching Research on ELT. The lecturers who are as subjects in this research were the researcher's lecturers at undergraduate program at English study program.

D. RESULTS

Metaphor used by the foreign language lecturers in the classroom interaction which the chance of the lecturers to adjust the language in form and function in order to facilitate the lessons, such in the activities namely: Explanation about subjective test assessment, dealing with sensitive issues in interviewing subject, explaining about scope of the research, explaining about previous study, correcting student's mistake in writing definition on research, correcting student's mistake in writing the previous study, Explaining about culture shock.

Extract 1: Explanation about subjective test assessment

The lecturer (NPP) explained about how to assess the objective and subjective test included of the general formula to gain the students score.

Lecturer (NPP): ...Or only call essay test, *pernah dengar essay nda'*?[have you ever heard about essay?] *jangan lalu katakan* [don't say] essay fill in the blank *juga dikatakan* [also called] essay, because the different way in giving score. *Di situlah yang namanya harga tinta*. [That's where the name of the price of ink].

From the explanation of the lecturer (NPP) above showed the use of metaphor figurative language device. It is used when he explained to the students of how to assess the students assignment in subjective test namely essay test. NRP said that "*Di situlah yang namanya harga tinta*". [That's where the name of the price of ink]. This sentence contain of metaphor figurative language device. NRP said that in giving students' score writing should be accurate and appropriate with writing assessment and not directly give zero score if the students' answer is not perfect. The appreciation in scoring students' assignment such that is called the price of ink. Here the lecturer (NPP) used metaphor directly and assumed of the way of assessing writing as price of ink.

Extract 2: Dealing with sensitive issues in interviewing subject

The lecturer (NPP) gave the examples of issues that have to be asked by the students in interviewing subject indirectly. NPP provided the example that really closed to the students' environmental and well known for the society in Toraja.

Lecturer (NPP): *Sensitive misalnya begini, anda ingin mengetahui seseorang apakah dia suka pergi ke pohon-pohon kayu setiap hari minggu atau tidak? Itu kan*

sensitive issues *toh?* [Sensitive example like this, you want to know whether someone likes to go to the trees every Sunday or not. That's sensitive issues anyway?].

In giving example about the sensitive issues that want to be interviewed for the subject in research, the lecturer used the figurative language namely metaphor. The use of variety of analogy here is only exist in Toraja namely *pergi ke pohon-pohon bambu setiap hari minggu* [going to the bamboo trees every Sunday]. Going to the bamboo trees every Sunday, it doesn't mean going for cutting bamboo or going for looking bamboo in order to get some of them to use in their life need. This is a variety of analogy (metaphor) which analogizes the people who have bad habit namely doing cock fighting every Sunday. This is very unique of bad habit because this cock fighting is scheduled on every Sunday. So, in this case NPP said that asking the subject like in sensitive issue have to be indirect question and of course cock fighting is an example of sensitive issue.

Extract 3: Explaining about scope of the research

The lecturer (RH) explained to students about the scope of the research. RH said the importance of scope of the research and also explained about in what situation scope of the research used or not.

Lecturer (RH): *Kalau tidak ada scope of the research di sini ya, kami akan bebas bertanya apa saja misalnya yang menyangkut tenses di sini. Jadi itu bukan salah penguji, salah penulis. Kenapa kamu cari penyakit?*

[If there is no scope of the research here, we will be free to ask any instance involving tenses here. So it was not one of the testers, one of the authors. Why are you looking for disease?]

In explaining the scope of the research, RH used the figurative language namely metaphor. In the sentence of “Why are you *looking for disease?*” showed the use of metaphor. Looking for disease doesn't mean looking for any disease as result got sick. Here RH compared directly between the problem of the students in writing the scope in their research and if the students are incorrect in setting the scope, they will get any question from the lecturer in seminar. If it is occurred so the students will be confused and such situation was assumed by RH as students' mistake that directly correlate with expression looking for disease.

Extract 4: Explaining about previous study

The lecturer (RH) explained to the students in choosing the study related to their research. RH told to the student that who were doing his research had made the mistake namely getting the previous study that exactly similar with his research. Then to correct this mistake RH gave an illustration.

Lecturer (RH): ...*Saya suru hapus, ganti itu previous studynya, kalau kamu persis itu berarti kamu telah menjiplak, bermain cantiklah. Bermain cantik, beautiful playing, kamu harus bermain cantik, bermain cantik apa? kalau kamu dapat orang yang persis penelitiannya persis sama dengan kamu, simpan di rumah di jadikan apa? dijadikan literature, jangan ditonjolkan yang persis sama.*

[...I asked to delete it, replaced the previous study, if you're exactly similar with it means you have cheated, beautiful playing, you have to play beautiful, what is beautiful play? If you find researches are exactly the same as you, keep at home made in what? Use it as literatures; do not find exactly the same.]

In explaining the previous study to the students, RH used the figurative language namely metaphor. The metaphor used in the sentence namely "I asked to delete it, replaced the previous study, if you're exactly similar with it means you have cheated, beautiful playing, you have to *play beautifully*". Play beautifully here doesn't mean when playing a game must be looking beautiful. That means in this case of choosing related study namely not to choose exactly the similar research of other researcher. If the students find the exact similar one, save it at home as reference so the students will be safe.

Extract 5: Correcting student's mistake in writing definition on research

The lecturer cross checked a student's work and corrected the mistakes. That student wrote all the definition in her chapter two by sequencing it in number form. That student also did not put her own words after wrote several definitions in chapter two.

