

**UNIVERSITAT
JAUME·I**

TEACHING LEXICON THROUGH METAPHORS

**Màster en Professorat d'Educació Secundària Obligatòria i Batxillerat I Formació
Professional i Ensenyança d'Idiomes**

Especialitat: Llengua, Literatura, i Ensenyança d'Idiomes- Anglès

CURS 2014-2015

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ABSTRACT

We tend to think that metaphors are basically an embellishment of language, associating their use to the field of literature. Nevertheless, many linguists have proved that metaphors belong to our daily life and we cannot relegate them to a secondary level. They are present in our commonsense reasoning, and they are strongly related to our thought, reason and culture (Lakoff 1987; Kövecses 2002).

Every language uses different associations to express concrete concepts; understanding these associations contributes to a better comprehension of a language (Kövecses 1989). This is why it is so important to improve our metaphorical competence when studying an L2. For this reason, it is in the hand of the teacher to raise consciousness on language learning from wider points of view and contemplate the idea of introducing metaphors in language learning. As many authors stand up for, that the fact of introducing conceptual metaphors in students' learning, facilitates the acquisition of lexicon (Boers 2000, Littlemore 2010).

This study tries to compare the results on the implementation of three basic emotion concepts from two different approaches: a traditional approach, and a metaphorical approach. In order to do so, I determined that working with simple emotions such as happiness, sadness and anger would be useful for the students and for my research as well. I narrowed this study by choosing two groups of students for the implementation of a pre-test, to test student's previous knowledge, two sets of activities implemented through the two different approaches, and finally a post-test, from which results were collected.

These final results helped me collecting enough data in order to determine which of the approaches was more successful and useful for learning vocabulary. In fact, the results derived from this study provide further evidence concerning the effectiveness of metaphorical approaches to the acquisition of lexicon.

In sum, this study proves that, even though learners possess different learning styles, the metaphorical approach aids general vocabulary learning and improves the learners' linguistic competence at all levels. Metaphors are an important part of language that should not be forgotten in L2 teaching.

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List of abbreviations:

CM (Conceptual Metaphor)

L2 (Second Language)

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1. Introduction

Metaphors belong to our daily life and play an important role in language learning. In fact, many simple and daily topics we deal with are expressed through metaphors. Lakoff (1992) supported the idea that a metaphor is not just a matter of language, but of thought and reason. Therefore, a language is highly influenced by the way we think and the way we act as a society. This is why I feel it is very important to teach metaphors and learn about them when learning a language. As an English learner myself, I do believe that working with metaphors in class helps us improve our command of the language.

1.2. Theoretical background

We may have already heard the classical Arabic proverb which says that “*a metaphor is the bridge to reality*”. In fact, according to Cortazzi and Jin (1999:149) metaphors can be seen as a bridge, since “they are linking the known and the unknown, and the tangible and the less tangible”. Indeed, metaphors are usually defined as figures of speech which describe a comparison between two concepts from different domains. Cortazzi and Jin (1999) asserted that metaphors can actually capture multiple meanings in experience; therefore, they can serve as a vehicle for understanding other concepts by our perceptions and experiences.

Metaphors have been at the scope of many linguists such as George Lakoff, Mark Johnson, and Zoltán Kövecses, who classified and studied metaphors from different points of view. In fact, metaphor is a very complex concept to define and covers many different fields of study.

1.2.1. Conceptual metaphors

Lakoff and Johnson (1980:3) pointed out the following:

Our concepts structure what we perceive and how we relate to other people. Our conceptual system this plays a central role in defining our everyday realities. If we are right to suggest that our conceptual system is largely metaphorical, then...what we do every day is very much a matter of metaphor.

Therefore, metaphors contribute to our conceptualization of a huge variety of concepts, emotions and feelings. Lakoff delves into key issues such as the structural correlation in our daily experience, affirming that metaphors help us when expressing and describing abstract concepts more easily.

Kövecses (2000), Lakoff and Johnson (1987) share the idea that many everyday metaphors are conceptual in nature. That is, they are not mere words used in a non-literal sense. Rosch (1978) contributes to the same point of view, adding that the content of categories is determined by correlational structures in real world. Moreover, Kövecses (2002:69) stated that “conceptual metaphors are based on a variety of human experience, including correlations in experience, various kinds of nonobjective similarity, biological and cultural roots shared by the two concepts and possibly others”.

In order to express certain concepts, feelings or emotions, we tend to relate two concepts from different categories being one of them abstract and the other concrete. This brings us to the creation of metaphoric mappings. Metaphoric mapping are sets of conceptual correspondences, composed by a source domain and a target domain strongly structured. Both source and target domains become tightly structured in order to establish a relationship of what we are saying. Kövecses (2000:4) put this way: “conceptual metaphors bring two distant domains (or concepts) into correspondence with each other. The correspondence is established for the purpose of understanding the more abstract in terms of more concrete”.

