THE EFFECTIVENESS OF USING CONCEPTUAL METAPHOR IN IMPROVING EFL LEARNERS' PERFORMANCE IN THE ENGLISH LANGUAGE

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Saad Noaman Ahmed JUAATTA in titled "THE EFFECTIVENESS OF USING CONCEPTUAL METAPHOR IN IMPROVING EFL LEARNERS' PERFORMANCE IN THE ENGLISH LANGUAGE" is fully adequate in scope and quality as a thesis for the degree of Master of Arts/ Applied Linguistics.

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Director of the Institute of Graduate Programs

DECLARATION

I hereby announce that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name and Surname: Saad JUAATTA

Signature :

FOREWORD

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ABSTRACT

The Conceptual Metaphor (CM) is a relationship between source and target domains that maps into the exact meaning. (CM) improves EFL learners' performance and achievement in learning English and increases their ability to understand the words, idioms, and phrases in a foreign language. Therefore, this study aims to investigate the effectiveness of the conceptual metaphor in boosting EFL students' English language proficiency. This study uses an experimental design that selects a sample of sixty students from the 5th class in Al-Atyaf preparatory school for girls in Salahaddin governorate- Iraq, who chooses randomly, divides them into two groups: (A) with 30 students as an experimental group (EG), and (B) with 30 students as a control group (CG). The current study uses pre and post-test in data collection. In data analysis, this study uses SPSS and one-way ANOVA for statistical means. As shown by the findings of the present study that language learners have an easier time absorbing English metaphors if they are encouraged to explore metaphors in their home language and compare them to their English use and meanings. As a result, metaphors play a greater role in the learning and teaching of idiomatic idioms. Although, the meaning of idioms is not entirely predictable; there is some systematic logical reasoning for their meaning, as the great majority of idioms are predicated on conceptual analogies and metonyms. However, We must recognize that there are culturally dependent conceptual systems and that metaphors are pervasive in English language and so intimately tied to learning English. Finally, future studies should focus on conceptual metaphors and not neglect them because they are very important in our daily events and life.

Keywords: Metaphor; Conceptual Metaphor; EFL Teaching; Cognitive Linguistics

ÖZ

Kavramsal Metafor (CM), kaynak ve hedef alanlar arasında tam anlamıyla eşleşen bir ilişkidir. (CM) İngilizce öğrenenlerin İngilizce öğrenmedeki performanslarını ve başarılarını geliştirir ve yabancı bir dildeki kelimeleri, deyimleri ve deyimleri anlama yeteneklerini arttırır. Bu nedenle, bu çalışma, kavramsal metaforun EFL öğrencilerinin İngilizce dil yeterliliğini artırmadaki etkinliğini araştırmayı amaçlamaktadır. Bu çalışma, Irak'ın Salahaddin vilayetindeki kız öğrenciler için Al-Atyaf hazırlık okulunda 5. sınıfta öğrenim gören altmış öğrencinin rastgele seçilerek iki gruba ayrıldığı bir deney deseni kullanmaktadır: (A) 30 öğrenci ile deney grubu (EG) ve (B) kontrol grubu olarak 30 öğrenci ile (. Mevcut çalışma, veri toplamada ön ve son test kullanmaktadır. Veri analizinde, bu çalışma istatistiksel anlamlar için SPSS ve tek yönlü ANOVA kullanmaktadır. Bu çalışmanın bulguları, dil öğrenenlerin, ana dillerinde metaforları keşfetmeye ve bunları İngilizce kullanımları ve anlamlarıyla karşılaştırmaya teşvik edilirlerse, İngilizce metaforları daha kolay özümsediklerini göstermektedir. Deyimlerin anlamı tam olarak tahmin edilemese de, deyimlerin büyük çoğunluğu kavramsal analojilere ve mecazlara dayandığından, anlamları için bazı sistematik mantıksal akıl yürütmeler vardır. Bununla birlikte, kültürel olarak bağımlı kavramsal sistemler olduğunu ve metaforların İngilizce dilinde yaygın olduğunu ve İngilizce öğrenmeye çok yakından bağlı olduğunu kabul etmeliyiz. Son olarak, gelecekteki çalışmalar kavramsal metaforlara odaklanmalı ve günlük olaylarımızda ve hayatımızda çok önemli oldukları için onları ihmal etmemelidir.

Anahtar Kelimeler: Metafor; Kavramsal Metafor; İngilizce Öğretimi; Bilişsel Dilbilim

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ARŞİV KAYIT BİLGİLERİ

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ABBREVIATIONS

K.B.U : Karabuk

EFL : English as a Foreign Language

CM : Conceptual Metaphor

CMT : Conceptual Metaphor Theory

ESL : English as a second Language

TEFL : Teaching English as a Foreign Language

MI : Musical Intelligence

CT : Cognitive Theory

ELE : English Language Education

MS : Metaphor Systems

MT : Metaphor Thinking

ELE : English Language Education

ELT : English Language Teaching

SCT : Social Cognitive Theory

ST : Social Theory

CL : Cognitive Linguistics

CT : Cognitive Theory

FLL : Foreign Language Learning

TL : Teaching Language

OPT : Oxford Placement Test

ONET : Ordinary National Educational Test

ED : Experimental Design

EG : Experimental Group

CG : Control Group

SD **:** Standard Deviation

DL **:** Difficulty Level

DP **:** Discrimination Power

SL **:** Significance Level

DF **:** Degree of Freedom

SD **:** Standard Deviation

SUBJECT OF THE RESEARCH

The Effectiveness of Using Conceptual Metaphor in Improving EFL Learners' Performance in the English Language.

PURPOSE AND IMPORTANCE OF THE RESEARCH

This study aims to find out the importance of conceptual Metaphor in improving EFL students' performance in learning English language. There are limited studies conducted on the effectiveness of using conceptual metaphors in improving EFL learners' performance in English language. The current study will add to the studies on the impact of using conceptual metaphors in improving EFL learners.

METHOD OF THE RESEARCH

The current study depends on the experimental design (quantitative study)

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

In foreign language classes, conceptual metaphors are one of the most frequently encountered difficulties that students face. Therefore, the researcher is interested in examining the influence of employing conceptual metaphors in enhancing teaching EFL tactics on reducing learners' anxiety while learning metaphor texts and improving them.

POPULATION AND SAMPLE

The current study includes students in the fifth grade at (Al-Atyaf) a preparatory school for girls in Al-Shirqat district of Iraq's Salahaddin Governorate (2021–2022). The textbook, "English for Iraq" uses to applied in this study. So, this study chooses 75 participants randomly.

1. INTRODUCTION

Conceptual fluency entails an understanding of how ideas are metaphorically coded in a language. As a consequence, conceptual transfer from EFL to target language might be challenging (Charteris-Black, 2002). On the other hand, Fernando (1996), suggests that when natural language usage is possible, language educators should not disregard idioms or idiomaticity. Wray (2000), believes conceptual metaphor, is necessary for successful language learning. Other academics have investigated the educational application of metaphor awareness to aid foreign language learning, emphasizing the teaching of EFL conceptual expressions. The current study assesses the frequency of EFL learners' use of conceptual metaphors. English is among the most commonly used languages in education worldwide. English is taught in primary and secondary schools. English is also provided as a topic and metaphor for teaching at the university level in several English departments. However, language acquisition has been investigated in EFL. ,while several studies have been conducted on conceptual metaphor learning in various EFL contexts, only one study has been conducted on learning conceptual metaphor in EFL contexts (Nikitina & Furuoka, 2008). Therefore, this study aims to address these gaps and put the groundwork for future studies of conceptual metaphor learning. The findings of this ground-breaking study assist learners in taking ownership of their education and improving their language proficiency in learning conceptual metaphor.

1.1. Statement of the Problem

Studying conceptual metaphors by EFL students are encounter various difficulties that might impair their capacity to learn and succeed. In foreign language classes, conceptual metaphors are one of the most frequently encountered difficulties students face (Bao, 2021). When this occurs, it can affect the willingness of EFL learners to study the target language and impede them from gaining and enhancing their proficiency in it. While teaching EFL, the researcher encountered this issue and observed its impact on them. In addition, the researcher is interested in examining the influence of employing conceptual metaphors in enhancing teaching EFL tactics on reducing learners' anxiety while learning metaphor texts and improving them.

To make generalizations regarding the impact of teaching idioms using conceptual metaphors, further research with many groups and factors (e.g. teaching styles and multiple intelligences, teaching and communication techniques) is needed. Most teachers focus on teaching grammatical functions without using phrasal verbs and conceptual metaphors. The current study may point to the new method of learning idioms in a more relevant teaching environment in which learners may actively participate in learning processes.

1.2. The Research Questions

To achieve the research aims of the current study, the researcher addressed the following research questions:

1. How beneficial of using conceptual metaphor in improving EFL learners' performance in learning English language?

2. How does the use of conceptual metaphors in learning English as a foreign language increase the proficiency of EFL learners?

3. Is there a significant difference between the mean scores of experimental group students' performance in recognition and production level?

4. How does teaching conceptual metaphor impact the ability of EFL learners to understand and learn English language at the three variables?

5. What is the effect of parents' education and students' age on academic achievement in the experimental and control groups?

1.3. The Research Objectives

One of the primary objectives of this study is to enhance the existing ELT system in Iraq by establishing a Conceptual Metaphor for (EFL) students and instructing EFL students on how to study English language in terms of improving their overall effectiveness.

The following are the research objectives for the present experimental study:

1-To find out the usefulness of the conceptual metaphor in the improvement of EFL students' performance in studying English language.

2- To find out whether using the conceptual metaphor in learning EFL increases the proficiency of EFL learners or not.

3- To find out the effectiveness of conceptual metaphor on experimental group students' performance in recognition and production levels.

4- To find out whether teaching conceptual metaphor impacts the ability of English as a foreign language learners to understand and learn English language in achievement at the three variables.

5- To determine if there is a link between parents' education and the age of the student in the experimental and control groups.

1.4. The Hypotheses of the Study

The study's objectives are to be accomplished by establishing and validating the following hypotheses:

1-There is no significant difference between the mean scores of the CG and the EG in improving English as a foreign language learners' performance.

2- There is a "statistically significant difference in the mean scores of the experimental group students achievement in the pre-test and post-test " in learning English as a foreign language.

3-The mean scores of the EG accomplishments at the recognition level and the production level in the post-test indicate no statistically significant difference.

4- There is no statistically significant difference between the mean scores of the experimental group in the pre and post-test in teaching conceptual metaphor that impacts the ability of EFL learners to understand and learn English language in achievement at the three variables.

5-There is no statistically important difference between the educational levels of the parents (fathers and mothers), previous year achievement, and the students' ages in the experimental and control groups.

1.5. The Scopes of the Study

The domains of this study are students in the fifth class in (Al-Atyaf) a preparatory school for girls at Al-Shirqat district in Salahaddin Governorate during the academic year (2021-2022) in Iraq. The textbook "English for Iraq" uses for the fifth preparatory school.

1.6. Significance of the Study

The conceptual metaphor improves learners' performance and achievement in learning English and increases their ability to understand the words, idioms, and phrases in a foreign language. In addition, learners learn conceptual metaphors and expressions that they lack in learning them. Conceptual metaphors support complicated concepts and are widely used to describe conceptual ideas and instances. For instance, the conceptual metaphor of perceiving communication as a conduit simplifies a complex picture. Metaphors also help us learn and reason about abstract notions by drawing on tangible familiar realms.

Furthermore, recurrent metaphoric usage based on specific components of real experience might lead to new abstract representations. It is necessary to deconstruct the specific aim of building metaphoric competence into achievable components. That is, to develop daily learning exercises to improve the conceptual metaphor lexis in a single abstract topic. Thus, the major objective of a lesson may be to teach students how to explain ideas such as time and happiness using the idioms and metaphors used by native English speakers.

1.7. Operational Definitions of Basic Terms

Effectiveness "is defined as the capacity to create the intended outcome or product. When something is regarded as successful, it either achieves the desired or expected result or leaves a lasting, vivid impact" (Dictionary, 2011).

In linguistics, **the Conceptual Metaphor (CM)** is the relationship among source and target domains that maps an exact meaning of source and target words. It is perhaps the most well-known feature of Cognitive Linguistics: even if you have just heard a passing mention of Cognitive Linguistics, the concept of conceptual metaphor is likely to be the first thing that comes to mind. The reality that there is considerably more to Cognitive Linguistics than what you have learned so far will come as no surprise to you. Yet, Conceptual Metaphor Theory continues to have a prominent position in the field's research agenda. This theory is based on the observance that a metaphor needs not to be constrained to a particular piece of lexical information, but it be used for various distinct phrases (Geeraerts, 2006).

A Conceptual Metaphor (CM) is a word that refers to the process of comprehending one notion or a mental area via the lens of another. For instance, "prices are increasing" can be interpreted as directionality. In addition, any logical structure of human experience can be considered a conceptual domain (Vasiljevic, 2011).

Metaphor is typically viewed only as a result of language, as a matter of words rather than thoughts or actions. Thus, viewing metaphors through the eyes of the learner is yield important insights regarding vocabulary education (Lakoff & Johnson, 2008).

Metaphor is the figure of speech in which one word or phrase describing one sort of thing or thought is exchanged for another to emphasize their closeness or resemblance (as in drowning in money) (Dictionary, 2011).

Teaching EFL (TEFL) is the process of teaching English to those whose first language is not English, most notably those from countries where English is not commonly spoken. The abbreviation TEFL refers to the practice of EFL. (EFL) is English study in a country where it is not spoken. Students learning English in China, for example, are categorized as EFL students by the fact that English is not the country's official language. If the same children studied English in the United States, however, they would be categorized as ESL students (Maxom, 2010). As a consequence, students

of EFL may be continually compelled to move between the formal-form language they often use in class and the native-speaker form of language.

1.8. Summary of Chapter One

Chapter one consists of the introduction, the problem statement, the research questions, the research objectives, hypotheses of the study, scope of the study, the value of the study, the definition of terms, and a summary of the chapter.

2. LITERATURE REVIEW

2.1. Section One

2.1.1. Introduction

Language is a conceptual metaphorical structure. As a critical component of language, metaphors serve as a link between learners, transmitting their ideas to the world. Thus, the conceptual metaphor is critical in English training because it enables pupils to communicate effectively and fluently in English. However, teaching metaphor has been a source of irritation for teachers and students alike for many years, and many students believe that poor metaphor adds to their inability to improve. Thus, educating students to learn vocabulary effectively becomes a central issue in English instruction. Additionally, cognitive linguistics is founded on human perception and world conceptualization in the context of EFL training. Despite this, cognitive linguistics' fundamental issue is the CMT. By contrast, it asserts that the metaphor is a form of speech as well as a mode of cognition. In conclusion, the conceptual metaphor theory assists English teachers in successfully teaching English and assisting students in rapidly grasping the language (Fang, 2014).

A metaphor is "a comparison of two distinct concepts in which one concept must be understood in terms of the other concept" (Ellis & Barkhuizen, 2005, p.313). As a result, this component results in one of the most critical things to master in language. According to Lakoff and Johnson, (2008) the metaphor is frequently seen as a property of language alone, a matter of words rather than thinking or action". Thus, examining metaphors from the learners provide significant insights into teaching conceptual metaphors. Additionally, they demonstrate that metaphors are prevalent not just in vocabulary but also in ideas and behaviors. A conceptual system is, by definition, interpretation, in direct contrast to the widely held belief that metaphors are a feature of the language, specifically words, and that living without them is impossible. Not only are metaphors and idiomatic phrases cross-linguistic, but are also cross-cultural occurrences. In this regard, Charteris-Black (2002, p.104) states "the simplest metaphor expressions are those that have the same conceptual underpinning and linguistic forms in the original and target languages" (e.g., "to walk on air" in the English language and

"Bullard yürümek" or "havalarda uçmak" in the Turkish language). The most challenging ones, however, are metaphorical phrases with distinct mental underpinnings but the same language shapes (e.g., "It Made My Blood Boil" in the English language and "Kanm Kaynad" in the Turkish language). While these two statements have identical word characteristics, they each have a distinct philosophical underpinning in their own cultures. For example, this statement communicates a sentiment of hostility towards something in English. In Turkish, it expresses an intimate remark about somebody or something.

In their study, Cameron and Deignan (2006) suggest that metaphorical language and the mind stand inextricably linked and influence the dynamic speech-thought process. Charteris-Black (2002) notes that when abstract systems and artistic meanings in the aboriginal and target speeches diverge, difficulties in comprehending metaphorical statements in the target language are unavoidable. The metaphor and its language representation vary according to cultural circumstances. Simultaneously, metaphor incorporates cognitive elements. According to Kövecses (2003), mental and cultural dimensions are combined in this work to create a cohesive conceptual complex. Lakoff and Johnson (2008) suggest that teachers and students must be familiar with the conceptual frameworks of the target language and the individuals who speak about them. This means that familiarity with the target language's conceptual system is facilitated by the acquisition of the target language's conceptual metaphors. Kövecses (2003) suggests "(p.311) the notion of conceptual metaphors is developing as a new instrument capable of assisting both instructors and students significantly in teaching and learning foreign languages.

By giving a systematic approach to teaching informal idioms, you assist language learners in learning and processing information. According to Lakoff (1987), a "conceptual metaphor" is a cognitive relationship between two semantic domains, such as the metaphoric connection between rage and fire for multilingual speakers (Deignan et al., 1997). Lakoff and Johnson (2008) develop several conceptual metaphors, including "Anger is Heat, Life is a Journey," "Argument is War," and "Time is Money." Similarly, Charteris-Black advocates the use of metaphorical and idiomatic vocabulary in language training, and claims that the majority of student speech is unnatural due to its literal character, and pushes for the development of abstract fluency. This requires an

understanding of how a language organizes concepts through the use of metaphor (Charteris-Black, 2002).

Conceptual fluency entails an understanding of how ideas are metaphorically coded in a language. As a consequence, the conceptual transfer from EFL to the target language might be challenging (Charteris-Black, 2002). On the other hand, Fernando (1996) suggests that when natural language usage is possible, language educators should not disregard idioms or idiomaticity. Additionally, Wray (2000) believes that mastery of idiomatic phrases, such as idioms, collocations, and sentence frames, is necessary for successful language learning. Similarly, other academics have investigated the educational application of metaphor awareness to aid foreign language learning, emphasizing the teaching of EFL conceptual expressions (Deignan et al., 1997; Lazar,2003).

