

USING CONCEPTUAL METAPHORS IN TEACHING IDIOMS IN A FOREIGN LANGUAGE CONTEXT

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ABSTRACT

This study aims at exploring the effects of using conceptual metaphors in teaching idioms in a foreign language context. The participants are the first year students of English Language Teaching (ELT) Department of Faculty of Education who take the course "Lexical Competence". Lesson plans were developed for this purpose. These lesson plans contain activities that aim to teach idiomatic expressions, their meanings and the logic behind them in order to enhance learners' metaphoric perceptions in the target language. The lesson plans were implemented in 10 hour-periods (devoted two hours to each lesson plan). The effect of this implementation on language learners' metaphor awareness and success in understanding the meaning of idioms is evaluated by the use of pre-and post-tests and an open-ended questionnaire. The results obtained show that this implementation enhanced language learners' metaphor awareness and success in understanding idiomatic expressions, and it can be suggested as an additional channel for learning idioms in a foreign language vocabulary class.

Key Words: Teaching Idiomatic Expressions, Conceptual Metaphors, Foreign Language Classroom.

Yabancı Dil Sınıflarında Deyim Öğretiminde Kavramsal Mecazların Kullanımı

ÖZET

Bu çalışma, yabancı dil sınıflarında İngilizce deyimleri öğretmede kavramsal mecaz kullanmanın ne derece etkili olabileceğini araştırmayı hedeflemektedir. Araştırmanın örneklemini *Sözcük Bilgisi* dersini alan İngiliz Dili Eğitimi birinci sınıf öğrencileri oluşturmaktadır. Araştırma amacına yönelik daha önceden belirlenen deyimler öğretmek ders planları geliştirilmiş ve bu planlar iki hafta boyunca sınıfta uygulanmıştır. Veri toplama aracı olarak 28 soruluk bir başarı testi ve açık uçlu sorulardan oluşan bir anket formu kullanılmıştır. Hem testlerden hem açık uçlu sorulardan oluşan anketten elde edilen bulgular, kavramsal mecazlar yoluyla İngilizce deyimleri öğretmenin öğrenme ve kalıcılık üzerinde etkili olduğunu göstermektedir.

Anahtar Kelimeler: Deyim Öğretimi, Kavramsal Mecazlar, Yabancı Dil Öğretimi.

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1. INTRODUCTION

Idioms

It is a fact that second/foreign language learning/teaching has been a complex process. Using a proper approach or method in language teaching has always been a matter of concern among language learners and teachers. Liu (2003: 671) maintains that “idioms have rather rigid structures, quite unpredictable meanings and fairly extensive uses, and that they are “a notoriously difficult” but at the same time a very useful aspect of English for language learners.” In addition, Moon (1998: 3) points out that “idiom is an ambiguous term, used in conflicting ways”. As Cooper (1998) points out, comprehending and producing idioms present language learners with a special vocabulary learning problems as they are figurative expressions that do not mean what they literally state and since they are so frequently encountered in both oral and written discourse.

Simpson and Mendis (2003: 423) define an idiom as “a group of words that occur in a more or less fixed phrase whose overall meaning cannot be predicted by analyzing the meaning of its constituent parts.” It is also stated by the same authors that “the word ‘*idiom*’ conjures up language that is thought to be entertaining, engaging, casual, charming, colorful and memorable” (p. 419). It is evident that teaching idiomatic expressions deserves an important place in developing a desired proficiency level for the language learners. Fernando (1996), Wray (1999) and Schmitt (2000) suggest that mastering of idioms is required for successful language learning and native-like command of language. Thus, idiomatic expressions have begun to draw much more attention as they are commonly encountered in daily speeches (Charteris-Black, 2002).

As learning idioms is one of the difficult areas in a FL context, this study aims to investigate whether gaining control over conceptual metaphors can enable language learners to deal successfully with the idioms in the target language. To this end, the following list of idiomatic expressions was chosen and taught through five lesson plans with metaphorically-enriched activities in order to see possible effects of this application on learning idioms.