Lecturer (RH): ...*Jadi kalau mau ambil definisi cukup dua atau tiga, after that make a conclusion by your own word ya? Lalu buat definisi tidak begini*

modelnya, atur baik-baik misalnya ada beberapa defenisi tentang writing they are, kalau begitu model kamu ini tembak langsung ini!...

[So if you want to take the definition of just two or three, after that making a conclusion by your own word ok? Then create a definition not like this model, set good example, there are several definitions of writing they are, then if your model like that, this is a *direct fire!* ...]

Through her correction on student's mistake RH used the figurative language namely metaphor. In the phrase of "*direct fire!*" showed the use of metaphor. It is meant that between subject and object have same attributes, and the lecturer used it to compares it to another. In the phrase of *direct fire*, RH compared the term that usually used in military or maybe in sport one between the mistakes made by that student in writing the definition in her chapter two. That student directly mentioned the definition without any explanation, that's why RH said that the student work as direct fire.

Extract 6: Correcting student's mistake in writing the previous study

The lecturer (RH) corrected the student's mistake namely incorrectness in writing the previous study; that students did not write the name of the researcher and only wrote the title of the research.

Lecturer (RH): *Ok next, ke atas nah analysis of students nah ini menurut siapa ini? Siapa punya barang ini? Siapa peneliti itu? Kenapa ada peneliti tidak ada namanya, penampakan. Salah itu yayang, you Cuma bilang peneliti pertama, the first is, the second is, the third is, barangnya siapa itu? Bukan begitu Novita, ok stop, cukup...*

[Ok next, upwards well analysis of students according to whom this is? Whose stuff this one? Who are the researchers? Why there are researchers do not have a name, sightings. That's incorrect honey, you just say the first researchers, the first is, the second is, and the third is, whose stuff this one? Not so Novita, ok stop, enough ...]

Here RH used the figurative language namely metaphor. RH said that "Why there are researchers do not have a name, *sightings*". Sightings used when we see something or someone especially that is rare or trying to hide that generally used in imaginative situation

for ghost appearance. RH used the word sighting to correct that student's mistake in writing the previous study without researchers' name.

Extract 7: Explaining about culture shock

The lecturer (YRT) explained about culture shock to the students. YRT used the illustration to explain it namely the life of fish. She drew a pond where the fishes live, then compared with the graph of fishes cycles. The cycles described about the life of those fishes in and out of water.

Lecturer (YRT): Ok, for example this fish is you, so *jika anda ada di air bagaimana perasaan anda?*

[Ok, for example this fish is you, so if you are on the water how is your feeling?]

Student 3: Bebas [free]

In explaining the culture shock to the students, YRT used the metaphor. In comparing two different things showed in the sentence of "Ok, this fish is you, so if you are on the water how is your feeling?]. YRT compared two things directly namely fish and people, those are two different one but correlated each others. Then YRT also said that water is our culture, water and our culture are different but still compared by YRT.

Data display for Metaphor

No	Figurative Language of Metaphor	The ways of using Metaphor
1	<i>Di situlah yang namanya harga tinta</i> [That's where the name of the price of ink].	The appreciation in scoring students' assignment analogized as the price of ink
2	<i>Pergi ke pohon-pohon bambu setiap hari minggu</i> [going to the bamboo trees every Sunday]	Analogizing between sensitive issue in research and the people who have bad habit of doing cock fighting.
3	Why are you <i>looking for disease?</i>	Comparison directly between the problem of the students in writing the scope in their research and students' incorrectness in setting the

scope

I asked to delete it, replaced the previous study, if you're exactly
4 similar with it means you have cheated, beautiful playing, you have to *play beautifully*.

Then create a definition not like this model, set good example, there are
5 several definitions of writing they are, then if your model like that, this is a *direct fire!* ...

6 Why there are researchers do not have a name, *sightings*.

7 Ok, this fish is you, so if you are on the water how is your feeling?

Comparing between choosing previous study and the term that usually used for children namely *play beautifully*.

Comparing between the term that usually used in military or maybe in sport one and the mistakes made by that student in writing the definition of research

Using the word sighting to correct that student's mistake in writing the previous study which was without researchers' name.

Comparing between fish and people

E. DISCUSSION

According to Lakoff and Johnson (1980:05), in metaphor interpretation, we understand one kind of thing or experience in terms of something else of a different kind. For example, in the conceptual metaphor, *argument is war*, we understand argument in terms of war. What we are saying is that, the structure of war is mapped onto the structure of argument to the extent that we see similarities between war and argument.

The researcher found the metaphor figurative language used by the lecturers in teaching English for instance: 1. *Di situlah yang namanya harga tinta* [That's where the name of the price of ink], 2. *Pergi ke pohon-pohon bambu setiap hari minggu* [going to the bamboo trees every Sunday], 3. Why are you *looking for disease?*,4. "I asked to delete it, replaced the previous study, if you're exactly similar with it means you have cheated, beautiful playing, you have to *play beautiful*", 5. Then create a definition not like this model, set good example, there are several definitions of writing they are, then if your model like that, this is a *direct*

fire!, 6. "Why there are researchers do not have a name, *sightings*", 7. Ok, this fish is you, so if you are on the water how are you feeling?

F. SUGGESTION

From the findings presented earlier previously, there are some suggestions that can be taken as a consideration for foreign language lecturers to use Metaphor in classroom interaction:

1. Metaphor used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja plays an important role in provoking interactions between teachers and students, therefore it is crucial one to be used in teaching English.
2. The researcher suggests the teachers/lecturers to use metaphor language in teaching English because it can give some benefits especially for students in learning the material.

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