Chamot, (1990), and R. Ellis (2002). So, according to Boers (2000, 2001), Boers and Lindstromberg (2006), N. Ellis (2006), Chung and Ahrens (2004), Deignan et al., (1997), Dong (2004), Kövecses (2001), and Low (1988), mental linguists have demonstrated the beneficial effects of increased awareness in research on conceptual metaphor language learning. These studies primarily employ metaphoric themes—referred to as conceptual metaphors—during the understanding of the procedures to improve EFL students' semantic knowledge motivations underlying conceptual metaphor expressions. However, how conceptual metaphors are provided is not without controversy. Their approach is mostly symbolic; metonymy is hardly considered. Underestimation of Metonymy's relevance results in an observatory of its impacts on the conceptual expression teaching. According to some studies (Barnden, 2010; Goossens, 1990; Radden, 2005), metaphor and metonymy are supposed to interact intricately throughout the surviving literature, and their boundaries are hazy. When learners' interactions are shown as continuum, it has been discovered that they respond differently to conceptual statements located at different points along the continuum. However, without considering the role of metonymy, it is unknown whether learners would react differently to abstract formulations.

Furthermore, relying exclusively on awareness-raising risks underestimates the consequences of one critical factor: the gaps created by cultural differences between target and native languages. In their studies, Odlin (1989) and Ringbom (1987) note that

at the start of the studying process, differences and similarities between EFL may facilitate teaching. However, the studying process progresses with metaphor and metonymy studying which includes not only languages but also cultures and conventions, and conflicts among EFL knowledge creates greater difficulties (Kövecses, 2001). To aid numerous EFL students worldwide in increasing their awareness of the use of conceptual metaphors, Kövecses' (2001) formulation of metaphor mapping looks rather promising. While ontological mappings can assist students in connecting disparate linguistic expressions in two languages, epistemic mappings, which associate knowledge about segments in the source domain with components in the target domain, can assist students in reconciling their understanding of the used and abstract half with their knowledge of the unused and conceptual half. To summarize, the use of metaphor mappings as explicit instructions to improve the domain linking processes among EFL and conceptual metaphor is consistent with cognitive linguistics developments. Global knowledge and language concepts of learners are employed to break through cultural boundaries.

2.1.2. Theoretical Background

The current study depends on the effect of assimilation of conceptual metaphor theory (CMT) on the IEFL (Lakoff and Johnson, 1980). as well as, providing new insights into how humans generate the categories of conceptual metaphor. According to this theory, the researcher applies the conceptual metaphor to the participants within the curriculum of the fifth preparatory class. Also, through training and educating them on how to use conceptual metaphor in the textbook (English for Iraq) to focus on the literature, in the plays "Al-Baghdadi Bath" by Jawad Al-Assadi and "The Tempest" by William Shakespeare. The researcher gives them homework to develop and improve their performance and their understanding of the metaphor. He also teaches them sentences that contained many metaphors. For example, (He is a crab, Opening their hearts, It is a piece of cake, His head exploded, Turn me into an animal, You are smart, etc..).

Because the conceptual metaphor among the target and source domains shows patterns underlying them, the conceptual metaphor theory gives a mechanism to evaluate stereotypes inside language. The concept of metaphor expresses abstract ideas with more

concrete, physically embodied ones. Besides, Lakoff and Johnson (1980) state in their seminal work, Metaphors We Live By, that relatively few concepts are comprehended directly on their terms. For instance, confinement and vertical position are fundamental ideas that can only grasp through firsthand physical experience. By contrast, our more abstract concepts are not directly comprehended; rather, they repurpose knowledge from basic domains. There are several ways in which conceptual metaphors uses to convey meanings and use in a discourse.

Additionally, metaphor plays a more significant role in foreign language learning compared to often used components. Without grammar, very little can be stated; without metaphor, nothing can be transmitted. Therefore, learners must have substantial conceptual metaphor knowledge to learn and use the language successfully. Thus, one type of conceptual metaphor that presents difficulties for EFL learners is a metaphor (Littlemore & Low, 2006). These metaphors are constructed from a basic meaning and a particle. Mastering metaphors is one of the most problematic tasks for EFL students due to their semantic and syntactic characteristics; conceptual metaphors are often polysemous.

2.1.2.1. The Conceptual Metaphor Theory (CMT)

George Lakoff and Mark Johnson's book, Metaphors We Live By (2008), state that the concept is centuries old and is founded on decades of research that views metaphor as a conceptual tool for organizing, reconstructing, and inventing reality. During this period, important intellectuals (Gibbs, 2008) and, more precisely, Kövecses (2010) provided an up-to-date study of metaphor theories.

Metaphors are such an integral part of people's lives that they cannot live without them (Lakoff & Johnson, 2003) to the point that they employ them in their languages without even realizing them. EFL students need to learn how to utilize metaphors effectively since they help them communicate and interact with others. Several studies (Boers, 2000; Cameron & Deignan, 2006; Charteris-Black & Ennis, 2001; Deignan, Gabrys, & Solska, 1997; Simó, 2011; Zibin, 2016) suggest that the Conceptual Metaphor Theory (CMT) has been used alot on conceptual metaphor expressions in different languages (Simó, 2011; Zibin, 2016). Lakoff and Johnson first suggested the concept of (CMT) in 2008. Metaphor's relationship to language and the psyche is the

focus of this study. In other words, the source and target domains are used to define metaphors in this theory. The use of metaphors in the language reflects these mental comparisons. Gambling is be considered a source domain for life, while life can be considered a target domain (Lakoff & Johnson, 2003). I'll take my chances is a metaphor for the idea that life is a game of chance (Lakoff & Johnson, 2003) Unmarked experiences are often expressed in the source domain, whereas less unique or marked meanings are expressed in the target domain.

Since then, Lakoff and Johnson's theory has served as a foundation for further research on metaphorical language and the mind in various fields (Gibbs, 2008). According to Danes (1986) and Low (1988), the use of metaphor in language instruction extends back around forty years and is established in the paradigm of cognitive linguistics. As more language researchers develop an interest in metaphor and multiple compelling arguments for metaphor's use in practically every element of language education are presented, it makes sense to examine metaphor's utility in language research and educational contexts.

2.1.2.2. Related Theories and Definitions

Numerous taxonomies of metaphor have been studied in the literature on language studying. The researcher separates vocabulary knowledge, the origin of vocabulary knowledge, and learning mechanisms in his taxonomy. In additional notable classification system has been proposed. The research created a conceptual metaphor that contains fewer objects than taxonomy does. The researcher showed things in the metaphor that could be classified into distinct groups using the factor analysis. The other researcher examined several methods in detail and suggested his taxonomy of metaphor acquisition. He contrasted between the methods learners employ to assess the meanings of new terms upon their initial encounter and those they use to merge purposes upon subsequent meetings. The former category encompasses determination and social theory, while the latter category encompasses the social-cognitive. Social techniques are used in these groups, applying to both (Littlemore & Low, 2006).

The cognitive metaphor theory includes eight elements of intellect, each has a wide range of human potentials and talents. Human intelligence is classified according to theory into musical, linguistic, logical-mathematical, geographical, interpersonal,

intrapersonal, natural, and bodily-kinesthetic intelligence. According to this definition, human cognitive competence is more precisely characterized as a set of talents, abilities, and mental skills collectively referred to as intelligence. To some extent, all average citizens possess one or more of these talents. The degree to which these talents occur varies. The parts discuss the different types of MI:

1. Linguistic wisdom refers to our ability to communicate with one another in ordinary conversation, write a letter to others, or engage in other verbal activities.

2. Logical-mathematical intelligence refers to our ability to overcome barriers and overcome new ones.

3. Musical intelligence refers to our ability to sing or shout in response to the sound of a radio melody. When we frequently use this form of intelligence to de-stress, musical intelligence may also assist pupils in developing their sense of voice and pitch while studying languages.

4. Intrapersonal intelligence helps one be self-sufficient, enjoy alone time, and be self-reflective. Intrapersonal wisdom involves awareness and comprehension of oneself, including emotional awareness, thought pattern identification, and self-reflection (Herlina, 2022).

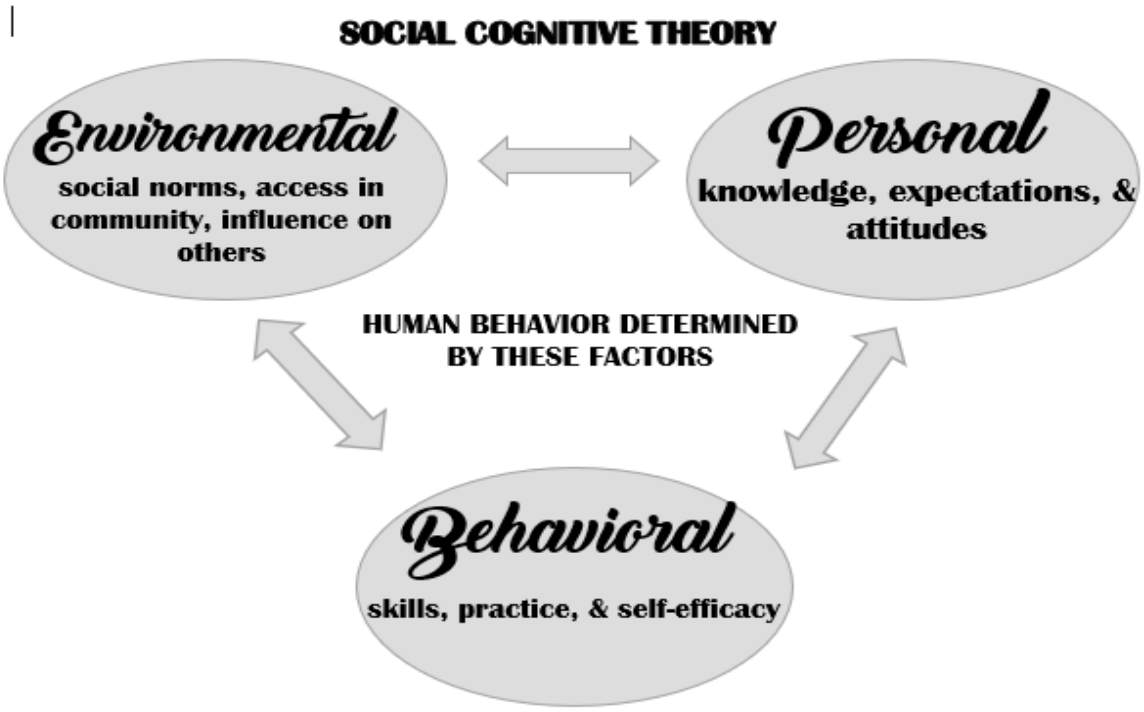

Figure 1. *Review of Social Cognitive* (Bandura, 2004)

This classification is partially dependent on the scheme created. So, Albert Bandura, a psychologist, and Stanford University professor, established this idea. It describes how humans learn and maintain behavioral habits. The interconnections between behavioral, personal, and environmental elements uniquely define an individual's conduct. As a result, the authors developed a classification system for the Cognitive theory that was primarily based on the existing classification system. We integrated cognitive approaches and social processes and behaviors into the framework due to the exploratory factor studies. The current study employed the classification for research purposes since it is one of the most often used tests. Additionally, the classification is asserted to be generic for appraisal purposes. It is readily applicable to vocabulary learners with differing educational backgrounds and target vocabularies. It is based on theories of learning techniques that are technologically essential, rich, and open to other relationships (Kövecses, 2020).

A- Cognitive Theory (CT) is a psychological approach that seeks to justify human behavior by understanding thought processes. For one, a psychiatrist employs cognitive science concepts when teaching you how to recognize maladaptive thinking processes and replace them with positive ones. One method of cognitive linguistics is

termed Cognitive Linguistics. According to Croft and Cruse (2004), this tendency originated in the early 1980s with the combination of George Lakoff's metaphor theory and Ronald Langacker's Cognitive Grammar, with subsequent writers developing their own versions of Construction Grammar. The fusion entails the coexistence of two divergent perspectives on language and cultural evolution: conceptual metaphor and construction.

B- Cognitive Linguistics (CL) presents itself as an alternative to generative grammar by asserting that the language functions in a brain following general cognitive principles. Lakoff and Langacker's theories, according to Harrison et al. (2014), are applied across fields, along with linguistics and translation theory.

C- Social Theory (ST) refers to theories, assumptions, observations, thought experiments, and explanatory speculations on how and why human cultures or their constituent elements or frameworks shape, evolve, and grow through time or disappear. Personal identity is defined by memory; that is, memory similarity is metaphysically essential and adequate for the individual similarity.

D- Social Cognitive Theory (SCT) which is used in psychology, education, and communication, asserts that how we perceive others in a social interactions context, experiences, the external media influences can have a direct correlation with certain aspects of an individual's knowledge acquisition. This concept is an extension of his theory of social learning. According to the theory, when humans witness a model do an action and observe the resulting consequences, they recall the sequence of events and utilize this information to influence future behaviors. **Behavioral theory** holds that psychological events can described and explanied in terms of observable behaviour and it’s assocciations with theory of **enviromential** and **personal** occurrences as shown below in figure (2.1).

2.1.3. Metaphor

The metaphor is a creative force in everyday language (Lakoff & Johnson, 2003). It generates the energy that modifies our worldview, thoughts, and beliefs. Additionally, the metaphor is a method for clarifying, describing, and evaluating concepts to help us comprehend and convey abstract ideas in our daily actions. Further, metaphor comprehension research elucidates the numerous mechanisms underlying

metaphorical/non-literal processing. Researchers substantiated the role of enhancement and suppression in metaphor as indicated by the class inclusion theory (Gernsbacher, Kaysar, Robertson & Werner, 2001). Besides, Kondaiah (2004) proposes that metaphors are understood holistically rather than as discrete objects, so the sentence as a categorization statement is conceptualized metaphorically. For instance, wrath is a volcano; rage and volcano are not contrasted based on their separate concepts; rather, each thought is classified. Volcanoes are considered a group of items capable of dramatically erupting and wreaking havoc. Then, this group includes rage. A matching method identifies shared traits and associations between the issue, which is anger, and the vehicle, which is a volcano. In this case, the car refers to the superordinate meaning overlaid on the subject to provide the abstract sense. The unique importance serves as a vehicle for developing and comprehending the metaphor's concept in memory. As a result, enhancement can be thought of as an increase in the activity of the memory nodes that store the data.

The two metaphors are derived from cognitive linguistics' distinction between conceptual and EFL knowledge. (CM) contains knowledge of the real world, such as events, acts, and emotions, as in the expressions ‘Time is money, Life is a journey,' or 'Anger is hot'. We employ life experiences, qualities, issues, thoughts, and feelings as metaphors. On the other hand, conceptual metaphors relate conventional mental metaphors to different traditional types based on their similarities to metaphor descriptions. Nominal, verbal, adjective, adverb, and prepositional expressions all contribute significantly to the effectiveness of conceptual metaphor presentation. For example, 'It was a crushing blow' or 'it's like rats leaving a sinking ship', 'crushing' is an adjective, and sinks is a verb; both of which contribute to the utterances' metaphoric meanings. Because varying degrees of word and expression recognition occur inside the mind, cognitive linguistics regards metaphor as a mental activity (Knowles & Moon, 2004). Determine the literal meaning of a word first; if this is not the required meaning, the word is discarded, and it is only after this stage that the appropriate metaphor meaning is discovered (Searle, 1975). The cognitive techniques must be added to the pragmatic theory of the conceptual metaphor (Caballero, 2003).

Additionally, blending is thought to be a component of the cognitive process. It is the process through which individuals construct mental representations of their external surroundings (Deignan, 2005). According to Fauconnier and Turner (1998), the

events surrounding the processing of metaphors and how inferences are produced, evidence for conceptual incorporation or blending was presented. When a metaphor is processed, a mental space is created in which knowledge can reside. Section receives the data required to process the newly input concept. The blended space is created by combining facts from several regions to create a metaphoric meaning. Thus, the cognitive integration occurs when the output is consciously linked to the inputs.

Due to the intricacy of metaphor interpretation for EFL students and the inescapable usage of metaphors in simple language, efficient instructional methods are required to facilitate the acquisition of English metaphors. As a result, the gap between learners' comprehension and usage of various metaphors are be researched in an educational context to identify learners' challenges with metaphor comprehension and develop efficient teaching and learning metaphors. Further, the efficiency of metaphors in grasping conceptual analogies is explored in connection to the employment of five grammatical metaphor kinds, namely nominal, verb, adjectival, adverb, and prepositional metaphors (Shokouhi & Isazadeh, 2009).

Linguistics and EFL have always assumed that the conceptual metaphor of idiomatic phrases cannot dissect into separate parts. According to Gibbs (1990), the conventional wisdom holds that common expressions are indivisible and, as a result, should be learned as a whole. Since the metaphoric meanings of these idioms are determined randomly, it is pointless to try to decipher the deeper meaning behind them (Boers, 2004). According to Gibbs and O'Brien (1990); Morgan (1997); Neagu (2007); and Crutchley, (2007), many traditional ideas about idiomatic expressions have been challenged by cognitive linguists since the early 1980s, when they discovered that the specific words in several idiomatic phrases assist learners in developing comprehensive meanings. Recent studies in the field of cognitive linguistics have confirmed this finding. For example, these assessments found that students make appropriate interpretations provided they understand the fundamental links between each component. Idiotic phrases in (EFL) and metaphor contexts have been studied empirically. The children's ability to acquire and understand previously unknown daily phrases and idioms has been examined in studies conducted in EFL settings including the youngest learners. These investigations demonstrated that early toddlers employ context knowledge while assessing the meaning of previously alien idioms. Adults, on the other hand, learn to analyze the semantic relationships between the term's component

elements as children grow into adults (Crutchley, 2007). Research in EFL contexts, on the other hand, examined ways to teach and acquire idiomatic phrases using conceptual metaphors rather than rote learning and memory.