Table 1: The list of the idioms taught during the study

ANGER IS HEAT	LIFE IS A JOURNEY	MONEY IS A LIQUID	HAPPY & SAD	MAKING MISTAKES
To make one's blood boil	To go through life with eyes closed	To pour one's money down the drain	To feel down	To trip up
To blow up at someone	To cross the bridge when it comes	To liquidate assets	To be in the depths of despair	To stumble over
To start a heated argument	To be at a crossroads	To stay afloat	To look down in the mouth	To take a wrong step
To lose one's control	Of life to take an unexpected direction	To keep one's head above water (financially)	To walk on air	To fall flat on one's face
To be hot tempered	To pass away	To go under/To sink	To be low	A slip of the tongue
To burn with indignation	To be over the hill	To freeze (of a price or wage)	To cheer up	
To have a fiery temper			To lift one's spirits	
To explode			(of things) To be looking up	
To blow one's top			To feel blue	
To go ballistic			To be in a black mood	
A huge argument erupts				

Metaphors and Teaching Idioms

Similar definitions of metaphor can be found in many key publications (Black, 1979; Lakoff and Johnson, 1980; Kittay, 1987; Gibbs, 1994). For example, Ellis and Barkhuizen (2005: 313) define a metaphor as "... a comparison between two dissimilar notions where one notion is to be understood in terms of the other notion". This aspect creates one of the most important elements to be learnt in language. Lakoff and Johnson (1980: 3) write that "metaphor is typically viewed as characteristic of language alone, a matter of words rather than thoughts or action." Therefore, an examination of metaphors from the learner's point of view might offer valuable insights into teaching vocabulary. They further indicate that metaphors are very common not only in the language but also in the thoughts and actions, and our conceptual system is by its very nature metaphorical contrary to the widely accepted idea

that metaphors are only the characteristic of language, namely words, and for this reason it would be impossible to go without metaphors.

Kövecses and Szabó (1996: 326) point out that “in recent years linguists, philosophers, psychologists, psycholinguists and anthropologists have begun to challenge many dogmas about some fundamentally important aspects of the study of language.” In parallel to these attempts, the standard views of the nature of meaning have been challenged by such figures as Lakoff, Langacker, and Johnson. As a result, new approaches have been introduced into study of idioms (Gairns & Redman 1986; Lattey 1986; Carter & McCarthy, 1988). Deignan, Gabryś and Solska (1997) suggest that more attention should be given to teaching of strategies for comprehending and generating metaphors in L2 as metaphor is recognized as being pervasive in language. Guerrero and Villamil (2002: 95) state that “metaphors are recognized not only for their pervasiveness in the language teaching profession but also for their ability to capture complex constructs in the field and their utility as vehicles for reflection and consciousness-raising among educators.”

Metaphors and idiomatic expressions are not only cross-linguistic, but also cross-cultural phenomena. As a study by Charteris-Black, (2002: 104) on university students indicates, “the easiest metaphoric expressions are the ones that have *equal conceptual foundation and linguistic forms* both in the native and target languages” (e.g. ‘to walk on the air’ in English and ‘bulutlarda yürümek’ or ‘havalarda uçmak’ in Turkish). However, the most difficult ones are the metaphoric expressions which have different conceptual foundations but equal linguistic forms (e.g. ‘It Made My Blood Boil’ in *English* and ‘Kanım Kaynadı’ in *Turkish*. Though these two expressions are similar in terms of linguistic forms, they have different conceptual foundations in each culture. In English this expression conveys the message of anger towards something. However, in Turkish it conveys the message of intimacy towards someone or something).

