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A SYSTEMATIC REVIEW ON THE USE OF METAPHOR ANALYSES IN TEACHING ENGLISH

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Abstract. Metaphor analysis is a process of describing and identifying concepts from various texts. A crucial aspect of metaphor analyses is its function which serves for identifying and revealing both the function and nature of metaphors used in the language. Hence, the significance and importance of using metaphor analyses has been promoted as the demanding competence in foreign language education, in general, and in teaching English as a foreign language, in particular. Therefore, it is highly crucial to integrate metaphor analyses into the school curriculum, namely into the program of language education with the purpose of challenging students' both critical and creative thinking abilities and help them internalize the various codes presented in the metaphors. By concentrating on English as a Foreign Language (EFL) context, this study aims to explore and interpret the perspectives of how metaphor analyses manifests in the EFL classroom and English teaching practice. Employing systematic literature review as a research methodology, various articles on metaphor analyses were reviewed and analyzed. The findings revealed that metaphor analysis is not considered an essential and formal component of the EFL curriculum in many countries, including Asian countries, and, thus, it was recommended to implement metaphor analyses as one of the core elements of language learning and teaching process.

Keywords: metaphor, metaphor analyses, English as a foreign language, classroom practice, training, EFL classroom, systematic literature review, codes, perspectives

Basic provisions

According to linguistic dictionary, a metaphor is a figure of speech in which a noun, adjective, or adverb is applied to an item or action that is distinct from but analogous to the one to which it is literally appropriate or suitable. As a result, metaphors are used to illuminate a description of a notion. In this regard, it is important to note that while defining the role of metaphor analyses as the research methodology, mostly majority of researchers rely on their intuition. However, if research is to be rigorous and repeatable, it is essential to implement metaphor analyses as a research tool.

Introduction

To better comprehend the significance of metaphor as a tool in educational research, firstly the definition of metaphors should be explained. The most basic definition of metaphor in education is viewing, explaining, or interpreting any new educational phenomena, event, or activity in terms of a familiar item, event, or action, such as instructors are guides or learning is an uphill fight [1].

Scheffler provides a more nuanced definition, stating that metaphors are mental inventions to investigate a certain type of possibility in a heuristic fashion [2, p. 64]. They generate ideas and hypotheses that may be investigated and possibly tested. They serve as effective cognitive models by which educators and students may comprehend instructional issues by linking them to something that was previously encountered [2, p. 78].

Many linguists and scholars have described metaphors in a variety of ways. According to their statements, a metaphor is deemed to be a powerful construct. Metaphors have functioned as a tool for establishing a relationship between two objects, whether fairly simple or rather intricate, aside from being an effective poetic device and an essential component of literary language.

According to Lakoff and Johnson, the core of metaphors is knowing and experiencing one sort of object in terms of another [3, p. 234]. A metaphor is made up of two parts: “the metaphor theme” and “the metaphor vehicle”. The metaphoric theme denotes the subject to be presented, whereas the metaphor vehicle denotes the phrase or terms used figuratively. For example, in the phrase “time is money”, time refers to the subject and money refers to a vehicle.

In this context, it is significant to note the importance of using metaphor analyses in Kazakhstani context. Kazakhstani education system is transitioning from a traditional method to an inquiry-based approach, which aims to enhance student learning by reflecting on teachers’ and students’ perspectives through various types of analysis by improving students analytical thinking skills.

In this sense, metaphor analysis which was implemented in the reviewed studies serves as the main tool of inquiry-based teaching. Thus, the purpose of this paper is to explore how teachers and students understand and perceive the process of learning English by using metaphors. Here, it is important to state that a metaphor is a powerful linguistic technique that expands and embraces knowledge about the familiar and the unfamiliar elements of the language as well as the culture of the target language. Metaphorical analysis implemented in the reviewed papers is used in educational discourse, and it is divided into two main categories: teachers’ perceptions of teaching English, and students’ attitudes towards English learning.

Materials and methods

In this section, we will describe the methodology that was used to collect and analyze the research data. First, it is important to note that the systematic literature review was used as a research method employed in this study. At the initial stage, a long list of articles about the students’ and teachers’ perceptions of the metaphor analyses was created by entering the keywords. Next, a short list of articles was formulated by reading the abstracts and concluding parts of the articles. Hence, seven articles were chosen to analyze and identify common patterns related to the topic of the study.