The definition of a phrasal verb is "a verbal construction generated by the addition of an adverb particle to a verb". The meanings of some of these verbal structures may be derived from their parts (e.g. cut down on). In contrast, some (such as put down to) have an idiomatic sense" (Richards & Schmidt, 2013). Regardless of whether the casual phrasal verb combinations are generated rationally or by chance is a fascinating question, the pairings are considered plausible by the Cognitive Linguistics. For a long time, earlier to Lakoff and Johnson (2008), it has been shown via scientific investigations that the metaphor is a living reality in our daily lives and thoughts and even actions; metaphors were considered dead clichés reserved for art and poetry.

Cognitive linguists' pioneers have a significant interest in the link between language and mind, and they reject the standard way of describing linguistic phenomena only through linguistic aspects (Kemmer, 2009). Based on Lakoff and Johnson (2008), metaphors are thought to help people conceive and comprehend new abstract notions. Lakoff (an CMT), on the other hand, is capable of purifying and resurrecting the metaphor's spirit inside ourselves. Metaphor studies have been more popular in psychology and cognitive linguistics since that time. Many scholars have looked into the remark made by Lakoff and Johnson (2008) and provided evidence to back it up via experiments and investigations (Gibbs, 2008).

The Theory of Conceptual Metaphors has also been used in teach phrasal verbs to non-native English speakers, with varying degrees of success. Metaphors, according to Bailey (2003), may aid in the understanding and explanation of how people use language. He presents the Theory of Conceptual Metaphor and makes a case for its use in language teaching and literary analysis. He studied conceptual metaphor's place in modern English Language Education (ELE) practice and advocates its explicit inclusion in language instruction programs to boost EFL proficiency. For Condon (2008) and Yasuda (2010), increasing awareness of orientational metaphors generated by the particles in phrasal verbs assists in acquiring phrasal verbs by a diverse group of EFL learners in a variety of contexts and scenarios. They find that when EFL students attempt to confront unfamiliar phrasal verbs, the cognitive semantic method is successfully

transferrable. Finally, Beréndi, Csab, and Kövecses (2008) describe the findings of three tests that support the premise that increased awareness of conceptual metaphors and metonymies by EFL students might aid in their comprehension and retention of the conceptual metaphor.

2.1.4. The Conceptual Metaphor Definition

The Conceptual metaphor study began in the early 1980s with Metaphors We Live By, which introduced and expanded the extraordinary notion of the conceptual metaphor by Lakoff and Johnson's book. It describes metaphor as one of the fundamental cognitive systems governing how abstract ideas are expressed and understood (Lakoff & Johnson, 1980). To corroborate the concept that metaphor is a method of life, the authors assert that "the essence of metaphor is to experience and comprehend oneself through the lens of another" (p.5). On other hand, metaphor may be thought of as a mapping from one domain to another. In this study, students were taught to link the source domain of the phrasal verb to its target domain to reach a precise definition. More specifically, the conceptual metaphor brings two fields of knowledge, source and target environment into correspondence. The source language logic is often applied to the target domain, i.e., the source domain is used to give a context for a target domain (Lakoff & Johnson, 2008). So, it is a more fundamental idea that is immediately accessible through physical experience. For instance, if someone says: 'There are too many facts in this report for me to "digest" the usage of the term "digest" is a metaphor for the goal domain "thought," and the source domain "food." In this instance, 'facts' are conceptualized as "food."

Further, the meaning of phrasal verbs with the particle "up" may have been derived from the experience of "pouring more fluid into a container and watching the level rise, or adding more items to a pile and watching it grow higher" (Lakoff, 1993). Besides, the particle "up" denotes a place or a level that is higher. Thus, the basic verbs associated with "up" may signify upward, rising, growing, or improving, as in "blow up" (increasing), "bring up" (growing), "cheer up" (growing). Business is "looking up" (improving).

Metaphor Thinking (MT) is a means for people to gain knowledge and solidify notions in their minds. Metaphor is ubiquitous in everyday language communication

actions, and individuals constantly utilize them to connect two similar things. According to Lakoff and Johnson's figures, over seventy percent of English idioms are derived from such metaphoric conceptions, implying that they pervade practically every part of our lives and are what we live by. However, metaphor is better than a linguistic sensation, a tactic of the vocabulary. Fundamentally, it is a cognitive wonder (James, 2002).

2.1.5. Teaching EFL (TEFL)

Idioms are a significant roadblock in the acquisition of an EFL. The first stage in developing instructional materials is to describe the outcomes desired (Andreou & Galantomos, 2008). Three distinct sorts are discussed in the literature: broad, particular, and instantaneous (Rogers, 1986). The primary goal of any teaching program is to increase communication in general (Saville-Troike, 2006; Andreou & Galantomos, ibid.). Competence of communication is defined as "all the information a speaker needs to communicate effectively within a particular community". Specific goals indicate to shorter-term aims, namely the conceptual fluency development or metaphor competency in EFL learners (Littlemore & Low, 2006; Paris, 2014). Low (1988) suggests that it is characterized as “ an ability required for successful metaphor use". It is necessary to deconstruct the specific aim of building metaphoric competence into achievable components (Andreou & Galantomos, ibid). That is, to develop daily learning exercises to improve the conceptual metaphor lexis in a single abstract topic. Thus, the major objective of a lesson may be to teach students how to explain ideas such as time and happiness using the idioms and metaphors used by native English speakers. As Wright, Hill, and Lewis (2002) state, Idiom Organizer is one of the publications selected for instruction in the University of Pablo de Olavide's Degree in Translation and Interpreting.

It makes the following metaphorical references:

- Time is war.
- He is rich
- He is slave.
- Life is a journey.
- He is a gentleman.

The second title chosen is concepts and Metaphors (Lazar, 2003). The chosen metaphor kind is introduced and practiced through tasks, such as sentence completing, gap filling, the multiple-choice questions, matching, and responding communicatively to written requests. Students benefit far more from the interactive vocabulary activities than they do from standard methods of teaching words.

2.1.6. Conceptual Metaphors Kinds

Lakoff and Johnson (2008) recognized three distinct sorts of conceptual metaphors that humans employ to arrange our notions in the natural language:

1-Structural metaphor: one idea is constructed around another highly structured and well-defined concept (**e.g. Love is a journey**).

2- Metaphor of orientation: organizes the whole system of notions (**Happy is up**). Most of our fundamental conceptions are arranged conceptually around one or more spatially oriented metaphors rooted in a physical and cultural experience.

3- Ontological metaphors: perform various functions, including reference, quantification, and so on. They consider abstract (non-physical) objects to be beings. It is hardly aware of them as metaphors because they are so ingrained in our conceptual framework that it interprets them as direct descriptions of mental occurrences.

Kinds of conceptual metaphors are three: 1. structural metaphor, 2. the metaphor of orientation, and 3. ontological metaphors. These subcategories show how language and human experience are inextricably linked (Lakoff & Johnson, 2008).

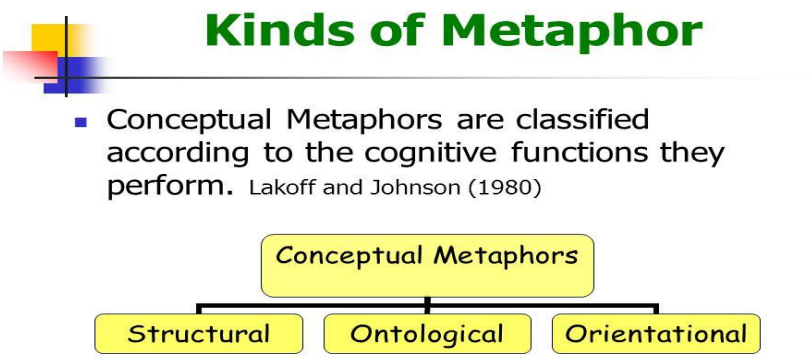

Figure 2. *Kinds of Metaphor* (Lakoff & Johnson, 2008).

Cognitive linguists have identified three overlapping kinds of conceptual metaphors by George Lakoff and Mark Johnson:

2.1.6.1. Structural Metaphors

The term "structural metaphor" refers to a scenario "in which one concept is arranged metaphorically in reference to another". The structure of a target domain might be drawn from a source domain (Lakoff & Johnson, 2008). English idioms such as "He is rich in thoughts" and "He is rich in ideas" interchangeably use the terms "ideas" and "money." An example of the "Ideas are Money" structural metaphor can be found here. Its purpose is to help people know the structure of a source to realize the structure of a goal.

2.1.6.2. Orientational Metaphors

Metaphors of orientation represent fundamental experiences in the spatial realm through an abstract cognitive paradigm. "Numerous human notions require the use of orientation metaphors to organize them". Because the metaphor of orientation is closely related to the structural characteristics of our physical bodies, prepositions such as up-down, in-out, front-back, on-off, and so on are frequently used in this type of conceptual metaphor. We often use the terms "up" and "high" to guide us to positive situations and "down" and "down" to guide us to negative conditions (Lakoff & Johnson, 2008). It indicates the following mental metaphors: "Happiness is above, while sadness is downward."

- Happiness is on the rise; sadness is on the down.

I am happy.

- I always feel better when I think about her.

My morale plummeted.

- Life and health expectancy are increasing; disease and mortality are decreasing.

He is in excellent health.

In terms of health, he is in an excellent condition.

He became unwell.

He expired.

- Consciousness is ascending; unconsciousness is descending

Assemble

He is an early riser.

They dozed off.

He had passed out and was now in a coma (Lakoff & Johnson, 2003). To summarize, orientational metaphors are not created; they are derived from our physical and cultural environments. Metaphors are a reflection of the evolution of the human mind and language across time.

2.1.6.3. Ontological metaphors

Ontological metaphors are defined as "conceptualizations of ideas, actions, events, and emotions as things and beings". Lakoff and Johnson (2008) note that this type of metaphor demonstrates how many items are omnipresent in our minds. Therefore, ontological metaphors grasp events, acts, activities, and states. For instance, when we say "he succumbs to despair", we are referring to the ontological metaphor.

2.1.7. There Are Two Approaches to Analyzing Conceptual Metaphors

1. To investigate and analyze the conceptual metaphors used in the identified target areas.

2. To research the source domains and determine the target domains that originate there.

2.1.7.1. Metaphors are All-Pervasive

It has been argued in the Metaphors We Live By that such metaphors are common not just in genres that aim for aesthetic impact (like the literature), but also in

a most neutral, i.e. most inadvertently applied, varieties of metaphor by Lakoff and Johnson (1980). The CMT researchers also collected metaphors from other sources, including television, the newspapers radio, dictionaries, conversations, and magazines, and their language repertoires. They discovered a plethora of representative examples, including "defending an argument," "exploding with anger," "constructing a theory," "fire in someone's eyes," "a sinking relationship," "a cold personality," "a step-by-step process," "digesting an idea," "people passing away," and thousands more. The mental vocabulary of native speakers includes many, if not all, of these linguistic commonalities. As a result, they can supply a significant degree of idiomaticity and polysemy in building the mental lexicon. For example, the dictionary's wealth of idiomatic language was considered evidence of metaphor's widespread use. "Conceptual metaphors" were born out of this kind of example. This does not mean that every metaphor in a discourse is linked to a single conceptual metaphor, though.

In sum, other scholars believe that metaphor is less prevalent in genuine conversations. As Gibbs (2009) notes, different methodologies yield varying findings regarding metaphor frequency counts.

2.1.7.2. Metaphors Primarily Occur in Thoughts

Metaphors are used most often in cognitive processes. Analogies occur not just in language, but also in incomprehension in accordance with CMT. We use metaphors to talk about and think about particular parts of the world. There are two distinct kinds of analogies: linguistic metaphors, which claim to be based on metaphoric language, and conceptual metaphors, which are abstract patterns on which we base our understanding of many parts of the world. However, if we consider love is a journey, we may establish goals and work diligently to attain them, painstakingly plan the voyage, anticipate roadblocks along the way, design alternate plans in the shape of a number of various pathways, and so on. We can assign a higher priority to particular approaches than to others, and so on. As we get a better understanding of these and related concepts, we begin to view love in terms of a journey. As a result, we may utilize the language of travel to discuss life.

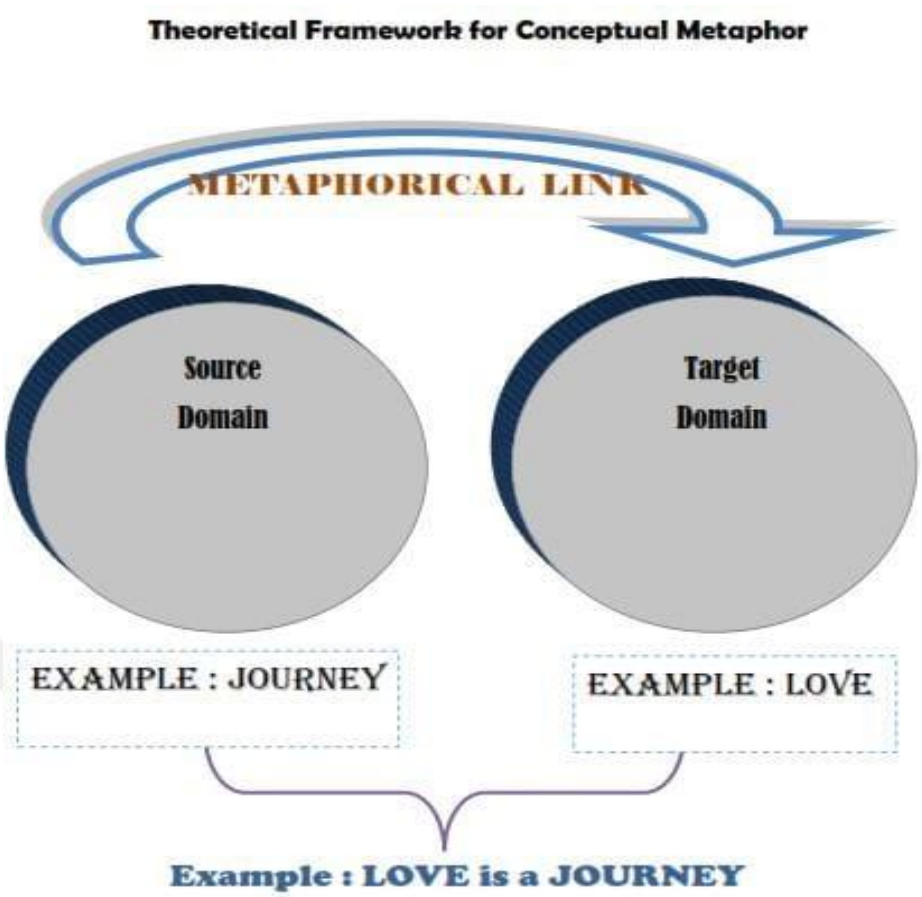

Figure 3. *The conceptual domains in the metaphor " love is a journey"* (Lakoff, 1993)

The conceptual metaphor may also lead individuals to apply some of the implications of one of the domains on which they depend (for example, Journey) to the other domain (for example, love). Diverse concepts may benefit by thinking about one topic in terms of another. There are several ways in which this might happen, such as the use of conceptual metaphors (CM) in the study of a particular area, like love itself. This suggests that the online process of generating and knowing a verbal metaphor includes both source and target concepts, and this is supported by previous research (Cienki & Müller, 2008). When we consider that metaphors are conceptual, meaning that we interpret certain things metaphorically; it means that our mental framework impacts our actions because of our mental framework. Through the lens of the physical, we may give metaphorical life to an ethereal or impermanent subject or object. For example, as the famous Shakespeare's phrase "All the world's a stage / and all men and women are only actors" looks, when we regard life as a journey (Cienki & Müller, 2008), we perceive it differently from when we view it as a play. There are vast differences in the worldviews and realities generated by the two primary sources.

Targets obtain their own unique identities when a different source domain is applied to them. So, a target domain does not occur but is formed via applying one or (more) source domains, and this is the limiting case. Etymologies of abstract concept-related terms usually reflect this early understanding. Besides, it comes to comprehension, such as the word "understand" which specifically refers to the conceptual knowledge. The Latin term for 'grasp' is said to have inspired English word 'comprehend,' given that understanding is a mental metaphor (like "I did not understand what he said," "He is slow to grasp").

It is not uncommon in advertising to see instances of "metaphorical reality" that are both intriguing and humorous. In the case of deodorant ads that promise "24-hour protection," for example, we are led to believe that the deodorant is a savior in a battle against an oral foe. Our adversary is our own fragrance, which is a byproduct of our own bodily functions. As a result, marketers may easily persuade us to consider our body odor as a danger, i.e., something to be avoided. There are several ways to help us imagine new realities, such as via the use of metaphors. Symbolic descriptions of such facts are only natural. No less important is the fact that they shape our daily events. If we see our body odor as a threat to be overcome, we are operating in a metaphorical universe where deodorant is a need. Using a source domain's consequences to the benefit of a certain target is shown once again in this example (Kövecses, 2016).

Finally, since the metaphor is an intrinsic aspect of the conceptual system, the conceptual metaphors will appear in any communication style linked with the system. Researchers state that metaphors may be found in visual and gestures representations (such as cartoons), and visual arts, according to research (for example, painting). Not all metaphors utilized in these modes of communication are the same as those established in natural language and cognition, but many of them are considered works (Cienki & Müller, 2008; Forceville, 2008).

2.1.8. Traditional Approach Towards Metaphors

As Evans and Green (2006) propose that the traditional view is that literality is a stable and unambiguous notion and that a clear difference among literal language and non-literal or conceptual metaphor are made. (Literal language is regarded as precise and lucid, whereas a conceptual metaphor is considered to be imprecise, exotic, and is

primarily used by poets and novelists.) Metaphors are seen as trivial and somewhat parasitic in the conventional approach. Metaphor studies in the discipline of rhetoric date back to Aristotle's time. The metaphor was a primary tool for persuading people of a specific point of view. Implicit comparisons revealed the metaphor's schematic form. Nowadays, this phenomenon is referred to as the metaphor comparison hypothesis. In this regard Richards (1936), a more current prominent person, recommended dissecting metaphor into its constituents. He distinguished between two of them: the tenor, which relates to the fundamental concept, and the vehicle, which delivers the underlying image, which the tenor resembles. Additionally, he coined the phrase “ground”, which indicates an analogy among the vehicle and the tenor. The concept of metaphor is a cognitive phenomenon. Richards began to discuss metaphors in terms of ideas rather than words, and observed that metaphors might serve as "cognitive tools".