According to Cameron and Deignan (2006) metaphoric language and metaphoric thought are closely connected to each other, and they affect each other in the dynamic speech-thought process. When there are differences between conceptual systems and cultural meanings in the native language and the target language, it is inevitable that difficulties are experienced in understanding metaphoric expressions in the target language (Charteris-Black, 2002). As the cultural factors change from culture to culture, so does the metaphor and its linguistic expression. At the same time metaphor has a cognitive side. In it, the cognitive and cultural are fused into a single conceptual complex (Kövecses, 2003). It is necessary for teachers and learners to be familiar with conceptual systems of the target language and people who speak that language. It means that familiarization with the conceptual system of the

target language is made possible with the acquisition of conceptual metaphors of that language (Lakoff and Johnson, 1980). Kövecses (2003: 311) points out that “the theory of conceptual metaphors is emerging as a new tool that is capable of providing serious assistance to both teachers and students in teaching and learning foreign languages.”

As learning conceptual metaphors will provide a systematic approach to teaching of idiomatic expressions, it facilitates learning and processing information for language learners. Lakoff (1987) puts forth that “the term ‘conceptual metaphor’ is used to refer to a connection between two semantic areas at the level of thought, such as the metaphorical connection between anger and fire for speakers of many languages” (in Deignan et. al., 1997: 352). Lakoff and Johnson (1980) further illustrate some of conceptual metaphors as ‘*Anger is Heat, Life is a Journey*’ ‘*Argument is War*’, and ‘*Time is Money*.’ In the same way Danesi (1994: 454) points out the necessity of inclusion of metaphoric and idiomatic expressions in the process of language teaching and suggests that the unnaturalness of much learner speech results from its literalness and he argues the need for the development of conceptual fluency. By this, he means knowing how a language encodes concepts on the basis of metaphorical reasoning (cited in Charteris-Black, 2002). Conceptual fluency means to know how the concepts of a language are metaphorically coded. For that reason, conceptual transfer from first language to target language can be a source of error (Charteris-Black, 2002). In addition, Fernando (1996) supports the idea that language teacher should not ignore idioms or idiomaticity if natural use of the target language can be provided. Moreover, Wray (2000) suggests that one important component of successful language learning is the mastery of idiomatic forms of expressions, including idioms, collocations and sentence frames. Similarly, there are researchers that have explored the pedagogical use of metaphor awareness to facilitate foreign language learning with a specific focus on learning L2 figurative expressions (Lazar, 1996; Deignan et. al. 1997).

It is a fact that English-speaking people use over 3000 metaphors weekly on average (Littlemore, 2001). But there is a discrepancy between the uses of the native and foreign language speakers in terms of metaphoric expressions. For example, as the native speakers use their automated pragmatic experiences in their communication, they cannot make a distinction between metaphoric and denotative meaning of a word. However, when L2 learners are confronted with the meanings of a word they are unfamiliar with, they have an inclination to refer first to the denotative meanings of words out of the knowledge they constructed while at the point of learning that language, not to pragmatic foundations (Charteris-Black, 2002). For this reason acquiring metaphoric competence plays a significant role in language learning (Gibbs,

1994; Ponterotto, 1994; Giora, 2003; Boers, Demecheleer, & Eyckmans, 2004; Littlemore & Low, 2006).

Research Questions

1. Do the lesson plans that aim to teach idioms with metaphorically-enriched activities make positive contributions to language learners' metaphor awareness and success in learning idiomatic expressions in the target language?

2. How do the language learners evaluate the learning environment after the implementation of the lesson plans with metaphorically-enriched activities?

2. METHOD

2.1. Participants

The purposive sampling is used in this study. The participants are 32 first-year students of ELT Department of the Faculty of Education, Mugla University, Turkey. The age range of the participants is between 18 and 20. They were included in this study as they were taking the course "Lexical Competence" in the Spring Term of the 2008/2009 academic year. The courses in the first year are intended to develop students' language proficiency. When they graduate from this program, they are expected to be proficient in the target language and teaching skills. Upon graduation they are expected to teach English in the primary, secondary and high schools in the Turkish education system.