Results

It is obvious that many scientific and literary scholars have described metaphors in various ways. However, there is one thing that does not change in all

works: a metaphor is a powerful linguistic construct, since the core of metaphors is realizing and experiencing one sort of object in terms of another. According to Farjami, any metaphor is made up of two parts: the theme of metaphor and vehicle of metaphor [4, p. 169]. The metaphoric theme denotes the subject to be presented, whereas the metaphor vehicle denotes the phrase or terms used figuratively in a language as it was described in the above section.

The terms “the theme” and “the vehicle” can be also used to describe the structure of a metaphor. The subject from which the qualities are borrowed is referred to a vehicle. The terms “ground” and “figure” could be used interchangeably to refer to what is identified as a theme and a vehicle.

A study of the literature on the use of metaphor as a research tool in the area of foreign language education reveals that there have been several studies concentrating on the roles of English instructors in various situations across the world. For instance, Nikitina and Furouka focused on the metaphors generated by a group of Malaysian language learners on the role of teachers in the classroom. They discovered that study participants saw their English professors as providers and caregivers [2, p. 188].

In another article, Torghabeh, Elahi, and Khanalipour collected metaphors from Iranian students classified them as conceptual metaphors such as organizer, spiritual guide, father, inventor, source of information, media personality, nurturer, counsellor, and friend. Similarly, De Guerrero and Villamil compiled metaphors of English instructors in Puerto Rico and developed categories such as tool giver, caretaker, inventor, change agent, teacher as cooperative leader, and gym instructor.

Wan, Low, and Li examined and classified students’ and EFL instructors’ metaphors in China into the following categories: interest arouser, partner, cultural transmitter, teacher as a supplier, devotee, instructor, nurturer, and authority. Other studies overseas, in addition to the image of the instructor from the perspectives of both students and teachers, have been conducted in accordance with the current study, which aims to discover how the English learning procedure is seen.

It is also important to note that some scholars focused on the metaphors developed by students and teachers in relation to their experiences, and they arrived at metaphorical categories such as voyage, cooking, plant development, cultivation, and quest for treasure.

Caballero discovered that his participants frequently employed the voyage metaphor. Ellis conducted similar research on adult foreign language learners enrolled in German courses. The metaphors identified in the learners’ diaries were studied, and the following metaphorical categories were discovered: journey, riddle, work, pain, and struggle. He emphasized that the most commonly created metaphor was likewise “learning is a journey”, through which students were able to communicate the difficulties they experienced during their studies [8, p. 153].

The metaphors developed by Chinese primary school students were used to examine the English learning motivation. They observed that learners were enthusiastic about learning English and were glad and thrilled to do so; also, learners believed in the benefits of interactive approaches and learning via play. In their study, it was also discovered that some young learners were aware of the obstacles

of learning English but they were confident in their ability to meet their English learning goals despite these problems [3, p. 65].

On the other hand, various research has been conducted based on the examination of evoked metaphors in the Turkish EFL environment. For example, Şimşek analyzed the metaphors of prospective English teachers at a pre-service teacher training department of a Turkish university. It was revealed that most of the participants accepted the interactional and functional views of language.

In this regard, Ghabanchi and Meidani have another take on a comparison that can be considered a metaphor. According to them, three different questions including “which of the two terms is a description of a metaphor?”, “which domain is the target domain?” and “which attributes should be translated from the source domain to the target domain” needs to be answered in order to identify a function of a metaphor [5, p. 245].

According to the general rule of linguistics, the more abstract anything is, the more metaphors are required to describe it neatly. As a result, there are several metaphors used for revealing the nature of a God, such as “King”, “Shepherd”, “Lord”, “Judge”, “Lion”, etc. each of which provides distinct information and creates different reactions from people.

Again, one should not forget that a metaphor is a valuable tool for making it feasible to talk about something new or something abstract. This was especially noticeable with the recent explosion of personal computers, since human beings started to create new phrases for describing them such as “choosing *language* of the keyboard”, “transmitting *viruses*”, “storing data in *folders*”, or “having a *memory*”. In these cases, a metaphor serves as lens, screen, or filter through which the metaphoric issue is presented to readers.

Furthermore, Bernat believes that metaphors provide various approaches of presenting an experience by giving order to our lives, and they are required for making sense of what is going on around us [4, p. 179]. In addition, metaphors are key vehicles via which humans have evolved to comprehend, perceive, articulate, build, and systematize their both inner and outer world.