2.1.9. The Conceptual Metaphors are Established

Why is the certain source domain linked to the particular target domain?

- A common response to this question is that two objects or occurrences are comparable. The literature classifies resemblance into three categories: objectively authentic likeness (as in the roses on one's cheeks), perception, and genetic similarity. A case in point of perceived proximity occurs when certain aspects of life are viewed as gambling games with a win or lose result; see Life is a gambling game. We may use the conceptual metaphor as an example of the final form of similarity. A human life cycle is analogous to a plant's life cycle. The two domains share the following generic-level structure: In both worlds, an entity emerges, continues to expand, reaches a point of maximum strength, then begins to diminish, and eventually vanishes. The plant domain may provide as a source for the human environment because of its similar structure. Although the metaphor is grounded on an abstract form of likeness, the resemblance explains why this source is linked with this particular target.

In many other situations, this explanation fails: the source cannot be compared to the destination in any manner. Additionally, CMT explains or rationale for the genesis of these metaphors. Consider (CM) in the one of our favorite (MS). ‘’ Intensity and temperature go together in one’’. Anger is a fire, diet is fire, and struggle is fire and these are examples of this generalization. Each thought has a degree of intensity that might be

equated to the concept of "Heat". Heat, on the other hand, has nothing to do with intensity. In our bodies, we perceive heat as a physical feature of things. When compared to this, the concept of 'intensity' is very debatable and difficult to pin down (a par with a purpose, a problem, or as a matter of fact, and similarity).

What enables the use of Heat as an Intensity source?

- According to the conceptual metaphor theory (CMT), there is a correlation between intensity and heat inexperience. Besides, we engage in high-intensity actions (the physical or the emotional), and our bodies create Heat. As a result of this connection, intensity is associated with Heat, which is why Heat is utilized as the source domain for Intensity. Furthermore, Intensity is the hot intellectual metaphor at the general level. Thus, Heat may be understood as a sensory-motor connection between abstract subjective experiences (Kövecses, 2006).

For example, these kinds of conceptual metaphors are called "primary metaphors (Lakoff & Johnson, 1999). It was Joe Grady who first coined the phrase (1997). For example, Grady offered several of these metaphors in his dissertation (1997), such as similarity as persistence and closeness as keeping upright; he also reanalyzed various (Lakoff & Johnson, 2008) early conceptual metaphors along similar lines. Grady also suggests that various "complex metaphors" might be created by combining several basic metaphors. When it comes to life-affirming metaphors, for example, the fundamental metaphors are at work. The goals are the destinations; the obstacles are the roadblocks, and so on.

Many "image schemas" are used in the construction of conceptual metaphors (based on similarity and basic metaphors). According to Johnson (1987) and Lakoff (1987), due to our constant contacts with the environment, we form these abstract mental frames. The skeletal structures of container, force, source-path-goal, and verticality all show this form of conceptual structure. Several basic metaphors may be traced back to these image schemas, such as Give the necessary, the Container image schema, and the Force schema.

The study of basic metaphors has sparked renewed interest in the brain's metaphors. Lakoff (2008) asserts the existence of a "neuro-metaphorical theory". Individual neurons throughout the brain create neuronal clusters referred to as "nodes". Between the nodes, a wide variety of neural circuits may form. There are two nodes in

the "mapping circuit" that determine metaphor - those regarding the source and target domains. As far as wiring goes, they will be the same for both networks. To the brain's sensory-motor experience, one set of nodes in basic metaphors is corresponding.

2.1.10. Vocabulary and Conceptual Metaphor Teaching in the EFL Context

The fundamental component of English teaching and learning is words and phrases. Celce-Murcia & Rosensweig (1979, p. 242) first proposed the theory that "a person who has a large vocabulary but little structure is more advantageous than a person who is the polar opposite in reading comprehension and fundamental language communication". As a result, an increasing number of instructors and researchers have examined techniques for teaching and acquiring foreign language vocabulary. While traditional English teaching techniques positively influence English vocabulary instruction, they are insufficiently effective and methodical for vocabulary instruction. Numerous students recite words, but they are unable to grasp the full or expanded meanings of these terms and hence cannot apply them effectively. As a result, they are still unable to attain a high degree of English proficiency. However, just 5% of EFL students can comprehend the tale of a native speaker. Thus, language acquisition remains a significant challenge in the modern-day. Students and teachers can benefit from understanding the conceptual metaphor theory (CMT) to teach and learn English effectively. Although the metaphor is a critical cognitive tool for humans, we do not exclusively use it verbally.

Nonetheless, we consider or conceive the target notion in the source concept. Additionally, the mental metaphor is closely related to language learning. In other words, when we employ English phrases, we build connections between two things that, by their very nature, do not appear to belong together (Ungerer & Schmid, 2008). Additionally, teachers might utilize conceptual metaphors to demonstrate the dynamic process of language meaning and the relationships between various word meanings.

2.1.11. Conceptual Metaphors and the Teaching of Idiomatic Language

Cognitive linguistics and psychology research provides compelling evidence for the restricting function of extended cognition in idiomatic language processing.

Metaphors with intellectual foundations give order to the seemingly chaotic world of colloquial words. Rather than being isolated, fixed language units in the mental lexicon blend into a system of metaphoric ideas. Numerous idiomatic idioms have a restricted number of source areas or metaphorical concepts in common (Boers, 2000). While metaphor's mechanism is mainly unconscious, people's implicit awareness of conceptual metaphors promotes the creation and comprehension of idiomatic language (Gibbs et al., 1997). Numerous experimental studies that used a motivating approach to idiom instruction produced excellent outcomes.

2.1.12. Conceptual Metaphor and Idioms

Idioms are abundant in any well-developed language. They are a microcosm of culture. Mechanical retention has been commonly employed in idiom learning for a long period. However, the efficiency is not high enough for pupils to grasp the deeper meanings of idioms and soon forget what they have learnt. According to Lakoff, expressions are inspired by concept maps: "what it means for an idiom to be 'natural' or 'make sense is that there are independently existent pieces of the conceptual system that connect the idiom to its meaning" (Lakoff, 1987, p. 449). Idioms are easily learned through conceptual metaphors because they effectively bridge information from two distinct areas into correspondence.

Metaphor acts as a conceptual motivator for idioms, which are a type of cognitive process; therefore, most phrases are comprehensible (Gibbs, Nayak, &Cutting, 1989). As a result, instructors might use conceptual metaphors like "Anger is fire" to explain them. When teachers distinguish between "spitfire" "have smoke come out of your ears," and "be scorched," they should allow students to draw on their own experiences and understanding of "fire". All three sentences convey the message "be outraged." To spitfire implies, based on a conceptual domain of "fire," that if the fire becomes out of control, it will be exceedingly detrimental to both the individual who started it and the surrounding community. Thus, we may apply the concept to "anger": when anger gets too strong and uncontrollable, it becomes detrimental to both the angry individual and others around them; Similarly, if "smoke bursts out of one's ears," the wrath is contained; if somebody "burns up," we may think that the individual has totally lost control of reason, the most severe of the three assertions. One may argue that this metaphorical

deduction is particularly advantageous for language instruction. It helps EFL students quickly distinguish between idioms with similar meanings but subtle differences in meanings.

2.1.13. Conceptual Metaphor and Linguistic Metaphor

A recent study has revealed a contrast between conceptual and linguistic metaphors, which is worth noting. "The drawing together of discordant domains," according to Littlemore (2009), distinguishes conceptual metaphor from linguistic metaphor. "The bringing together of incongruous terms," according to Littlemore (2009), distinguishes the linguistic metaphor from the conceptual metaphor. According to Lakoff (2006), when we use a conceptual metaphor, we can see and experience one thing through the eyes of another (or vice versa). The linguistic metaphor is the use of words to convey conceptual metaphors rather than literal meanings in a sentence or phrase (Bobrova & Lantolf, 2012). An important aspect of a linguistic metaphor is that it cannot be replaced by another term. ‘She is my better half’ is an example of a metaphor in which "half" cannot be substituted with "an equal portion," even if both phrases convey the same meaning in English language".

According to Lakoff and Johnson (1980), when conveying abstract notions like time or emotions via physical things like locations and containers, conceptual metaphors are widely used. As the example, "The theory needs greater support, this is the basis of our theory" both convey the notion (Littlemore & Low, 2006), that the "theory" may be grasped via the more tangible physical qualities of an object's "structure". Linguistic metaphors are more "idiomatic" in that particular words used to make a metaphor crucial, whereas conceptual metaphors have a more loosely defined word formation, and their metaphorical representation is more flexible to varied language contexts (Littlemore & Low, 2006).

Academic language metaphors may be theoretically distinguished, yet they are often used interchangeably in everyday speech. Metaphors in language are all cognition-dependent. As a result, it is not enough for language students to grasp the syntactic and morphological linguistic metaphors’ meanings. To fully appreciate its symbolic meaning and the process by which it was constructed, one must first grasp the underlying cognitive principles at play.

2.1.14. Conceptual Metaphor and Culture

2.1.14.1. Culture Definition in Foreign Language Education (FLE)

It is reasonable that different areas have different definitions of culture, given its complexity. There are three intertwined aspects of culture defined via National Standards for Foreign Language Learning (FLL) in 2015: cultural products, behavior, and philosophical views. Food, literature, art, and tools are all examples of physical cultural goods. However, other types of cultural products, such as laws, music, and the educational system, are intangible. Regarding socially acceptable behaviors, "behavioral practices" relates to how people see "what to do, when and how". Societal ideas, values, standards, and concepts are handed down from generation to help the society members make sense of the world via philosophical viewpoints of cultural products and behavioral practices get significance from philosophical conceptions.

Galloway (1999) provides more contexts for this idea of culture. She contends that cultural goods encompass everything a society imagines, manufactures, and employs to manage social interactions. A cultural product might be tangible (clothing, tools, food, and literature, etc.) or abstract (ideas, laws, conventions, and organizational systems), with the language being one of the most crucial aspects. Cultural practices are intrinsically tied to encoding and decoding cultural products. Philosophical perspectives are the lenses through which a society observes and comprehends the world, i.e., how it makes meanings of its products and actions.

2.1.14.2. Cultural Variations in Conceptual Metaphor

Language learners can use conceptual metaphors to explore and comprehend the target culture's three linked facets (products, practice, and perspectives). The conceptual metaphor hypothesis is predicated on the assumption that metaphor and culture are inextricably linked. Culture is critical in explaining how particular conceptual metaphors develop from the structure of our knowledge. The conceptual metaphors are cultural constructions (Lakoff and Johnson, 2008). They are used by a society's culture and history as passed down through generations. By employing conceptual metaphors consistently, a society's sociocultural accumulations through time become apparent and

accessible to its inhabitants. Individuals can use these conceptual metaphors to control their social functions and interactions with the surrounding world.

As Ibarretxe (2013) asserts, "metaphor is like culture; it needs a culture in the same way that culture requires metaphor (p.315). Studies on the link between cognition and physical perception, which are conducted across languages and cultures, lead him to think that culture plays the important role in a construction of a crucial part of cognitive linguist meaning processes, the conceptual metaphor. There are many different methods by which metaphors are used in different cultures. This year's Intercultural Pragmatics special issue (Caballero & Daz-Vera, 2013) reexamines the significant link between culture and metaphor in languages other than English (Arabic, Spanish, Polish, Basque, and German). Culture has an important role in the production of metaphors, as well as the consequences of cultural metaphors on cross-linguistic communication. For instance, Malaysian and Singaporean media coverage of the 2008 global economic crisis is examined using corpus linguistics and discourse analysis by Norazit (2013).

2.1.15. Metaphorical Consciousness

There are two critical characteristics for EFL learners which have emerged from research on the conceptual metaphor:

(1) Metaphor requires reasoning about abstract concepts and events using higher-order thinking.

(2) Both spoken and written languages are replete with metaphors.

Metaphors are often used unconsciously by native speakers who are not even aware of them. In certain cases, it may be difficult to understand cultural viewpoints since metaphors are embedded in consumers' minds. Native speakers, according to Bobrova and Lantolf, (2012), often use metaphors in their speech and writing to make their points. ESL students, on the other hand, frequently lack this skill. learners of EFL may get benefit from cross-cultural and cross-linguistic comparisons made by the researchers (Littlemore 2009; Boers, 2000, 2003). It has been suggested that EFL students should concentrate on the source domains of metaphorical phrases, as well as the frequency with which they occur in spoken and written target language forms (Boers,

2000), Grouping topics by their symbolic meanings were employed by the educator to present new ideas.

According to Boers, this method offers three advantages:

First, it aids students' comprehension of EFL conversation.

Second, it assists students in appreciating the underlying value judgments in metaphorical terms.

Third, grouping novel extended terms into systematic semantic themes which assist learners to recall and learn them. Littlemore (2009) in agreement with Boer (2000) expresses that the regular usage of conceptual metaphors to teach vocabulary is more successful than a less systematic method. That is, exposure to an ideal approach enables EFL students to acquire a new language.

In addition, Boers (2003) demonstrates the influence of metaphor variance among cultures on the necessity of symbolic awareness of Foreign language. The authors of Littlemore and Low (2006) suggest that students' conceptual and linguistic competency is strengthened by the integration of these two viewpoints (Bobrova & Lantolf, 2012). EFL users may utilize target language vocabulary and syntax linked with certain metaphors, but their words and grammar cannot communicate the conceptual significance in a similar method to the original metaphors (Danis & Mollica, 1998)

2.1.16. Competence in Metaphor

Most foreign language learners, according to Danesi (2016), perceive metaphors literally rather than figuratively. This difficulty is exacerbated by the fact that textbooks tend to use language that is more literal than metaphorical. Consider the case when a student interprets "the red guy" literally, but not symbolically. As a result, the person receiving the praise or criticism will have no idea what it means. Here, the source domain is red's cultural significance in Chinese culture, and the target is "him" as a student at this institution. According to our understanding of the Chinese culture, the color red symbolizes riches and fame. Consequently, "he is a popular person or rising star in school" may be deduced from the sentence symbolism.

Concerns regarding the marginalization of metaphor education have been raised by Littlemore and Low (2006), and this means that metaphorical competence is no longer seen as an obscure and demanding part of language acquisition reserved for advanced literary-oriented EFL students (Bobrova & Lantolf, 2012). Instead, children should be exposed to metaphors from an early age. "Curriculum development, as well as the development of metaphorical competence, should be a cornerstone of any pedagogy that emphasizes the inextricable nature of language and culture." (p.34). Metaphorical competence is a subcategory of sociolinguistic competence that is concerned with language learners' "sensitivity to or control over language usage standards" in a variety of linguistic contexts. Littlemore and Low (2006), emphasized further on this concept by describing it as successfully interpreting cultural references and conceptual analogies. To comprehend metaphors' abstract meanings in a discourse, students must grasp the extended meanings and assessments granted via a particular culture to specific events, locations, organizations, or individuals. Only in this way can language student develop competence of the metaphorical essential for comprehending and employing cross-cultural and cross-linguistic metaphoric differences.

2.1.17. Differences and Similarities in Linguistic and Conceptual Levels

Metaphors differ in their conceptual and linguistic meaning between languages, yet some are universally applicable. Languages and cultures have different metaphors due to cultural differences. A theory that is widely accepted in one culture but not in another is called into question (Deignan et al., 1997). The understanding and interpretation of metaphors are not just influenced by cultural variations; there are several ways to store the same notion in different languages, as shown by Türker (2016). Another way of saying this is that two languages may use different vocabulary and grammatical structures to convey the same meaning (for example, Turkish uses a different term for "to grasp"). Many studies have found that the linguistic and conceptual differences and similarities among the EFL and the teaching language influence how language students interpret and use metaphoric expressions in an TL (Boers & Demecheleer, 2001; Charteris-Black, 2001, 2002; Alsadi, 2016; Deignan et al. 1997; Nam, 2010; Dong, 2004; Lowery, 2013; Saygn, 2013; Zhang, 2013). The greatest results in metaphorical expressions were reported by Türker (2016), who found that participants

got the best results when the metaphors were linguistically and conceptually close. Studies by Deignan et al. (1997), Alsadi (2016), Dong (2004, 2003), Lowery (2013), Littlemore (2003), and Nam (2016) were all performed in (EFL) settings (2010). According to the findings of this research, students of EFL have a more problem time grasping culturally specific metaphors than metaphors that are common to both languages (Alsadi, 2016; Littlemore, 2003; Deignan et al., 1997; Lowery, 2013; Nam, 2010; Dong, 2004). In their study, Deignan et al. (1997) examined metaphor learning by Polish EFL students using three types of metaphors in their study:

1- Similar conceptual/lexical levels.
2- Different concept/linguistic levels.
3- All permissible lexical/conceptual levels are comparable.

The results indicated that participants almost comprehended the metaphorical phrases in the category.

1- Similarly, students in the category with a little difficulty.

2- had no problem grasping the concept because it had an equivalent in their native language; nevertheless, finding the right vocabulary to convey these concepts in teaching language was a greater barrier. Specifically, it has been observed that learners can translate commodities from categories.

3- As a result of these findings, it is obvious that the metaphor interpretation requires an understanding of the conceptual, contrasts, and linguistic similarities between two languages. As the result, they can constrain or expand EFL learners' performance in the target language.

2.1.18. Idioms and Idiomaticity

Words that have no meaning deduced from their constituent parts are known as idioms. They are often formal and informal oral and written conversations. They may be found in various media, including films, television, journalism, and everyday life. According to Polio, Barlow, Fine, and Polio (1977), a great number of English learners utter about 20 million idioms during their lives, or around 7,000 idioms every week on average. Accordingly, every minute of speaking results in around four conceptual metaphor statements. However, the prevalence of idiomatic language creates a significant difficulty for EFL learners when it comes to real input. Knowledge of the

elements' literal meaning is required to grasp the importance of a conceptual metaphor correctly. In sum, many learners have a limited EFL language, and as a result, many of the terminology used in idiomatic phrases may be unknown to them.