2.2. Instruments

Firstly, in order to see the effect of metaphorically-enriched activities on learning idioms in a FL context a 28 item-achievement test was developed by the researchers (see, Appendix). Secondly, the test was piloted with 20 second year students in the same department in order to make necessary corrections and revision before it was administered to the target group. Before and after the application the same test was administered to the same group in order to see whether this application had any effect on metaphoric awareness and success of learning and interpreting idiomatic expressions. The test consists of sentence completion, finding the key word that creates the metaphor, multiple-choice and matching test items. Points of each student in the pre- and post- tests were evaluated question by question. That is, the answer of a student to the first question in the pre-test is compared to the answer of the same student to the same question in the post-test in terms of correctness. This operation is carried out for each student's pre- and post- test answers. Then, it is observed if there is an increase in the number of correct answers to each question by taking percentages with the help of SPSS program.

Secondly, learners' opinions as to this application were obtained with an open-ended itemed questionnaire. Learners' reflections were examined several times to find out commonly emerging patterns. Then, the ideas regarding teaching idioms with metaphorically-enriched lesson plans were grouped by considering contributions of this implementation. Additionally, during the implementation phase the learners were observed in the classroom, and the notes regarding their attitudes and behaviors towards this implementation were taken by the researchers.

2.3. Procedure

Five lesson plans which were developed around the themes “*Anger is Heat, Happiness and Sadness, Life is a Journey, There has been a Slip Up and Money is a Liquid*” were used to teach idioms. These lesson plans were developed by making use of an online source (www.onestopenglish.com). This website was used to teach English as a second or foreign language. Lesson plans were applied in the course *Lexical Competence*, which is a three credit course in the English Teacher Training program. The aim of the course is to study the relationship between lexical items and structural forms, word formation including prefixes and suffixes, idioms, collocations, slang, euphemisms, neologisms, proverbs and phrasal verbs in spoken and written language. Each lesson plan was carried out in two hour's period and the implementation was completed in two weeks in 10 hours. Prior to the implementation of the lesson plans, the participants were given a pre-test composed of 28 items in order to see their level in predetermined idiomatic expressions to be taught during the implementation. The students' scores were calculated by counting the correct answers and giving 1 point for each correct one. Students' wrong answers were not counted. That is, a student who answered all the items correctly would get 28 points out of 28 items. By this way, the total score of each student was obtained.

Throughout the 10 hour-application the students were observed making progress and participating more eagerly in the lessons. In the first lesson, after the delivery of the pre-test, it was seen that the students did not have any awareness of metaphors in the target language. When they were asked what metaphor was, they tried to respond to it but the answers were not satisfying. After some definitions and explanations were made, the application process got started with the first lesson plan.

The aim of the lesson plans was to highlight the metaphorical meanings of several words and phrases related to anger, happiness and sadness, making mistakes, money and life. Each of the lesson plans started with a different kind of warmer exercise to attract the attention of students to the related vocabulary. The warmers included brainstorming activities, role plays and negotiating on

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the meaning. In some of the lesson plans, the warmers aimed at the literal usages of the words, and in some they referred directly to metaphoric usages. In other words, first emphasis was on meaning. Then, some practice activities were done in each of the lessons. These activities included the literal and metaphoric meanings of the expressions, classifying them, examples from real life usages of both kinds, examining the expressions cross-linguistically and cross-culturally in terms of similarities and differences. Finally, the lessons were ended with speaking or writing activities with the aim of incorporating new expressions into use and personalizing them. The activities involved talking and writing about students' own experiences, questioning and answering each other by using question cards or in the format of TV shows.

In addition, each lesson plan was designed to make students think on a specific metaphor, for example 'Life is a Journey'. Then, the idiomatic expressions that go around the same metaphor were presented. Each of the lesson plans also required the students to interpret the expressions in their own words, find the equivalents in their native language, and compare them. Namely, the exercises and activities were communicative and were intended to make students use the new items.