According to Ellis, a metaphor functions at the surface level of awareness and at the deeper level of intuition in a parallel way [3, p. 153]. This is needed in order to produce fresh insights about the concepts that are entirely attributable to the metaphor itself. Ellis also adds that there are three hypotheses that can reveal the main advantages of a metaphor:

The first: metaphor provides a succinct manner of representing little pieces of information.

The second: a metaphor allows people to talk about events that cannot be described directly.

The third: the imagery metaphor creates a vivid and compelling description that appeals to both reason and emotion [5, p. 167].

To better perceive the significance of metaphor as “a tool in educational research”, both the definition and the role of metaphors in education must be analyzed deeply. The most straightforward definition of metaphor in language

education is viewing, explaining, or interpreting any new educational phenomena, event, or activity in terms of a familiar item or action.

In this regard Ellis provides a more comprehensive definition, stating that metaphors are mental inventions to study a certain type of possibility in the world of literature [6, p. 162]. Metaphors generate new ideas and hypotheses that may be investigated and further tested. In turn, metaphors serve as effective cognitive models by which educators and students may reveal any issues in education by linking them to something that was previously encountered on their way.

Bernat recommends the following roles for metaphors in education:

- ✓ Metaphors, such as the “market” metaphor or school choice, could be integral to the educational systems we develop (goods, services, consumers).
- ✓ They can also be a part of the instructional process.
- ✓ They could serve as a heuristic finding tool (spiral staircase or ladder).
- ✓ They are frequently used as didactic ways to instruction (dramatization and role playing).
- ✓ They sometimes qualify the teacher’s teaching actions.
- ✓ They can sometimes influence how a student or a learning process is perceived.
- ✓ Metaphors can be used as communication tools.
- ✓ Metaphors facilitate comprehension of the essence of the school as an educational institution (family, factory, etc.) [7, p. 142].

Thus, it is commonly known that both learners and teachers develop their concepts of learning based on their past experiences and knowledge [5, p. 24]. In this regard, Ghabanchi believes that metaphors can help in the construction or reconstruction of pictures of the concrete categories and concepts by making sense of what occurs in educational undertakings [2, p. 111]. The author continues his claim by stating that metaphors may also be used to elicit learners’ understanding and various ideas on the learning process since a metaphor provides concreteness, clarifies the unknown as well as it expresses the subjective, and develops thinking skills [7, p. 67]. Hence, the scholars believe that metaphors assist in revealing how language instructors and students build representations of themselves and their experience.

Discussion

This review provides the interpretation of the inner reality of implementing metaphor analyses by considering the fact that it is primarily reliant on language as a shared medium of expression. This systematic literature review also illustrated that metaphor analysis depends on the sample’s ability to express their impressions as well as the researcher’s ability to analyze and explore the interpretation in an accurate way. As a result, when a sample draws a metaphorical connection between their perceived educational reality and the actual educational reality, it becomes obligatory for the researchers to reach a comparable conclusion based on the language employed in their studies.

There are also many studies that used metaphor analysis to investigate teachers' attitudes and students' opinions on teaching and learning processes in the classroom. One of such studies has shown that metaphors are cognitive and affective distillations of teachers' underlying views about teaching process. In their study, teachers recognize metaphor analysis something to be fruitful, indirect method of investigating fundamental aspects of teachers' perception, cognition, and personal viewpoints including the ways how they plan their lessons or make decisions, or how they give meaning to their experiences.

Thus, from the review it becomes clear that many studies used metaphor to investigate the process of language instruction and the process of language learning. According to the findings of the review, metaphors promote the enlightened eclecticism approach to language education. Thus, employing metaphor analysis in language education can be very efficient in revealing both teachers' and students' perceptions of English teaching.

Hence, the present paper attempted to identify a common pattern of metaphors that teachers and students employed to characterize the teaching and learning processes of English language. This paper may be valuable for teachers, educators, school leaders, and policymakers since it provides a review to EFL practices where metaphor analysis was used with the purpose of investigating teachers' and students' views, feelings, and understanding of English language learning.

To conclude, the findings of the current systematic literature review may make a small contribution to the improvement of foreign language education by assisting English language teachers in better understanding the efficacy of their teaching approaches and what extra needs to be done to make English teaching effective and successful.