Besides, even if students understand the exact meaning of the constituent elements, this does not always suggest that they know the significance of the idioms. As Boers et al. (2009) point out, if students fail to identify the correct 'source domain' of an expression, its meaning can easily misinterpret. Like other cognitive abilities, sensitivity to conceptual metaphor and their 'source domains' develops with age and exposure (Cain, Towse & Knight, 2009). EFL learners, however, often do not have sufficient exposure that would allow them to develop the ability to identify the relevant metaphoric constructs and interpret conceptual metaphor expressions correctly. Finally, due to their limited knowledge of metaphorical terms, learners tend to rely on EFL conceptual systems during the processing of idiomatic EFL. As a result, literal meanings of the phrases are accessed more quickly than the conceptual metaphor ones (Gibbs, 1986; Cieślicka, 2006). The dominance of literal meanings is reasonable, given that learners acquire knowledge of individual lexical items' literal definitions long before they encounter their conceptual metaphor meanings (Cielicka, 2006). However, formulaic language research has revealed that idiomatic senses are typically employed more than literal ones (Low, 1988; Conklin & Schmitt, 2008).

The enormous quantity of idioms, their prevalence in English language, and the lengthy problems learners have with this form of speech are all persuasive arguments favoring idiom learning in the overall vocabulary acquisition and development process. Measures that reduce the strain placed on learners while simultaneously increasing the likelihood that idiomatic phrases encountered that will be comprehended and retained are required. However, conversation language training in the EFL has been an obsolete area of vocabulary instruction. While no one appears to be disputing the benefits of explicit conceptual metaphor education, teachers have been at a loss for how to aid their pupils in learning conversational idioms for many years. Due to the alleged arbitrariness of idiomatic language's semantics and the set word order of these expressions, it is formerly believed that the only way for learners to comprehend these expressions was by rote memorization of the words (Boers, Eyckmans & Stengers, 2007). As a result, idioms were regarded as "dead metaphors" or fixed multiword chunks that had to be memorized in their whole. That is, many second-language instruction materials either

totally disregarded idioms or listed them as 'other phrases' without giving any opportunity for practice in the language (Irujo, 1986). Skoufaki (2008) examined EFL students' use of the conceptual metaphors to infer the idiomatic phrasal verbs meaning to strengthen their communication abilities. They estimated the significance of unfamiliar daily phrasal verbs in a phrase context and explained a conceptual metaphor that led to their interpretation verb. They were adult intermediate learners of English from Greece. He suggests that using conceptual metaphors indefinitely can be used to predict the idiomatic meaning of a sentence.

2.1.19. Strategy Towards Metaphors

This study focuses on metaphors in American Presidents' inaugural addresses that are probable to be used to legitimize, accredit, and license their speech acts and subsequent actions. First, it is necessary to summarize two approaches to metaphors. Metaphors may be accounted for and analyzed in two distinct ways. Ortony (1993) defines the first view as conventional or non-constructive, whereas the second one is cognitive or constructive.

2.1.20. Cognitive Approach Towards Metaphors

Contrary to consideration, a metaphor is frequently viewed as a rhetorical device. However, in their original book Metaphors We Live By Lakoff and Johnson (2008) contend that the metaphor is extending in daily life, not just in the language but also in cognition behavior. Our conceptual system is first metaphorical; the metaphor is a process of grasping and experiencing one thing through the lens of another. Similarly, Kövecses (2002) states that in cognitive linguistics, metaphor is defined as "viewing one conceptual domain through the lens of another conceptual domain". Conceptual metaphor is when the conceptual domain is transformed into an abstract field. The domain is referred to as a source domain because it contains metaphorical terms that aid in comprehending the conceptual environment. Therefore, in this context, the domain is the target domain, where "mapping" refers to conceptual correspondences between two components (Kövecses, 2002). This method appears to be based on the premise that cognition results from mental fabrication. It is a cognitive expression. Language usage

and understanding are entirely creative processes. Metaphors and other figures of speech appear to demand a greater degree of inventiveness than other forms of language. Metaphor plays a significant influence in both language and mind in cognitive linguistics, eroding the difference between metaphorical and literal concerns (Lakoff & Johnson, 2008).

2.2. Section Two: Previous Studies

In this section, we will find and discuss the aims, samples, instruments, and the results of the previous studies.

Samani (2012) aimed to assess the impact of conceptual metaphors on the learners' idiom learning. The participants were seventy intermediate L2 students randomly chosen from Islamic Azad University of Khorasgan and Shahrekord University. The students were all juniors, ranging from 19 to 25 years old and were English Translation majors.

They enrolled in a course named "Translation of Metaphorical Expressions’’, and were separated into two groups according to their performance on the Oxford Placement Test (Allan, 2004) and other examinations (pre-post-tests).

The results indicated that conceptual metaphors have a greater influence on idiom acquisition compared with traditional techniques. Group 2 is capable of learning idioms but could not deduce their meanings since their metaphorical awareness has not matured.

In another study by KÖMÜR and ÇİMEN (2013), the goal was to determine the effect of using conceptual metaphors when learning idioms in a foreign language.

32 students were in the 1st year graduates from the ELT Department at Mugla University's Faculty of Education. The participants are between the ages of 18 and 20 and they were included in this study because they enrolled in "Lexical Competence during the Spring Term of the 2008/2009 academic year". The 1st year's sessions are geared toward assisting students in developing their language proficiency. They should graduate from this program with working knowledge of the target language and instruction. After graduation, they will teach English in the Turkish educational system's elementary, secondary, and high schools.

The findings showed that its adoption improved language students' understanding of metaphors and expressions of idiomatic. As a result, it may be advised to supplement a foreign language vocabulary class's idiom learning channel.

Besides, Waehayi and Sripetpun (2014) aimed to assess an efficacy of educating phrasal verbs using conceptual metaphor approaches and the impact of the conceptual metaphor approach on the teaching of phrasal verbs to a class.

The participants of the Secondary Educational Area Office were randomly selected in twelfth graders enrolling in a secondary school in the Southern Thailand. They have a relatively low level of English proficiency, as measured by (ONET) the Ordinary National Educational Test scores.

A data collection approach included:

- A one-group pre-test and post-test.
- A questionnaire.
- A target phrasal verbs plan.

Over eight weeks, 210 phrasal verbs were taught extensively to test the impact of an approach on learners' understanding and recall of these phrasal verbs. Additionally, a t-test for pairwise comparisons was used.

The outcomes suggested that students learned more phrasal verbs and keep their knowledge of the examined phrasal verbs at a 0.01 level of significance. Questionnaires of students' comprehension of the conceptual metaphor method and their attitudes toward learning revealed that most learners thought it aided them in acquiring phrasal verbs.

Moreover, Karahan (2015) conducted a study to assess if "enhancing students' knowledge of orientational metaphors in phrasal verbs using a cognitive-linguistic to improve their ability to recognize and produce phrasal verbs effectively". To select the participants, convenience sampling was employed. To put it another way, they are chosen because of their ease of use. A total of sixty three first-year English language ELT learners from the public university participated in the study.

A pre-test and a standardized English proficiency exam were used to determine if the instruments had equivalent levels of ability in the language before commencing

their freshman year. Therefore, they produced the descriptive statistics (means, the standard deviations) to examine the performance of both groups (the treatment and control groups) on the completed tasks provided immediately following the instruction. they next used one-way ANOVA to compare the mean effect of people.

The result of the study has shown that classifying verbs in terms of orientational features may be an effective teaching metaphor for students who want to understand the responsibilities of satellites via metaphorical thinking.

In their study, Qorbanian and Safaie-Qalati (2016) aimed ‘’to conduct a quasi-experimental investigation to evaluate if conceptual metaphor awareness can benefit Iranian intermediate EFL students in mastering phrasal verbs’’ using a quasi-experimental research design.

The participants were randomly selected from Iranian intermediate EFL students available in a project's settings, whereby each group consisted of 30 students. Then, throughout a five-week educational period, phrasal verbs were delivered to the control group using a standard method of explanation and sentence examples, but without an explicit description of the symbolic aspect of phrasal verbs' meaning.

Both groups took a pretest on the researchers' devised phrasal verbs. Phrasal Verbs Sampling, Homogeneity, Pretest, Posttest, and Teaching Methodology were utilized as instruments.

Their study indicated that cognitively focused methods such as conceptual metaphor awareness might teach phrasal verbs.

Further, Altakhaineh and Shahzad (2020) aimed to use "pictures and online dictionaries in teaching English metaphorical expressions to Arabic-speaking EFL learners".

Their study involved 50 Arabic-speaking EFL students at Al Ain University in the United Arab Emirates (UAE). They are second-year students participating in a 42-hour English 2 course, and their average age is 22. The researchers guarantee that the participants' English proficiency is comparable based on their IELTS test results. The participants were randomly assigned to one of two therapy groups: Group A or Group B. Both groups were pre-arranged and taught by the same instructor.

The findings of a paired sample t-test, Group A (using photos) outperformed Group B (using online dictionaries) on the post-test. Additionally, the results indicated that Type 6 is the most difficult for participants in both groups compared to other kinds. Metaphors are an extremely complex model of communication that demonstrates a high level of linguistic ability.

According to Samani (2012), the results indicate that conceptual metaphors have a greater influence on idiom acquisition more than traditional techniques. The participants in Group 2 are capable of learning idioms, but they could not deduce their meanings since their metaphorical awareness has not matured. Also, Kömür and Çimen’s (2013) findings show that its adoption improved language learners' understanding of metaphors and idiomatic expressions. As a result, it may be advised to supplement a foreign language vocabulary class's idiom learning channel. For Waehayi and Sripetpun (2014), the outcomes suggest that students learned more phrasal verbs and kept their knowledge of the examined phrasal verbs at a 0.01 level of significance. Additionally, questionnaires of students' comprehension of the conceptual metaphor method and their attitudes toward learning revealed that most students thought it aided them in acquiring phrasal verbs. Also, Karahan (2015) suggested that the participants who learned phrasal verbs by figuring out how orientational metaphors worked did not always do better than those who studied them through their Turkish equivalents with examples. Furthermore, while individuals in an experimental group did marginally best on the second completion task than those in a control group, this variation was statistically insignificant. Further, the findings indicated that categorizing phrasal verbs according to their underlying orientational qualities may be a useful method for teaching phrasal verbs for learners to comprehend the roles of satellites through metaphorical thoughts. Additionally, Qhorbanian and Safaei Ghalati (2016) indicated that cognitively focused metaphor such as conceptual metaphor awareness might teach phrasal verbs. In sum, according to Altakhaineh Shahzad (2020), the findings of a paired sample t-test revealed that Group A (using photos) outperformed Group B (using online dictionaries) on the post-test. Additionally, the results indicated that Type 6 was the most difficult for participants in both groups compared to other kinds. Metaphors are an extremely complex model of communication that demonstrates a high level of linguistic ability.

The current study aims 1-To find out the usefulness of the conceptual metaphor in the improvement of EFL students' performance in studying English language. 2- To

find out whether using the conceptual metaphor in learning English as a foreign language increases the proficiency of EFL learners or not. 3- To find out the effectiveness of conceptual metaphor on experimental group students' performance in recognition and production levels. 4- To find out whether teaching conceptual metaphor impacts the ability of EFL learners to understand and learn English language in achievement at the three variables. 5- To determine if there is a link between parents' education and the age of the student in the experimental and control groups. The researcher conducts experiment design with a pre and post-test that collects data and analyzing by using SPSS and ANOVA to mean score. The sample is 30 EX.G and 30 CO.G and 15 pilot study participants from (Al-Atyaf) preparatory school in AL-Shirqat district-Salah Al-Dein in Iraq.

Table 1. A Summary of Previous Studies

Art. No.	The Authors	The Aims	Research Design & Theoretical Frame Work	The Samples	Data Collection & Data Analysis	The Findings	Limitations and Suggestions
1	Samani, (2012)	The study aims to assess the impact of conceptual metaphors on learners' idiom learning.	quantitative design. - the cognitive theory of metaphor are Lakoff and Johnson (1980)	The participants are 70 intermediate L2 students from Islamic Azad University so they were randomly selected. All of the students are juniors, ranging in age from 19 to 25, and majoring in English Translation.	The participants were separated into two groups according to their performance on the Oxford Placement Test (OPT, Allan, 2004) and other examinations (pre-post-test). - statistically analyzed an independent t test.	Additionally, the results indicated that conceptual metaphors had a greater influence on idiom acquisition than traditional techniques. Group 2 is capable of learning idioms but was unable to deduce their meanings since their metaphorical awareness had not matured.	- However, most L2 teachers do not employ an effective strategy for teaching idioms. Idioms provide unique challenges for L2 instructors in the classroom. Idioms in the second language are not well taught. Group 2 was able to acquire idioms but was unable to derive their meaning since their metaphorical awareness had not grown. - This is something that future studies can consider. More studies

							on whether L2 students can employ conceptual metaphors automatically when confronted with idioms can be conducted.
2	Kömür, & Çimen(2013).	This study aims to determine the effect of using conceptual metaphors when learning idioms in a foreign language.	quantitative design. -CTM	The participants were 32 first-year students from Mugla University's Faculty of Education's ELT Department. Participants range in age from 18 to 20 years.	-They used a pre- test, a post-test and an open-ended questionnaire. -SPSS	The findings show that its adoption improved language learners' understanding of metaphors and idiomatic expressions. As a result, it may be advised to supplement a foreign language vocabulary class's idiom learning channel.	-To make generalizations regarding the impact of teaching idioms using conceptual metaphors, further research with many groups and factors (e.g. teaching styles and multiple intelligences, teaching and communication techniques) are needed. - it can be suggested as an additional channel for learning idioms in a foreign language vocabulary class.
3	Waehayi and Sripetpun (2014)	The study aimed at investigating the effectiveness of teaching phrasal verbs via conceptual metaphor techniques.	-quantitative design. - the a study on the theory of cognitive linguistics and conceptual metaphor conducted by (Nhu & Huyen, 2009).	Participants of the Secondary Educational Area Office randomly select 31 in twelfth graders enrolling in a secondary school in Southern Thailand.	-The data collection tools included a one-group pretest and posttest, a questionnaire, and a target phrasal verbs design. - The descriptive statistic and the Ordinary National	The outcomes suggested that students learnt more phrasal verbs and kept their knowledge of the examined phrasal verbs at a 0.01 level of significance. Additionally, questionnaires of learners' comprehension of the conceptual metaphor	-According to the results of the Ordinary National Educational Test (O-NET), they had a widespread lack of English competence. - The author should employ the interview method to elicit students' attitudes in

					Educational Test (O-NET)	method and their attitudes toward learning revealed that most students thought it aided them in acquiring phrasal verbs.	order to investigate directly through the students' opinions how they think about the technique.
4	Karahan(2015)	The purpose study is to assess if enhancing learners' knowledge of orientational metaphors in phrasal verbs using a cognitive-linguistic strategy improves their ability to recognize and produce phrasal verbs effectively.	quantitative design. -Cognitive linguistics approach	Convenience sampling uses to choose the participants. In other words, they are selected for their accessibility. The study enrolled sixty three first-year ELT Department students from the public university.	using a standardized English proficiency test and pretest. - Descriptive statistics One-way ANOVA	The result of this research, shows that classifying verbs in terms of orientational features may be an effective teaching technique for students who want to understand the responsibilities of satellites via metaphorical thinking.	The Language students may be unfamiliar with these multi-word verbs and lack the information and abilities essential to deal with them. - Future study should focus on additional sets of adverbial particles to determine whether findings can be replicated using different orientation metaphors.
5	Qhorbania & Ghalati,(2016).	The researchers' immediate objective in this work is to perform a quasi-experimental inquiry to see if conceptual metaphor awareness may help Iranian intermediate EFL learners improve their phrasal verb acquisition.	- quantitative design. -conceptual metaphor theory	The participants are randomly selected from Iranian intermediate EFL students available in the project's settings each group consisted of 15 students.	- used Phrasal Verbs Sampling, Homogeneity and Pretest, Posttest, and Teaching Methodology. - Descriptive Statistic and T-test.	This research indicates that cognitively focused strategies such as conceptual metaphor awareness might teach phrasal verbs.	- A limitation of this study and most previous relevant studies is that, while the conceptual metaphor of awareness is a relatively new way in the field of language studying, and learning, there are few explicitly structured ways of teaching based on this approach in literature.

							- present researchers recommend analyzing various changes in motivation and attitude levels when employing this strategy in order to determine whether the method itself or its motivational elements enhance learner performance.
6	Altakhaineh,. & Shahzad, (2020)	This study aims to use pictures and online dictionaries in teaching English metaphorical expressions to 50 Arabic-speaking EFL learners.	- quantitative design. . - theory of cognition and CTM	The research included 50 EFL students at Al Ain University in (UAE).	Pre and posttest.	The findings of a paired participant the T-test, Group A (using photos) outperformed Group B (using online dictionaries) on the post-test. Additionally, the result was the most difficult for participants in both groups compared to other kinds. Metaphors are an extremely complex model of communication that demonstrate a high level of linguistic ability.	-More emphasis should be placed on employing visual cues to teach metaphorical terms to Arabic-speaking EFL students. - It is also suggested that more research be conducted a study to the use of pictures in the teaching of other figurative language methods, such as metonymy.

The authors of previous study above used a quantitative research (experimental study), cognitive theory, researchers address the word "understanding" briefly. researchers have advanced numerous studies. They used social theory for their research. Behavioral theory teaches young learners that teaching English is fundamentally

different from learning adults since they possess unique behavioral and physical traits and descriptive figures about learners. CTM it is first theory for conceptual metaphor discovered by1980, George Lakoff and Mark Johnson's book entitled *Metaphors We Live By* marked the official origin of mental metaphor research. Also, the authors used the participants of the study enrolled learners in different grades and classes. The samplings are selected randomly. The methods of data collection included a pre-test and post-test and questionnaire. The data analyses used by authors used ANOVA, SPSS, and statically analysis transcribing the entire classroom operation data were expressed as percentages.

3. THE METHODOLOGY

3.1. Introductory Notes

This chapter discusses the experimental work, which includes the study's sample, experimental design, group equalization, instructional materials, and educational initiatives. Additionally, it discusses the development of the pretest and posttest, their validity, pilot administration, reliability, difficulty level, discriminating power, as well as their final administration, and the statistical methods used to analyze the research data.