3. RESULTS AND DISCUSSION

In the present study an achievement test of 28 items was constructed as pre-and post-tests as well as a questionnaire of one open-ended item. The results of pre-and post-tests were analyzed by using t test. In addition, the frequency/percentage analyses of the test items were made to obtain rates of the correct and false answers given to each item in the pre-test and post-test. Table 2 shows the pre-and post test results of the achievement test employed before and after the implementation.

Table 2: t test results according to pre- and post-test grades obtained by the students.

	N	Mean	S	t
Pre-test	32	23,96	2,89	-4,217
Post-test	32	25,65	2,14	

When Table 2 is examined, it is seen that there is a statistically meaningful difference between the pre-and post test results. It can be suggested that the application makes positive contributions to learners' success in understanding metaphoric and idiomatic expressions.

Table 3 shows the idiomatic expressions that were aimed to test in the test item and the percentages of correct answers in the pre-and post tests.

Table 3: The Percentage of Correct Answers to Questions in Pre-test and Post-test

Idiomatic Expressions focused	Pre-Test	Post-Test
	Correct Answer %	Correct Answer %
Q1 (for somebody's eyes) to be hot embers	59,4	84,4
Q2 (for somebody) to be a rock	56,3	65,6
Q3 to be a light bulb	40,6	65,6
Q4 to be just playtime	81,3	78,1
Q5 to be freight train in the dark	68,8	78,1
Q6 to come waltzing in somewhere	96,9	100
Q7 to be a wizard with figures	93,8	100
Q8 to wipe the smile off one's face	75	87,5
Q9 to be one's sunshine	96,9	100
Q10 to be a bottleneck	90,6	100
Q11 to be a ribbon of moonlight	96,9	100
Q12 (for someone) to be a wall	75	68,8
Q13 to eat like a hog	100	96,9
Q14 (for someone) to be a mule	100	100
Q15 to be a bolt of lightning	93,8	100
Q16 to be a feather	93,8	93,8
Q17 a white lie	96,9	96,9
Q18 to have a brainwave	93,8	100
Q19 flattery	84,4	96,9
Q20 an outright lie	81,3	96,9
Q21 to hang on one's every word	93,8	96,9
Q22 get away from something all	100	100
Q23 happen to do something	84,4	87,5
Q24 to get caught	87,5	93,8
Q25 to happen then	93,8	87,5
Q26 (for a problem) to blow over	90,6	90,6
Q27 (for something) to shade into another thing	75	96,9
Q28 to keep one's nose clean	90,6	96,9

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It is observed in Table 3 that the percentage of correct answers of 19 questions based on metaphoric and idiomatic expressions has increased compared with the results obtained before the lesson plans were used. For example, while the percentage of the first question was 59.4 %, it rose to 84.4%. In addition, the percentage of correct answers has reached 100 % in some questions. While the percentages of correct answers to the five questions remained the same before and after this application, in four questions the percentages dropped after the application of these five lesson plans. The reason of the decrease in the percentages might be due to students' awareness level and perceptions for idiomatic expressions. According to Kellerman (1987, in Boers, 2000) this result might be due to the use of transfer strategies when the learners perceive two languages to be close. According to Cornell (1999), while learning idioms can be facilitated through association with a metaphoric theme shared by the two languages, it also raises the risk of erroneous direct translation. The learners' first language (Turkish) is not closely related to the target language (English). Boers (2000: 563) states that "learners of a distant language can have comprehension problems due to cross-cultural differences in conventionalized metaphoric themes. Sometimes, the perceived closeness of L1 and the target language may prompt learners to (over-) use transfer strategies resulting in erroneous direct translation." However, the analysis of the qualitative data revealed that the students benefited from this implementation in learning pre-set idioms. The findings obtained can be reflected as follows:

S1 "...The subjects we studied were really difficult, but this implementation contributed a lot to our language development."