Conclusion

To conclude, it is known that until now many strategies such as narrative analyses, metaphor analyses, and reflection have been used to investigate people's internal worlds and study how they arrange their ideas. Thus, teachers and students are not an exception. Hence, metaphors have been an important aspect of studies looking at beliefs and values in education as well. It is agreed by the scholars that metaphors not only make our thoughts more creative and engaging, but they also shape our perceptions and comprehension in an indirect, but at the same time in a more detailed way. Hence, we believe that metaphors are a fundamental vehicle of human thought because of their impressibility, appropriateness, and vividness.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДА МЕТАФОРАЛЫҚ ТАЛДАУДЫ ҚОЛДАНУҒА ЖҮЙЕЛІ ШОЛУ

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Андатпа. Метафоралық талдау – бұл әртүрлі мәтіндердегі ұғымдар мен түсініктерді сипаттау және анықтау үрдісіне жатады. Метафоралық талдаудың ең маңызды аспектісі оның белгілі бір тілде қолданылатын метафоралардың қызметін де, табиғатын да толыққанды анықтауға және ашуға қызмет ететін қызметі болып табылады. Демек, зерттеуде метафоралық талдауларды қолданудың маңыздылығы мен мәні жалпы шетел тілін оқытуда, ал нақтырақ айтқанда ағылшын тілін шет тілі ретінде оқытуда талап етілетін құзыреттілік ретінде алға тартылады. Сондықтан, оқушылардың сыни және шығармашылық ойлау қабілеттерін тексеру және метафорадағы әртүрлі кодтарды ішкі қабылдауға көмектесу мақсатында метафоралық талдауларды орта мектеп бағдарламасына, атап айтқанда тілдік білім беру бағдарламасына енгізу өте маңызды болып саналады. Ағылшын тілін шет тілі (EFL) ретінде оқыту контекстіне шоғырландыра отырып, бұл зерттеу ағылшын тілін шет тілі (EFL) ретінде оқытатын сыныптарда және ағылшын тілін оқыту тәжірибесінде метафораны талдаудың қалай көрініс табатындығын зерттеуге және одан әрі бұл үрдісті түсіндіруге бағытталған. Аталмыш жұмыстың зерттеу әдістемесі ретінде әдебиеттерге жүйелі шолу жасау әдісі қолдана отырып, метафоралық талдаулар тақырыбы бойынша жарық көрген әртүрлі мақалалар қарастырылды және одан әрі талданды. Нәтижелер метафоралық талдаудың көптеген елдерде, соның ішінде Азия елдерінде ағылшын тілін шет тілі ретінде (EFL) оқыту бағдарламасының маңызды және формальды құрамдас бөлігі болып саналмайтынын көрсетті, сондықтан бұл мақалада метафоралық талдауды тілді үйрену мен оқыту үдерісінің негізгі элементтерінің бірі ретінде енгізу ұсынылып отыр.

Тірек сөздер: метафора, метафоралық талдау, ағылшын тілі шетел тілі ретінде, аудиториялық тәжірибе, оқыту, сыныптағы шетел тілі, жүйелі әдебиеттерге шолу, қолдану, кодтар, перспективалар

СИСТЕМАТИЧЕСКИЙ ОБЗОР ИСПОЛЬЗОВАНИЯ МЕТАФОРИЧЕСКОГО АНАЛИЗА В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Метафорический анализ относится к процессу описания и идентификации понятий и идей в различных текстах. Наиболее важным аспектом анализа метафор является его функция — полностью определить и раскрыть как функцию, так и природу метафор, используемых в конкретном языке. Поэтому в исследовании выдвигается важность и смысл использования метафорического анализа как необходимой компетенции при обучении иностранному языку в целом, а конкретнее при обучении английскому языку как иностранному. Поэтому, чтобы проверить навыки критического и творческого мышления учащихся и помочь им усвоить различные коды метафоры, считается очень важным ввести анализ метафор в учебную программу средней школы, особенно в программу языкового обучения. Сосредоточив внимание на контексте английского языка как иностранного (EFL), это исследование направлено на изучение и дальнейшее объяснение того, как анализ метафор отражается в классах английского языка как иностранного (EFL), а также в практике преподавания английского языка. Различные статьи, опубликованные на тему метафорического анализа, были рассмотрены и дополнительно проанализированы с использованием метода систематического обзора литературы в качестве исследовательской методологии данной работы. Результаты показали, что метафорический анализ не считается важным и формальным компонентом программы обучения английскому языку как иностранному (EFL) во многих странах, в том числе в странах Азии, поэтому в данной статье предлагается ввести метафорический анализ в качестве одного из основных элементов обучения и преподавания иностранных языков.

Ключевые слова: метафора, метафорический анализ, английский язык как иностранный, аудиторная практика, обучение, иностранный язык в классе, систематический обзор литературы, коды, перспективы

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