3.2. Experimental Research Design

Designing research synthesizes ideas from the social, psychological, and more technical disciplines to establish a legacy of empirical inquiry spanning (Cross, 2007). Experimental research is a developing component of this empirical heritage, which has grown in importance as the area has evolved. As is the case with other maturing sciences, such as behavioral psychology, this development entails ever-increasing scientific and methodological demands. Cash, Stanković, and Štorga (2016) note that the experimental approach, in particular, presents distinct and substantial problems for contemporary design researchers. This chapter introduces experimental design research, describes the numerous sorts of experimental approaches, and discusses the book's position within a broader methodological framework.

3.2.1. Experimental Design (ED)

An experimental design is a schema or method that enables the researcher to test hypotheses by coming to reliable conclusions about the connections among the independent and dependent variables (Akhtar, 2016).

The experimental design is a method of research in the social sciences (such as psychology or sociology) in which a controlled experimental factor is subjected to special treatment for purposes of comparison with a factor kept constant (Bloomfield & Fisher, 2019)

Experimental designs have many classifications. They can be classified by the number of independent variables, and how they will supply control of threats for the internal and external validity (Rogers & Revesz, 2019).

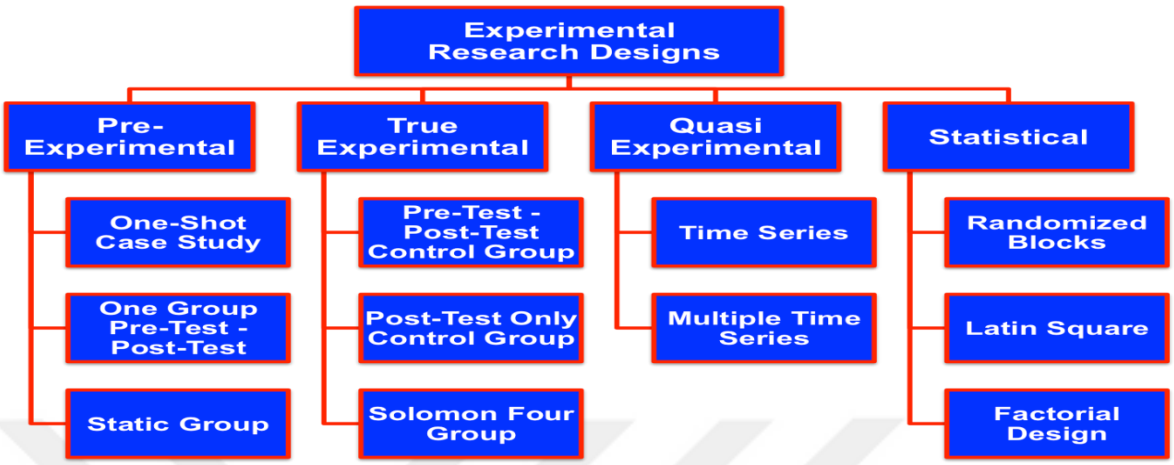

Figure 4. *Experiential Research Design* (Lavraka, 2008)

As shown in Table (3.1), the experimental design used in this study is referred to as "The pretest/posttest Equivalent - Group Design". It includes the following steps (Akhtar, 2016):

1- Using a random number generator to create experimental and control groups.
2- Maintaining control over the independent variable exclusively for experimental groups.
3- The two groups are pretested and posttest.
4- The standard method of teaching the identical content to the control group (English for Iraq: units 1 and 2) is used.
5- "Subjecting the two selected groups to post-test scores are, then compared to determine the effectiveness of the treatment" (Shabani & Ghasemi, 2014, p.1715).

A conceptual metaphor-based approach is used to teach English for Iraq to experimental groups while a traditional approach to the same subject is used to teach a control group of students.

Table 2. The Experimental Design

The Groups	Pretest	Independent variable	Posttest
The Experimental Group	**Pretest**	Using Conceptual Metaphor	Posttest
The Control Group	**Pretest**	“English for Iraq” book traditional approach	Posttest

3.3. Population and Sampling

The participants in the current study are females in the fifth scientific grade of an EFL Iraqi preparatory school in the center of Al-Shirqat district in Salahaddin Governorate during the academic year (2021-2022).

According to Richard and Schmidt (2013), "samples" are defined as sets of topics, individuals, etc. So, the total number of the fifth-grade pupils is 75, and "the researcher chooses the study sample randomly from (Al-Atyaf) preparatory school in AL-Shirqat district-Salahaddin in Iraq." The students divide into two groups: (A) and (B). The research sample is selected randomly into two groups ": The experimental and control groups Section (A) is designated as the EG, whereas section (B) is designated as the CG. Each group has 30 students, with 15 of them participating in the pilot study.

Table 3. Population and Sampling

No.	The Groups	Preparatory Schools	Total
1	The Experimental	AL-Atyaf	30
2	The Control	AL-Atyaf	30
3	The Pilot	AL-Atyaf	15

3.4. Data collection

This study used quantitative data gathered from the pre-test and post-test and was distributed to the experimental and control group at the preparatory school. With these pre-tests and post-tests, this study aims to find out the importance of conceptual metaphor in improving EFL students’ performance in learning English language. This study provides the learners with the use of conceptual metaphors. The study also contains two groups: the experimental group received conceptual metaphor, while the control group followed using the (English for Iraq) book, which was the classical teaching methodology. For data collection, pre-tests of groups are conducted on both

groups (EG and CG). The experimental group followed, using conceptual metaphor, and the control group followed the existing teaching method, which was the traditional method. After nine weeks of using conceptual metaphor, each week consisted of three sessions, and each session lasted 50 minutes. The experimental group was given a post-test, as well as the control group, and then the experimental group was given a post-test to assess their understanding, opinions, and choices.

The data collection requires ten successive weeks to be completed. A sample of seventy-five students from Al-Atyaf preparatory school for girls is randomly chosen to participate in the exam to fulfill these objectives. In the first week, the researcher conducts a 15 pilot group to check the participants' understanding and test the instrument. After that, the researcher makes a pretest exam for the students in both groups EX and CO. Also,. So, the test took almost 60-min to complete. After that, the experimental group receives instructions about the conceptual metaphor, which led to debates in English on the metaphoric expressions used in the literature in the 5th preparatory school class. In contrast, the CG is taught in (English for Iraq) book in the 5th preparatory class. The goals of studying conceptual metaphors are to improve the participants' awareness of metaphoric expressions and to clarify their thoughts in a way that involves not only idioms but also words or sentences to draw their attention to the differences and similarities among them. The teaching and discussing conceptual metaphor lasts for ten weeks. After that, a post-test is conducting for the two groups. then, a 60-min test again is to examine the impacts on retention and in which methods the directives might cause different learning effects. Finally, the performance of the participants in group A is better than the performance of the participants in group B in this study.

3.5. Data Analysis

The data analysis used SPSS and one-way ANOVA to generate the tests' statistical findings. The participants' scores, how much time they spend learning English outside of class, and how much time they spend studying important subjects over a long period of time are all taken into account to make sure there is no influence from their individual background variances.

3.6. Equivalence of the Sample

Equalization "implies that groups eventually to be compared are on equal terms with regard to their initial characteristics at the study beginning so that a balance struck and the internal validity of the study is fostered" (Campbell, 2002; p.23). The following factors have been used to equalize two groups of learners:

1. Pre-test scores.
2. Students' Age
3. Subjects' previous year's level of accomplishment in (English for Iraq) (2021/2022)
4. Academic level of the pupils' parents.

3.6.1. Students' Age

Age is a key agent in language gaining and learning. The different ages of pupils imply different needs, competencies, and cognitive skills. Older pupils make more progress than their younger counterparts (Harmer, 2011).

The "age of the two groups" of learners is determined in months, as stated in appendix (A). "The first experimental group's mean score" is (215.73) and "the control group's mean score" is (217.63). Using "the t-test equation for two independent samples", we got a "calculated t-value" of (1.561), which is less than a "tabulated t-value" of (2.00) in a SL about (0.05) and (58) is DF. This indicates that there is no means of important distinction in age among the two groups, as seen in table (3.3).

Table 4. The Mean, the Standard Deviation(SD), and the T-Value of Students' Age

The Groups	**NO.**	**Mean**	**SD**	**The T-Value**		**DF**	**SL**
The EG	30	215.73	4.36	**The Calculated**	**The Tabulated**	58	0.05
The Control Group	30	217.63	5.04	1.561	2.00		

3.6.2. Subjects' Levels of Achievement for the Previous Year (2020/2021)

The prior year's accomplishment levels in (2020/2021) are determined as given in appendix (B). The "experimental group's mean score" is (61.56), whereas "the control group's mean score" is (62.50). The "t-test equation for two independent samples" is employed; the "calculated f-value" is (0.358), which is determined to be less than the "tabulated t-value" of (2.00) "at a significance level" about (0.05) and a "degree of freedom" of (58). It refers that there is no important distinction among the two groups, as in table (3.4).

Table 5. The Mean scores, the standard deviations, and the t-value for the learners' English performance over the preceding academic year

The Groups	No.	Mean	SD	T-Value		DF	Significance Level
The EG.	30	61.56	10.45	The Calculated	The Tabulated	58	0.05
The CG.	30	62.50	9.74	0.358	2.00		

3.6.3. The Equalization in the Pupils' Parents' Academic Level.

3.6.3.1. Educational Level of Father's

A "Chi-square calculation" uses to contrast the two independent samples of fathers' educational attainment to assess if "there is a statistically importance difference between them". An estimated "chi-square value" is (1.561a), which is less than the "tabulated t-value" (11.07) at "the level of significance" (0.05) and "degree of freedom"(5), thus indicating that there is no important difference in this variable among the two groups as stated in Table (3.5).

Table 6. Value of Chi-square for the Educational Level of Pupils' Fathers

The Education Level	The Groups		The Total	Value of Chi-Square		DF	Significance Level
	The EG.	The CG.		Calculated	Tabulated		
The Bachelor	9	8	17	1.561a	11.07	5	0.05
Diploma	13	10	23				
Higher Studies	1	1	2				
Illiterate	1	2	3				
The Primary	2	4	6				
The Primary	4	5	9				
Total	30	30	60				

3.6.3.2. Mother's Educational Level

The "Chi-square formula" indicates that the two groups are amounting to in this variable. At the "level of significance" (0.05) and DF is (4), a "calculated value" is (2.610a) which is less than the "tabulated value" (9.48), thereby indicating that there is no importance difference among the two groups in this variable (3.6).

Table 7. Value of Chi-square for Educational Level of Pupils' Mothers

The Education Level	Groups		Total	Value of Chi-Square		DF	Significance Level
	EG.	CG.		Calculated	Tabulated		
Bachelor	2	4	6	2.610a	9.48	4	0.05
Diploma	3	1	4				
Illiterate	2	3	5				
Primary	20	17	37				
Primary	3	5	8				
Total	30	30	60				

3.7. Pre-Test for Students' Scores

The researcher administers "the pre-test to students in two groups (experimental and control)", and found that an "experimental group has a mean score" (47.33), a SD of (9.94), whereas "the control group has a mean score" (46.00) and a "standard " (11.38). When two groups' results are "compared using the t-test of two independent groups", groups show no "statistically important differences" in a (0.05) to SL. "Calculated t-value" (0.483) is less than "tabulated t-value" (2.00) and the DF is (58), thus showing that the two groups are equivalent in the pre-test as given appendix (C).

Table 8. Mean scores, the standard deviations, and the t-value for the students' achievement in the pre-test

Groups	No.	Mean	SD	T-Value		DF	SL
				Calculated	Tabulated		
The EG.	30	47.33	9.94	0.483	2.00	58	0.05
The CG.	30	46.00	11.38				

3.8. Instructional Material and Pupil's Instruction

The instructional material, also known as the syllabus, is a shortened version of the test standards that informs test takers what the exam will cover. It is concerned with the number of exam papers, as well as language, elements, structures, circumstances, and abilities (Alderson et al., 1995). The experimental group and control group are taught the same content, which included the two modules (1, 2). Unit 1 (Education) and unit 2 consisted of the following parts: writing, reading, listening and speaking, grammatical areas, and lexical areas.

Unit one

Listening and speaking:

- Listening for and saying plural words.

- Listening and identifying the attitudes and feelings of speakers.

- Listening for the gist of the discussion.

- Comparing and contrasting.

- Asking and talking about past events.

Reading and Writing:

- Skimming and Scanning.

- Recognizing the purpose of the text.

- Using grammar and syntax to follow the sequence of events.

- Proofreading and editing.

- Planning and organizing any essay (paragraphing).

Grammatical areas:

- Present (simple and continuous present perfect) tenses.
- Present perfect tenses.
- Past (continuous and simple) tenses.
- Past perfect simple tense and past perfect continuous tenses.
- Question tags.
- Present perfect continuous tense.

Lexical area

- Education schools and academies subjects
- Collocation (take an exam; pre and post-test, etc.)
- For and since
- Word for making comparisons
- Sequencing words and phrases (just before, then, a little later, etc.)

Language Learning

- Question tags
- Guessing the meaning of new words from the context

Unit two (keep in touch)

Listening and Speaking

- Listening to identify the topic and the context.
- Listening to the telephone conversations.
- Checking and confirming the information.
- Listening to the direction and explaining where the things are.

Reading and Writing

- Reading to identify the conceptual metaphor.
- Using a contents page.
- Scanning a range of texts and transferring the information.
- Identifying the main idea of a paragraph.
- Writing about advantages and disadvantages of " the internet".

Grammatical Areas:

- Imperative
- Zero conditional
- So and such
- Making deductions

Lexical Areas

- Place names and landmarks
- Noun phrases
- Words for things to see and do on a holiday
- Travel and hotel
- Adjectives to describe places.
- Words to express proximity (nearby, around the corner, etc.)

3.8.1.1. The Lesson Plan: Experimental Group Teaching (method)

The Date: 16th . Oct. 2021

The Class and Section: 5th preparatory class (scientific) (A).

The Topic Unit 1/ - why are you writing to your mother?

The Organization of Seats: pupils' seats are kept as they are in their conventional sets.

The stages of the lesson:

The aim: Acquiring factual knowledge and achieving deep understanding.

Stage 1: Introducing the reading

Materials: white board

The instructor teaches the new vocabulary and asks pupils what they know about each one.

Stage 2: Read for detailed information

The instructor reads the statements and checks any new vocabulary, and chooses individual pupils to correct the false sentences in the article.

Stage 3: Revise and practice the use of defining articles

Stage 4: Using the conceptual metaphor .

The instructor asks the pupils to write expressions about the conceptual metaphor (from the book).

Literature Focus:

1. Defining the conceptual metaphor
2. Using the conceptual metaphor in the texts Baghdadi Bath *(Hammam Baghdadi)* by Jawad Al-Assadi.
3. Using the conceptual metaphor in the texts in William Shakespeare's “the tempest”

The researcher asks the pupils to practice and write those expressions in their copybook.

Homework: to write expressions about the conceptual metaphor from the lesson on their scrapbook. Also, the researcher asks them to prepare conceptual metaphors expressions by using daily events for developing their achievements and performances in learning English.

3.8.1.2. Lesson Plan: Teaching the Control Group

The Date: 23th . Oct. 2021

The Class and section: Fifth class (B) (scientific).

The Topic: Unit 2: keep in touch

The Organization of Seats: pupil’s seats are organized into smaller groups.

The Stages of the Lesson:

Aim: acquiring factual knowledge and achieving deep understanding.

Introducing the reading and writing materials and pupils’ writing and notebooks. Whiteboard short expressions, key vocabulary.

The instructor introduces the lesson to the pupils. He starts by activating prior knowledge. The instructor asks the pupils: how many times they read and what words help them understand expressions in their minds.

Stage 2: The instructor asks the pupils to look at the texts and discusses the style of the article. After they read the article, the instructor asks the pupils to describe the words in the papers encouraging them to look back at the texts wherever it is necessary.

Stage 3: Discussing the new vocabulary in the Article

The instructor reads the article and asks pupils to choose some terms to put it in the Tell Column and try to find some synonyms and antonyms to these terms and put it in the Show column on the board. The pupils can even use dictionaries.

Stage 4: add information to your scrapbook.

The instructor writes the new words from the lesson on the board, eliciting names of other words and activities. Then the instructor tells the pupils to choose activities and places and writes an extended text as homework.

Stage 5: Practicing writing descriptive sentences or a text.

The instructor writes some sentences on the Tell Colum and models an example for the class before they start their individual writing. The instructor for example writes a sentence on the board like “He is happy”. Then, he asks the pupils to fix this sentence to the subject **‘is happy’** using the words they wrote down from their book.

Stage 6: Techniques Included

- Practicing fill in the blanks and the true or false exercises
- Pupils should summarized the texts by acting a pair share technique
- Creating graphic.
- Organizing a paragraph.

3.8.2. Construction of the Post-Test

An accomplishment exam is create based on the instructional material and behavioral goals. Specific aims, informative objectives, performance objectives, and instructional objectives are all examples of specific objectives.

The "test includes five questions". The first question contains two parts (A and B): (A) is "related to recognition level" on conceptual metaphor unseen pages with four clauses. Each clause is given three marks, whereas (B) "contains four items each item is given two marks and the total marks" (20). The second question uses the information from the textbook with two parts; each part is given ten marks and the total marks are twenty. The third question “choose the correct conceptual metaphor” contains five items and "each item is given four marks and the total marks are twenty". Question four (true-false) contains five clauses and each clause is given four marks and the total marks are twenty. In the last question (question five), the researcher asks the learners to write a paragraph from the textbook to investigate their understanding of the subject. The question is given twenty marks, and the total marks of these questions are (100) marks. The "post-test is simultaneously administrated to two groups (the experimental group and the control group) on the 16th of Jan, 2022. as shown in Table (3.8). As show in the appendix (D).