S2 "...The study we participated in enhanced my ability at predicting and commenting on idioms we are learning."

S11 "... I think that learning a language by focusing only on grammar and vocabulary is not enough. Learning a language and its culture adds new dimensions to learners of that language. It also makes these people different from those who do not learn."

The students stated that the use of metaphors in learning idioms can help them to guess the meanings of the idioms, and thus, contribute to their vocabulary development.

S10. "...Studying metaphors were very entertaining for me, especially to discover the different meanings of idioms."

S14. "... The vocabulary classes we participated in during this period enhanced my ability at predicting and commenting on idioms we are learning. If we had worked regularly and for a longer period, it would have been more useful and have had permanent effect. To interpret metaphors and translate them into the native language is interesting and amusing."

The participants also pointed out that the lessons were amusing and they got delighted in them. For example:

S3. "...In my opinion idioms and metaphors are really amusing subjects"

S4. "...It was useful and joyful for me.

S9. "... After the application metaphors entered my priority list of the topics I like to learn most. It was useful and joyful for me.

S15. "...Learning idioms through metaphors was very entertaining for me. It was very nice to learn the things I had never met before."

Teaching idiomatic expressions in relation to conceptual metaphors can develop students' problem-solving and higher thinking skills as they can be encouraged to try to decode figurative expressions independently. It is a task that requires a deep level of cognitive processing before applying to a dictionary or a teacher (Lennon, 1998). It is supported by the following students:

S20 "... this study developed our critical thinking skills. Playing with the words was very much entertaining."

S21 "...now I can see that the meaning of an idiom does not directly derive from the individual words that make it up. After this way of learning idioms I can make interpretations about idioms."

These findings indicate that the participants benefited from the enhanced metaphor awareness in learning idioms in a FL classroom. Ellis (1994) and Sökmen (1997) state that applying metaphoric themes can facilitate learning vocabulary as categories provide a framework for lexical organization, and organized vocabulary are known to be easier to learn than random lists (in Boers, 2000: 563).

Form the findings of the present study it can be argued that language learners may find it easier to learn English metaphors if they are encouraged to think about the metaphors in their native language and compare them with their usage and meanings in English. For that reason, metaphor use might gain a substantial place in teaching and learning idiomatic expressions. Although there is no complete predictability for the meaning of idioms, there is a great deal of systematic conceptual motivation for the meaning of idioms as most idioms are based on conceptual metaphors and metonymies (Kövecses and Szabó, 1996). Moreover, highlighting conceptual metaphors in teaching idiomatic expressions can be helpful as they can provide enjoyable and interactive classroom atmosphere. The use of conceptual metaphors in teaching idioms can also vary the classroom activities as Cooper (1998) suggests that students are fascinated by these expressions, and they benefit from a wide range of activities that appeal to various intelligences. Moreover, Boers (2003: 231) indicates that

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“applying the notion of conceptual metaphor offers motivation and coherence to whole clusters of figurative idioms- at first sight- appear to be arbitrary and unrelated.” Littlemore and Low (2006) point out that metaphor is highly relevant to second language learning, teaching and testing from the earliest to the most advanced stages of learning. Similarly, Ponterotto (1994: 4) advocates the idea that “metaphor should not be excluded or postponed or relegated to special ad hoc exercises, but be integrated into the method and materials of the course from the very beginning.” Boers (2000) points out that organization of teaching vocabulary around metaphoric themes may positively contribute to learning process when two languages share many features in terms of conceptual metaphors.