Table 9. The Specifications of the Contents and Behaviours of the Achievement Test

The Level	No. of Questions	The Content	objectives of Behaviors	No. of Items	Marks
The Recognition	**Q1/(A and B)**	A-Find(four) conceptual metaphor from the passage B-Write the meaning of the conceptual metaphors.	the learners will be able to identify and comprehend the correct metaphor	4	20
The Production	**Q2/**	Respond to the following questions using the information provided in your text book.	The learner will be able to: retrieve information, and demonstrate the ability to memorize information or text.	2	20
The Recognition	**Q3/**	Select appropriate conceptual metaphors	The learner will be able to discriminate the correct item.	5	20
Recognition	**Q4/**	Provide an answer (True – False) to the following question.	The learner will be able to discriminate and rearrange sentences in a correct way.	5	20
The Production	**Q5/**	The conceptual metaphor compares two things.	The student will exhibit the capacity to evaluate and compose various sentences.	1	20
The Total	**5**			17	100

3.8.3. Post-test Scoring Schema

The researcher corrects 1, 3 and 4 questions by himself. For 2 and five questions are scored by the teacher in same school (Luay Najim Ali). This is basis for assessing their levels which resulted in a certain standard, as shown below in the Table (3.9).

Table 10. The Scale of Assessing the two Questions

No. of Question	Criteria		Qualities	Scores
Two subjective questions	Q2: 20M.	Grammar	Very good Good Weak	6 4 0
		Spelling	Correct Missing a letter Weak	4 2 0
		Vocabulary	Very Good Good Weak	5 3 0
		Idea	Very Good Good Weak	5 3 0
	Q5: 20M.	Grammar	Very Good Good Weak	7 4 0
		Organization	Very Good Good Poor	5 3 0
		Idea	Very Good Good Weak	8 5 0

3.8.4. Test Validity

When designing an assessment tool, validity is the most crucial consideration. Validity indicates to the degree to which a test really captures the information it is supposed to be collected. It is the most important principle of language assessment. A final and absolute measure of validity cannot be invoked; rather, some kinds of evidence can be used (Brown, 2004).

Validity simply refers to "the truthfulness of the test with respect to the thing being evaluated" (Bynom, 2001). McNamar (2000) and Sadiq (2004) note that validation in testing a language is used to assure the defensibility and fairness of test performance-based interpretations.

Validity item includes both face and content validity. The term "content validity" refers to the link between the contents of a test or examination and the particular

curricular objectives. Material validity establishes that the content test is a sample representative of a domain being examined (Fulcher, 2013). It is bases on a thorough examination of the language being tested and course goals; hence, the items test should have a clear relationship with the course objectives (Heaton, 1990). As a result, the test's substance, the participants' behaviors, the quantity of items, and their scores have all been detailed. The term "face validity" indicates to "the extent to which a test seems to assess the knowledge or talents it purports to measure". It depends on the observer's individual assessment" (Richards, 1985). In this regard, Riazi (1999) suggests it is the most fundamental kind of validity; it is the scientific community's opinion that the indicator accurately measures the concept".

To validate the achievement test's face validity, the researcher submits it to jury professionals. A majority of the jurors thought that the test items good enough for their subjects, with the exception of a few minor changes that are made.

3.8.5. Pilot Administration of the Test

1- To determine if the items are appropriate.

2- It is necessary to assess the test items, including their DL and their DP.

3- To verify the test interaction.

4- In order to determine the amount of time necessary for examinees to complete the test (Majeed & AL-Okiedy, 2018). The pilot test was inital before choosen that sample.

The results demonstrate that the items and test questions are understandable to the topics and that the time needed for the learners to react to an exam varies from (50-60) minutes on average. Indicate that, on average, 60 minutes are necessary to complete the exam and react to the questions as shown in appendix (E).

3.9. Test of Reliability

"The extent to which a measuring device is consistent in measuring whatever it measures" is one of the most significant features of a measuring instrument, as suggested by Bachman and Palmer (2010). In their study, Scott and Usher (1996) mention that a

test is deemed dependable if "the degree of accuracy with which a particular test or a set of scores measures what it is measuring" is greater than 0.01 percent.

In order to compute the reliability value, the tests' papers are evaluated by two examiners: the researcher and his colleague, a teacher at the same preparatory school. Thus, the fifteen (15) pilot study sample papers are score twice by the researcher and his colleague. “Applying the Pearson coefficient correlation method, it is determined that the reliability coefficient is (0.85), which is an acceptable value”. “The test's reliability is satisfactory if it is more than or equal to (0.50) (Hegdes, 1966: p.22)”.

3.10. Analysis of Items

There are two methods for item analysis:

3.10.1. Difficulty Level (DL)

The choice of the difficulty level (DL) of items in a particular exam is one of the farthest critical aims in the pilot study's construction. The difficulty level of the exam items determines whether they are so tough or very simple to respond to. According to Guskey, (2003), "difficulty" is the percentage of learners who correctly answer an item and ranges from 0.0 to 1.0. The closer an item's difficulty value approaches zero, the more difficult it is. However, Rosas (2000) writes "the difficulty of an item is defined as the fraction of individuals who properly answer a test." As indicated in the table, the present test items of the DL vary from (0.33) to (0.75). (3.9).

3.10.2. Discrimination Power (DP)

Alderson (1995) notes that Discrimination Power (DP) measures the extent to which the results of an individual item correlate with the results of the whole test. In another study, Richards and Schmidt (2013) define the DP as “the degree to which the whole test of the single item in the constructed test can differentiate among the better and weak pupils who participate in the test”. The acquired findings refer that the DP of the test sections varies between (0.30) and (0.67), as seen in the following tables:

Table 11. Post-test Items of Difficulty Level and Discrimination Power

The No. of Question		The DL	The DP
Q1	1	0.65	0.37
	2	0.43	0.37
	3	0.46	0.30
	4	0.75	0.31
Q2	1	0.62	0.31
	2	0.59	0.43
Q3	1	0.43	0.43
	2	0.53	0.37
	3	0.68	0.43
	4	0.59	0.31
	5	0.43	0.46
Q4	1	0.53	0.37
	2	0.68	0.31
	3	0.59	0.37
	4	0.71	0.31
	5	0.33	0.67
Q 5	1	0.56	0.45

3.11. Final Administration

Validity and dependability establish through a pre- administration. The post-test is eventually administered to the experimental and the control groups on 16th, January. 2022. The researcher distributes question papers among the participants and instructed them to read the directives carefully, ponder their replies, and complete the test during the allotted time (60) minutes. Finally, the researcher gathers the test sheets for scoring using the scoring grade that is made.

4. ANALYSIS OF FINDINGS AND DISCUSSION

4.1. Introduction

This chapter analyzes the data and discusses the results obtained. To achieve the objectives of this study, the study contains the following questions and hypotheses. To achieve the research aims of the current study, the researcher addresses the following research questions:

1. How beneficial of using conceptual metaphor in improving EFL learners' performance in learning English language?

2. How does the use of conceptual metaphors in learning EFL increase the proficiency of EFL learners?

3. Is there a significant difference among the mean scores of experimental group students' performance in recognition and production level?

4. How does teaching conceptual metaphor impact the ability of EFL learners to understand and learn English language at the three variables?

5. What is the effect of parents' education and students' age on academic achievement in the EG and CG?

The study's objectives are to be accomplished by establishing and validating the following hypotheses:

1-There is no significant difference between the mean scores of the control group and the experimental group in improving EFL learners' Performance.

2- There is a "statistically significant between in the mean scores of the experimental group students achievement in the pre-test and post-test " in learning EFL.

3-The mean scores of the experimental group's accomplishments at the recognition level and the production level in the post-test indicate no statistically significant difference.

4- "There is no statistically significant difference between the mean scores of the experimental group in the pre and post-test in teaching conceptual metaphor that impacts

the ability of EFL learners to understand and learn English language in achievement at the three variables".

5-There is no statistically important difference between the educational levels of the parents (fathers and mothers), previous year achievement, and the students' ages in the experimental and control groups.

4.2. A "Comparison: the Means Scores of the Experimental Group and the Control Group in the Post-test"

To determine if "There is no significant difference between the mean scores of the control group and the experimental group in Improving EFL Learners' Performance". The two mean scores are compared and retrieved. According to the statistics, the experimental groups' mean scores are (84.60), as well as the control group's mean result is (63.60). The observed t-value is (6.653), while the tabulated t-value is (2.00) at DF is (58) and a SL is (0.05). This refers that there is a substantial difference in the accomplishment of the two groups, favoring the EG.

Table 12. The Means, the Standard Deviation, t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD	T-Value		DF	SL
EG.	30	84.60	10.00	Calculated	Tabulated	58	0.05
CG.	30	63.60	14.09	6.653	2.00		

To answer the Q1: "**How beneficial of using conceptual metaphor in improving EFL learners' performance in learning English language?"** by comparing the performance of two groups (EG and CG). So, the results of the table above shows that the performance of EG better than the performance of CG in learning English language. As indicated in Table (4.1). Thus, the first hypothesis is rejected.

4.3. Comparing the Experimental Scores in Pre- with Post-Test Scores

To score that the mean difference between an EG performance in post-test is (84.60), with a SD is (10.00). The pre-test score is (47.33), with a standard of deviation

(9.94). As shown in Table (4.2), the calculated T-value is (15.843), which is larger than the t-value of tabulated (2.04), with (0.05) at the significance level when the DF is (29).

Table 13. A T-test Value of the Paired Samples and the Experimental Group's Performance in Pre-Test and Post-Test

Experimental Group	No. of students	Mean	SD.	T-Value		DF	Significance Level
				The Calculated	The Tabulated		
post-test	30	84.60	10.00	15.843	2.04	29	0.05
pre-test	30	47.33	9.94				

To answer the Q2: **"How does the use of conceptual metaphors in learning English as a foreign language increase the proficiency of EFL learners?** "by Evaluating the performance of Ex group in the pre and posttest. As stated in Table (4.2), the findings show that there are statistically important variations in the learners' performance in an experimental pre-test and post-test in favor of the conceptual metaphor approach". There is a "statistically significant difference in the mean achievement scores of the experimental group on the pretest and posttest". As explained the second hypothesis is accepted.

4.4. Evaluating Students' Recognition and Production Level Achievement

The scores of mean for the EG accomplishment at the level of recognition and the mean scores of the EG achievement at the production level are contrasted and computed to examine if there is a statistically important distinction among them. The acquired data indicate that learners' mean scores at the level of production are (41.56) and at the level of recognition are (43.03). T-test of the formula is used to compare two concerning samples, and the calculated t-value (3.832), which is larger than the tabular t-value that is (2.04) for a DF that is (29), whereas the important level (0.05) is shown in Table (4.3).

Table 114. Students' Mean Scores, the Standard Deviation, and the T-Value of the Experimental Group Performance at the Recognition and Production Levels

EX. Groups	No. of students	Mean	SD	T-Value		DF	Level of Significance
Recognition	30	43.03	5.05	Calculated	Tabulated	29	0.05
Production	30	41.56	5.17	3.832	2.04		

To answer the Q3: **"Is there a significant difference between the mean scores of experimental group students' performance in recognition and production level?"** by examining the level of recognition and production for Ex group. The details of table above show that there is a considerable disparity among learners' accomplishments at the level of recognition, and at the level of production. As a result, as shown in table (4.3), for the third hypothesis, the mean scores for the EG accomplishment at the recognition level is better than the production level in the post-test indicate no statistically significant difference therefore the third hypothesis is rejected.

4.5. Evaluating Student's Achievement at the Three Variables

To examine the performance of an experimental group in terms of three variables: orientation metaphors, structural metaphors, and ontological metaphors. The researcher used "one-way ANOVA" to locate if there are all statistically important variations in a post-test between the three variables, as shown in Table (4.4).

Table 15. The variance of One-Way Analysis

	Sum of Squares	**DF**	**Mean Square**	**F-value**		**Sig.**
				Computed	**Tabulated**	
Between Groups	207.089	2	103.544	7.576	3.10	0.05
Within Groups	1189.133	87	13.668			
Total	1396.222	89				

To answer the Q4: "**How does teaching conceptual metaphor impact the ability of EFL learners to understand and learn English language at the three variables?"** by comparing the performance of an experimental group in terms of three variables: "structural metaphors, orientational metaphors, and ontological metaphors". Thus, table (4.4) shows that the computed F-value (7.576) is higher than the tabulated F-value (3.10) at the (0.05) significance level. "This means that there are statistically important differences among the learners' performances in the three variables (Structural Metaphors, Orientational Metaphors, and Ontological Metaphors)" in favor of the Structural Metaphors, as illustrated in table (4.4). Thus, the fourth hypothesis is rejected.

Table 16. The Comparisons of Means (Tukey HSDa T)

The Groups	N	The Subset for alpha = 0.05	
		1	2
Ontological Metaphors	30	27.1000	
Orientational Metaphors	30	27.2000	
Structural Metaphors	30		30.3667
Sig.		.995	1.000
HSD "Means for the groups in Homogeneous Subsets are Displayed".			
a. "Uses Harmonic Mean Sample of Size = 30.000".			

Based on the results, the fourth hypothesis refers that learners' mean score in the Ontological Metaphors (27.1000), Orientational Metaphors (27.2000), and Structural Metaphors (30.3667). This means that students' performance in structural metaphors is better than the other variables in the post-test. So, the hypothesis that states "There are no statistically significant differences among the three variables (structural metaphors, orientational metaphors, and ontological metaphors in the post-test" the fourth hypothesis is rejected.

4.6. Comparing Parents' Education to the Student's Age in the Previous Year Achievement, and the Students' Ages in the Two Groups

To find out the students' variables in the educational level of parents, age in the months, and the pre and post-test achievement, the equalization is obtained to fulfill the

purposes of the study. So, as mentioned in chapter three, there is no effectiveness of the (parents' educational level and students' age) in pre and post- tests of the means score of the two groups in learning English language, while the post-test outcomes are mentioned in chapter four in Table (4.1).

To answer the Q5: **"What is the effect of parents' education and students' age on academic achievement in the experimental and control groups?"** The answer of this question by evaluating parents' education to the student's age in the Ex and Co groups and results of tables (3.3), (3.4),(3.5) and (3.6) indicate that "There is no statistically important difference between the educational levels of the parents (fathers and mothers), previous year achievement, and the students' ages in the EG and CG". Thus, the fifth hypothesis is accepted.

4.7. The Obtained Outcomes

According to the findings of this study, language learners have an easier time absorbing English metaphors if they are encouraged to explore metaphors in their home language and compare them to their English use and meanings. The experimental group is do better than control group at performances and achievements in learning conceptual metaphor because the experimental group depends on studying conceptual metaphor while control group depends on traditional method in the text book in English for Iraq.

Boers (2000, p.559-562), "the organization of teaching vocabulary around metaphoric themes positively contribute to the learning process when two languages share many features in terms of conceptual metaphors".

4.8. The Discussion

The findings of the current study show that language learners have an easier time absorbing English metaphors if they are encouraged to explore metaphors in their home language and compare them to their English use and meanings. The experimental group is do better than control group at performances and achievements in learning conceptual metaphor because the experimental group depends on studying conceptual metaphor while control group depends on traditional method in the text book in English for Iraq. As a result, metaphors play a greater role in the learning and teaching of idiomatic

idioms. Although the meaning of idioms is not entirely predictable; there is some systematic logical reasoning for their meaning, as the great majority of idioms are predicated on conceptual analogies and metonyms. Additionally, it is good to emphasize conceptual metaphors while teaching English words, since they help create an engaging and interactive learning environment.

The usage of conceptual metaphors in the classroom also aids in distinguishing students' activities that are drawn to these expressions and are useful from a broad array of activities that appeal to various aspects of intelligence. Also, the findings of such a study are valuable not only to language students and instructors but also to syllabus designers. EFL students are considerably benefit from well-organized resources, such as production exercises and comprehension tasks. Matching, multiple-choice exercises, real-world questions, completion tasks, and puzzles are be included in this category. All of these teaching methods help students remember metaphors by making the classroom a comfortable place where they can learn new words.

According to the findings of previous studies, namely Samani, (2012), Kömür, & Cimen, (2013), Waehayi & Sripetpun (2014), Karahan, (2015), Qhorbanian,& Safaei Ghalati (2016) and Altakhaineh, & Shahzad, (2020).

Samani, (2012), “the results indicate that the influence of conceptual metaphors on idiom learning was greater than that of conventional approaches. The results of Group 2's pre and posttest scores demonstrated a substantial difference between the group's mean performance. Because the p-value is less than, “there is a significant difference between the mean of the pretest and posttest scores, and the result from the pre and post-test scores in Group 1 indicated that there is a significant difference between the mean of Group 1's performance”.

There is a statistically significant difference between the mean pre-and post-test scores. The participant's performance in learning idioms using conceptual metaphors is superior to that of conventional means, as the mean scores on the pretest and posttest for conceptual metaphors are higher than those for traditional methods. It demonstrates that conceptual analogies aid language acquisition. Participants who have acquired idioms through conceptual metaphor teaching were better able to recall idioms because they understood both the literal and metaphorical meanings of the terms. Participants who learned idioms using traditional techniques were also able to learn idioms, but they were

unable to interpret their meanings since their metaphorical awareness was not enhanced. Also, they didn't know that most idioms come from how we think, not just how we use language (Samani, 2012).

According to Kömür, & Cimen (2013) “the findings of the study suggest that it’s be simpler for language learners to absorb English metaphors if they are encouraged to compare the metaphors in their home language to their usage and meanings in English. As a result, metaphors come to play a significant role in the teaching and learning of idiomatic idioms. The majority of idioms are founded on conceptual metaphors and metonymies (Kovecses and Szabó, 1996), so “there is a substantial amount of systematic mental reason for the meaning of idioms”. In addition, “using conceptual analogies while teaching idiomatic phrases can be beneficial since they can create an engaging and participatory classroom environment”.

However, the use of conceptual metaphors in teaching idioms can also alter classroom activities, as Cooper (1998) says that students are significant by these phrases and benefit from a variety of activities that appeal to different bits of intelligence. “According to Boers (2003, p. 231), applying the idea of conceptual metaphor provides motivation and coherence to vast clusters of figurative idioms that, at first glance, look random and unconnected.’’ Littlemore and Low (2006) assert that metaphor is very significant for second language acquisition, instruction, and assessment from the youngest to the most advanced levels. Similarly, the metaphor should not be eliminated, delayed, or confined to special ad hoc activities, but should be incorporated into the course's methodology and materials from the very beginning. Boers (2000) “notes that the structuring of teaching vocabulary around metaphoric themes might help favorably the learning process when two languages have numerous metaphorical characteristics”.

Waehayi & Sripetpun (2014), the results demonstrate the use and beneficial effect of using CM to aid students in predicting the meaning of conceptual metaphor. In addition, the researchers asserted that the conceptual metaphor approach is a good teaching tool for conceptual metaphor. However, Yang and Hsieh (2010) found minimal evidence that CM awareness improves memory recall of participants' conceptual metaphor. The poor effect on conceptual metaphors' memory retention is due to the participants' learning experience, which focuses only on memorization and has only been taught through memorization in the past. To assist language learners in overcoming

the difficulties posed by conceptual metaphor, a number of pedagogical recommendations and alternate methods of instruction will be presented. In contrast, the current study showed that students remember the meaning of conceptual metaphor, because they were given a retention test within two weeks of the post-test, which showed that their knowledge of the meaning of conceptual metaphor was still intact.

Karahan, (2015) mentions on the completion task, individuals in the EG were perceived to have performed somewhat better than those in the control group; however, this difference was not statistically significant. This might be due to the fact that only a single session of educational style was feasible. If the educational had been repeated over a longer period of time, it might have been possible to discover substantial changes. Nonetheless, the findings have consequences for improving awareness of foreign language acquisition and establishing ways for teaching and acquiring conceptual metaphor. Regarding metaphor awareness in foreign language acquisition, it is plausible that the participants in this study subconsciously integrated the orientational implications of adverbial particles prior to this investigation.

Despite having studied English formally for at least six years, they do not have understood that these words are metaphors. The presence of conceptual metaphors in the minds of language learners does not always imply that they will actively employ them in the target language (Kovecses & Szabo, 1996). Over the long run, teaching explicit orientational metaphors aid learners' active comprehension of new conceptual metaphor. This kind of instruction also aligns with the instructional method of enhancing attention and awareness in foreign language learning. Although it is possible to acquire a foreign language without awareness, enhancing awareness enhances the acquisition of a foreign language by adult learners.

Qhorbanian & Safaei Ghalati (2016) this study's findings support “the claim that explicitly teaching the cognitive structures underlying idiomatic conceptual metaphor and the orientational meanings of particles in their construction would enable learners to grasp the figurative meaning of idioms more easily and retain these lexical items in their memories for longer”. In keeping with the findings provided by Yasuda (2010), the study's findings support “the notion that the Cognitive Linguistics Approach is successfully applied to teaching conceptual metaphor in particular and perhaps acquiring linguistic expressions in general.”

Yasuda, Kovecses, and Szabo (1996, quoted in Yasuda, 2010), the cognitive linguistic approach might be viewed as an alternate method for teaching and acquiring idiomatic phrases. “From the perspective of Cognitive Linguistics, idiomatic phrases are analyzable, and their meanings are not arbitrary but rather influenced by conceptual systems that exist in students brains.” Now, in the present study, the use of this methodology to teach conceptual metaphor in the Iranian EFL setting corroborates prior findings in the field that indicate the effectiveness of employing this approach to teach conceptual metaphor. The results of our study back up Lakoff's and many other CL supporters' ideas about the role of conceptual metaphors in reasoning and understanding in general. They also support the use of methods based on cognitive linguistics to teach foreign languages.

Also, Altakhaineh & Shahzad (2020) the results of this study suggest that teachers and curriculum designers should use images and other visual cues when teaching metaphors and other figurative languages. On the post-test, both groups fared better than they did on the pre-test. This is expected because both groups got metaphor instruction. However, the data also indicates that Group A fared better than Group B on the post-test and that this difference is statistically significant.

Despite the findings of the pre-test indicating that there was no statistically significant difference among the two groups' starting points. Thus, it argued that the lecture received by the two groups are responsible for this performance disparity. Group A was taught utilizing overhead projectors to present graphics designed to interest students and motivate them to participate in the group exercise to guess the metaphors, whereas Group B was taught using a text book and cross-matching metaphors with their definitions.

CONCLUSIONS, IMPLICATIONS, LIMITATIONS, SUGGESTIONS AND RECOMMENDATIONS

An Introductory Note

This chapter introduces the conclusions, implications, limitations, suggestions and recommendations.

Conclusion

The effectiveness of using conceptual metaphors in improving EFL learners' performance in English language is conducted. The current study aims to find out the effectiveness of the conceptual metaphor in boosting EFL learners' English language proficiency. Several things affect how well metaphors are understood. Enhancing metaphorical comprehension can be accomplished by expanding the vocabulary, grammatical realization of the target language, focusing on the production sentences, and utilizing real-world contexts in which the meaning of the utterances can be easily gained, whereas the target language's culture is clarified. Cultural awareness contributes significantly to the growth of communicative competence and other linguistic abilities.

The findings of the current study show that language learners have an easier time absorbing English metaphors if they are encouraged to explore metaphors in their home language and compare them to their English use and meanings. The experimental group is do better than control group at performances and achievements in learning conceptual metaphor because the experimental group depends on studying conceptual metaphor while control group depends on traditional method in the text book in English for Iraq. As a result, metaphors play a greater role in the learning and teaching of idiomatic idioms. Although the meaning of idioms is not entirely predictable; there is some systematic logical reasoning for their meaning, as the great majority of idioms are predicated on conceptual analogies and metonyms. Additionally, it is good to emphasize conceptual metaphors while teaching English words, since they help create an engaging and interactive learning environment. The usage of conceptual metaphors in the classroom is also aid in distinguishing students' activities that are drawn to these expressions and are useful from a broad array of activities that appeal to various aspects of intelligence.

Implications of this Study

Idioms should be categorized based on their conceptual metaphors. Therefore, EFL students learn idioms more effectively and have a greater probability of retaining them. English for Iraq book chooses to be the text used to teach the participants. Each unit begins with a CM, and each unit's idioms are tied to that metaphor. In reality, each unit's idioms are organized according to this conceptual metaphor. “EFL students are familiar with the literal and idiomatic usage of words and retained the nonliteral and metaphorical meanings of words more effectively”. “Provide examples of exercises that attempt to increase metaphoric awareness and allow EFL students to make cross-linguistic comparisons and express themselves metaphorically.”

These activities include gap-filling exercises, metaphoric theme recognition, activities applicable to both monolingual and multilingual groups; making sentences using idioms; telling stories based on pictures retelling and adding to stories, idiom notebooks , and flashcards; and an association of idioms with mental images. “Hypothesizing and learning the origin of idioms, using idiom dictionaries, playing idiom games; replacing marked expressions with idioms; and completing an idea with One of the ramifications of the study might be the cultivation of EFL learners' metaphorical awareness”. The current researchers engaged EFL learners in communicative activities (including some of the aforementioned activities); the EFL participants then utilized their own metaphorical sentences. They then composed one paragraph for each lesson, using the idioms in their writing. This enhanced their metaphorical comprehension.

Limitations of the Study

The current study produced data with both practical and educational relevance, but its approach has drawbacks. The first constraint is sampling. Participants enlist for the study. Students who are uncomfortable discussing their academic work, for example, may be unwilling to engage. Second, the sample size is small. Another study can be conducted with a bigger sample size to corroborate the findings. Furthermore, all of the participants who took aspect in this study are female. As a result, the findings are not

applicable to male pupils. “There is also a difficulty with data collection, which stems from the reality that the current study is based on pre and post-test”. This idea appears to be socially applicable. It's hard to tell if the people who took part in the event hurt by my efforts to be unnoticeable. Text book in English for Iraq is limited. finally, this study was conducted only in Al-Atyaf preparatory school for girls.

Suggestions for Further Research

The present study is analyzing various changes in motivation and attitude levels when employing metaphor in order to determine whether the method itself or its motivational elements enhance learner performance. It is also suggested that more research be conducted a study to the use of conceptual metaphors in the teaching of other language methods.

Taking into account the results and limitations of this study, it is possible to give some ideas for future research. First, the researchers might highlight the additional elements of using awareness of the conceptual metaphor to teach phrasal verbs, which could be beneficial. Second, “researchers would look at various adjustments to the levels of attitude and motivation when using this approach to determine if it is the way itself or motivational components of the way that causes the learners' performance to improve”. Third, backdated studies will be undertaken to elicit further information regarding EFL students' reactions to metaphor testing. Fourth, The researchers should conducted this study in different school. Fifth, teachers should teach conceptual metaphor and phrasal verbs at school because it’s very important in improving EFL students’ performance in learning English language.

Recommendations

As there is an overlap among the metaphor systems of the native language and English language, metaphor is a significant barrier for learners of EFL. Therefore, curriculum designers must emphasize metaphor instruction and devote more space in the textbook to conceptual metaphor study. The instructor should employ motivational techniques such as problem-solving and self-esteem to encourage students to comprehend conceptual metaphors and enhance their performance. The relationship

between comparative analysis and metaphor must also be incorporated into curriculum development and instruction. On the other hand, studies and academics have shown that the field of conceptual metaphor and translation is a good place to study.

We must recognize that there are culturally dependent conceptual systems and that metaphors are pervasive in English language and so intimately tied to learning English. In the same way, both teachers and students of foreign languages should know that conceptual systems are complicated and that notions don't work. Therefore, speaking in a foreign language involves understanding more than just vocabulary and grammar". People who know about metaphors are better able to use idioms in their second language, which has a big effect on how well EFL learners develop and improve their performance and achievement.

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Appendix (A)

Students' Age in Months

Experimental Group		Control Group	
NO.	**Age**	**NO.**	**Age**
1.	211	1.	216
2.	210	2.	226
3.	215	3.	221
4.	220	4.	217
5.	215	5.	210
6.	213	6.	218
7.	222	7.	216
8.	220	8.	220
9.	210	9.	216
10.	211	10.	211
11.	212	11.	217
12.	221	12.	219
13.	210	13.	216
14.	217	14.	220
15.	220	15.	226
16.	210	16.	210
17.	211	17.	224
18.	213	18.	210
19.	218	19.	222
20.	220	20.	218
21.	210	21.	219
22.	212	22.	210
23.	220	23.	217
24.	215	24.	215
25.	220	25.	220
26.	221	26.	228
27.	223	27.	224
28.	217	28.	216
29.	219	29.	210
30.	216	30.	217

Appendix (B)

Students' Previous Year Degrees in English

Experimental Group		Control Group	
NO.	**Scorers**	**NO.**	**Scorers**
1.	55	1.	54
2.	60	2.	64
3.	59	3.	58
4.	64	4.	52
5.	65	5.	59
6.	66	6.	62
7.	50	7.	60
8.	69	8.	52
9.	73	9.	70
10.	60	10.	80
11.	88	11.	74
12.	63	12.	55
13.	50	13.	82
14.	70	14.	50
15.	77	15.	76
16.	60	16.	72
17.	55	17.	74
18.	59	18.	68
19.	80	19.	58
20.	53	20.	72
21.	45	21.	64
22.	60	22.	70
23.	58	23.	50
24.	80	24.	50
25.	49	25.	66
26.	59	26.	68
27.	66	27.	60
28.	50	28.	50
29.	49	29.	55
30.	55	30.	50

Appendix (C)

Students' Scores in the Pre-Test

"Experimental Group"		"Control Group"	
NO.	**Scorers**	**NO.**	**Scorers**
1.	52	1.	30
2.	50	2.	39
3.	53	3.	44
4.	53	4.	50
5.	40	5.	36
6.	33	6.	50
7.	45	7.	42
8.	24	8.	43
9.	40	9.	57
10.	45	10.	65
11.	50	11.	50
12.	38	12.	44
13.	60	13.	63
14.	61	14.	45
15.	46	15.	68
16.	58	16.	53
17.	60	17.	60
18.	59	18.	38
19.	62	19.	57
20.	55	20.	50
21.	48	21.	60
22.	40	22.	45
23.	59	23.	40
24.	56	24.	28
25.	38	25.	50
26.	44	26.	50
27.	33	27.	30
28.	36	28.	26
29.	40	29.	36
30.	42	30.	31

Appendix (D)

Students' Scores in the Post-test

"Experimental Group"		"Control Group"	
NO.	**Scorers**	**NO.**	**Scorers**
1.	72	1.	82
2.	93	2.	80
3.	73	3.	78
4.	82	4.	67
5.	78	5.	73
6.	98	6.	49
7.	95	7.	59
8.	73	8.	75
9.	79	9.	47
10.	68	10.	50
11.	75	11.	60
12.	90	12.	30
13.	78	13.	60
14.	80	14.	59
15.	86	15.	60
16.	88	16.	60
17.	96	17.	36
18.	80	18.	65
19.	84	19.	58
20.	100	20.	89
21.	80	21.	72
22.	88	22.	65
23.	98	23.	77
24.	97	24.	70
25.	98	25.	60
26.	94	26.	58
27.	74	27.	80
28.	71	28.	45
29.	74	29.	84
30.	96	30.	60

Appendix (E)

Pilot Study Scores

No.	Marks
1.	63
2.	54
3.	80
4.	73
5.	71
6.	84
7.	62
8.	59
9.	70
10.	45
11.	50
12.	40
13.	60
14.	70
15.	59

Appendix (F)

Pre-test Exam

In the name of Allah

Pre-test for 5th class in preparatory

(2021-2022)

Q1: Reading Comprehension:

(20 M.)

Read this text carefully:

Huda has a pen friend called Helen. Helen lives in London, the capital city of Britain. Last month she visited Huda and her family. Huda, her mother and her young sister were at Baghdad Airport to receive Helen and welcomed her. Huda's father was not there because he was working. Huda's family took Helen to their house. That night, Huda's mother cooked a delicious evening meal. She cooked rice, fish and vegetables. She didn't cook any meat because Helen was vegetarian. Helen's hobby is collecting pictures of birds. The next day, Huda's father took the two girls out in his car looking for birds. Helen was very glad because she got lots of photos of birds that live in Iraq, but don't live in Britain. Huda took Helen to Al-Zawara park and to the National Museum. Helen had a wonderful time in Iraq. Next year, Huda and her mother will visit Helen's family.

Now answer (Five) of the following questions:

1 - Helen lives in ….....?
2- Who took Helen and Huda in his car to look for birds?
3- What was Helen's hobby?
4-Why didn't Huda's father receive Helen at the airport?
5- How did Helen come to Iraq?
6- Could Helen take photos of birds in Iraq?

Q2: Answer (five) the following questions using information from your text book:

(20 M.)

1- Lafta was born in 1908 (true- false).
2- The first Babylon Festival was held in……
3- Is the Festival famous?
4- What play is being performed on Monday 5th May?
5- Freed wants to be Iraqi…….
   (a). writer (b). space (c). poet
6- Name the two main venues in Babylon?

Q3: Grammar and Functions.

(20 M.)

1). Nadia enjoys playing tennis.(negative)
2). Noor and Suha watched Al- Rasala film yesterday.(make this sentence question)
3). Rawan has eaten Dalma,……?.(question tags).
4). They have been studied in Tikrit university……. years.(for- since).
5). We (has- have) examination yet.(choose correct answer)
6). You (read) the test now. (affirmative)

Q4:

(20 M.)

A). Spelling **(10 M.)**

1- Cook, cooked; read,……; eat,……..
2- Ox, oxen; wife,…….; person,……..
3- Well-known means (a). show off. (b). famous.
4- UK means united killing (true- false).
5- Terrible* fantastic ; important*……..; coward,…….

B). Translate this text from English to Arabic. **(10 M.)**

" Jawan helps her mother in cooking every day".

Q5: write an E-Mail about "Ramadan in Iraq" to your friend. **(20 M.)**

Appendix (G)

Post-test Exam

In the name of Allah

Posttest for 5th class in preparatory school

Q1: A. Read this text carefully: **(12M.)**

Last week my brother and I were playing checkers one rainy afternoon. He was a crab and no matter what I did he complained that it was wrong. Suddenly he smiled a half moon smile, and I knew something was going to happen. " what are you hiding?" I asked. He just kept smiling at me but wouldn't answer. I looked at him carefully but he just started back at me. I began to get nervous and squirmed like an earthworm in a bait jar. I looked at the board very carefully and noticed there was an extra black crowned checker. " you've been cheating," I yelled. His face turned to stone." I don't need to cheat to beat you , you weasel! " he said through clenched teeth. My brother can be nice, but sometime his mind is a black hole and no one better bother him. This was one of these time , so I was a mummy and didn't say anything else.

-Now find (Four) conceptual metaphor from this passage.

B. Write the meaning of the conceptual metaphors below. **(8 M.)**

1. He was a crab,…… **2.** Head was exploded,…… **3.** Opening their hearts,…… **4.** Turned me into an animal,……

Q2: Answer the following questions using information from your text book: **(20M.)**

1- What are the conceptual metaphors in the play " tempest" for Shakespeare?

2- Write (**three**) conceptual metaphors in the play "Baghdadi Bath" by Jawad Al- Assadi.

Q3: Choose correct conceptual metaphors below. **(20M.)**

1. A piece of cake

a- This matter is not easy .

b- This matter is very easy.

c- This matter is very hard.

2. He's without direction in life.

a. He has no aim

b. He has goal

c. There is no goal to achieve in life

3. sandy desert

a. I have nothing to listen about.

b. His mind as confused.

c. His mind is confused.

4. I'm at a crossroads in my life

a. He has to decide and choose the most suitable option.

b. He has no decide and choose the most suitable option.

c. He have to decide and choose the most suitable option.

5. I'm where I want to be in life.

a. He doesn't fulfill his dream and become what he longs to be.

b. He fulfills his dream and become what he longs to be.

c. He fulfills their dream and become what he longs to be.

Q4: Answer the following question (True – False) **(20M.)**

1. "Turned me into an animal" - it refers to slave.
2. Hearing the rain fall outside isn't music to my ears – it means music to my ears.
3. I'm all ears. I'm not all ears, so go ahead and tell me about your day.
4. I have not been on thin ice lately because I've been neglecting to do my chores.it means On thin ice.
5. A bouquet of flowers. This shampoo I bought smells a bouquet of flowers.

Q5: What two things does the conceptual metaphor compare? What does it mean? **(20M.)**

The kindergarten class was a zoo. In one corner kids were playing with blocks; in another, three kinds were playing tag. In the back of the room , we saw four kids of table playing with big box of dirt and real worms!

CURRICULUM VITAE

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