4. CONCLUSION

In this study pre-set idioms were taught by using conceptual metaphors in a FL classroom. The results obtained from the pre- and post tests and an open-ended itemed questionnaire were judged in order to see whether using conceptual metaphors in teaching idioms made any developments of the learners’ metaphor awareness and success in an FL context. It was observed during the implementation that the learners were more interested and involved, and made creative associations in Turkish and English. Moreover, they were much more motivated when they discovered similarities and differences between the two languages and cultures, and stated that they liked studying on the topic. At the same time, the students were observed to use those expressions while speaking to both the teacher and among themselves. This observation showed that their progress was not only limited to their receptive side (understanding what they read/hear) but also included their productive side (using what they have learnt in communication).

However, it is needed to conduct further studies that involve more groups and variables (e.g. learning styles and multiple intelligences, learning and communication strategies) in order to make generalizations about the effects of teaching idioms by using conceptual metaphors. However, the present study can suggest a new approach to teaching idioms in a more meaningful learning environment where learners can actively be engaged in learning processes. As Lakoff and Johnson (1980) point out, using conceptual metaphors in teaching idioms might help language learners become more autonomous in language learning as Turkish conceptual system is by its very nature metaphorical contrary to the widely accepted idea that metaphors are only the characteristics of language, namely words.

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APPENDIX

An Achievement Test

A) Choose an appropriate word from the list below and write it down to the appropriate blank:

- a) a light bulb
- b) a rock
- c) freight train in the dark
- d) hot embers
- e) just playtime

- 1) Babe's blazing eyes were
- 2) When Paul made up his mind, he was
- 3) The sun was over the deep woods
- 4) To Paul, making a giant pancake was
- 5) The wind whistling through the trees was a

B) Please underline the key word which creates the metaphor in these statements.

- 1. Don't think you can come waltzing in here.
- 2. He was a wizard with figures.
- 3. Wipe that smile off your face right now.
- 4. You are my sunshine.
- 5. That junction's always a bottleneck.
- 6. The road was a ribbon of moonlight.

C) Read the statements that contain metaphors in italics. Then choose the correct answer:

- 1. *Brian was a wall*, bouncing every tennis ball back over the net.

This metaphor compares Brian to a wall because _____.

- a. He was very strong.
- b. He was very tall.

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- c. He kept returning the balls.
d. His body was made of cells.
2. We would have had more pizza to eat if *Tammy hadn't been such a hog*.
Tammy was being compared to a hog because she _____.
- a. looked like a hog
 - b. ate like a hog
 - c. smelled like a hog
 - d. was as smart as a hog
3. *Cindy was such a mule*. We couldn't get her to change her mind.
The metaphor compares Cindy to a mule because she was _____.
- a. always eating oats
 - b. able to do hard work
 - c. raised on a farm
 - d. very stubborn
4. The poor rat didn't have a chance. Our old *cat, a bolt of lightning*, caught his prey.
The cat was compared to a bolt of lightning because he was _____.
- a. very fast
 - b. very bright
 - c. not fond of fleas
 - d. very old
5. Even a child could carry my dog, Dogface, around for hours. *He's such a feather*.
This metaphor implies that Dogface _____.
- a. is not cute
 - b. looks like a bird
 - c. is not heavy
 - d. can fly

D) Match Each Phrase with the sentence describing it, please:

- | | |
|--------------------------------------|--|
| 1- a white lie | a- escape from day-to-day life. |
| 2- to have a brainwave
a kindness | b- a lie which is not intended to hurt; often as |
| 3- flattery | c- to listen to you with attentive admiration. |

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4- an outright lie
really are, usually

d- telling people they are better than they

to win favour.

5- to hang on your every word

e- to have a brilliant idea.

6- get away from it all

f- a complete, unarguable lie.

E) Match Each Expression on the Left with its Meaning on the Right:

1- I happened to do it.

a- I think it happened at that time.

2- I got caught/was found out.

b- There's no clear boundary between them.

3- I guess it happened then.

c- My crime was discovered.

4- The problem blew over.

d- It went away by itself.

5- Thought shades into meaning.

e- He remained honest.

6- He kept his nose clean.

f- I did it by chance; without planning.

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