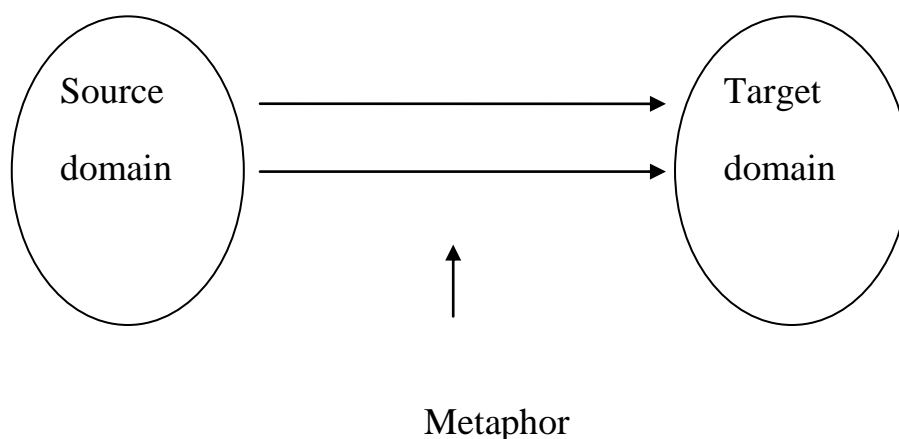


Figure 1: Conceptual Metaphor Mapping

1.2.2. Emotion concepts and metaphors

As quoted by Kövecses (1989:2) “the use of metaphors in emotions is not a simple factual description but it is strongly related to our experience and perception”. According to Silvestre (2009:23) “language and thought are interdependent and strongly rooted in our bodily experience and in our physical and social interaction with the environment”.

Stemming from the conviction that metaphors help us conceptualizing emotions, we can say that emotion-related vocabulary contains a very obvious relationship with metaphors. Indeed, our sense of reason or thought influence the way we express emotions. Moreover, emotional language has been at the scope of many important linguists and the truth is that he found a fascinating world behind the words and expressions we use to describe those.

Kövecses (1989:50) started working with some concepts on emotional language, providing us with the following assertion: “emotions are often considered to be feelings alone, and as such they are viewed as being devoid of conceptual content”. Nevertheless, conceptual content is present in each and every expression of emotions.

Emotions and feelings must necessarily be conceptualized in order to be related to our real world. As a matter of fact, most of the structural correlations in our experience motivate the use of metaphors (Kövecses 1989).

Furthermore, as we know, emotions are abstract entities and this makes the conceptual structure of emotions more complex than we think. Metaphors are the pathway through which we conceptualize emotions, emerging directly from what we perceive and feel.

1.2.3. Characterization of happiness, sadness and anger in cognitive linguistics

After having stated that metaphors play an important role in the study of emotional meaning and experience for a variety of reasons, we are going to focus on three different basic emotion categories: happiness, sadness and anger and how these emotions are expressed through metaphors. In fact, Lakoff (1993:212) asserted that “most people are not surprised to discover that emotional concepts like love and anger are understood metaphorically”.

Knowing that there is a conceptual organization in relation to emotions’ vocabulary, we can agree that those conceptualizations are organized into different categories. There are some metaphorical source domains characterizing happiness, sadness and anger. Happiness and sadness are two complementary emotions; this is why the metaphorical source domains are complementary as well. Kövecses (2000) establishes some patterns of the metaphorical source domains. In English, in order to express happiness, we tend to relate this emotion to WARMTH, whereas we relate sadness to COLD. Some other metaphorical source domains for happiness and sadness are LIGHT-DARK or UP-DOWN, respectively. This can be seen in expressions like *to cheer up*, *to feel low*, *to have cold prospects*, and so on. We find these associations and metaphor mappings in most of the

happiness and sadness expressions. Feeling happy always stand for being high up or moving upward. Feeling sad is always associated with being low down or like falling.

On the other hand, Kövecses (2000:21) states that anger is perhaps the most studied emotion concept from a cognitive point of view. Emotions like anger can be conceptualized in terms of “some kind of metaphorical substance in a container” (Kövecses, 2000:25). Nevertheless, there are numerous conceptualizations for this emotion: ANGER IS HEAT, ANGER IS FIRE, WHEN ANGER BECOMES TOO INTENSE THE PERSON EXPLODES, WHEN A PERSON EXPLODES WHAT IS INSIDE HIM/HER COMES OUT, THE BODY CAN BE A CONTAINER FOR EMOTIONS, OR ANGER IS THE CONTAINER ITSELF. An example for the first metaphorical mapping mentioned would be *to be filled with anger*, for instance.

1.3. Metaphors and L2

Metaphors belong to our everyday life and play an important role in language learning, since they appear in billboards, adverts, books and in sum, everywhere. Nevertheless, language books usually do not devote units or tasks studying metaphors, and those sadly play a secondary role in L2 learning. Moreover, most of the teachers do not contemplate the fact of introducing vocabulary through the explanation of metaphors. However, we can observe that metaphors contribute not only to a better understanding of the culture and the language we are learning, but help us improve outstandingly our vocabulary.

Lakoff and Johnson (1980: 124) claim that metaphors are an important cognitive tool of the human being, since they help L2 learners understanding better the target culture and enrich their linguistic knowledge and comprehension. In fact, English language is very rich in metaphors and those are an essential part of the learning process to achieve a

good command of the language. Cortazzi and Jin (1999:152) state that “metaphors have been regarded as having a crucial role in the development of a number of disciplines”.

Many authors such as Pérez (2004) already developed some studies on introducing conceptual metaphors in student’s learner in order to facilitate their acquisition of vocabulary. Nevertheless, as we know, students do not respond equally to our lessons, they possess different learning styles and this strongly influences the effectiveness of metaphor teaching. Owing to the fact that metaphors represent the conceptualization of a concept, it is not strange to think that teaching and explaining these associations can be beneficial for students; in general, metaphor awareness aids vocabulary learning.

Boers and MacLennan (1994:66) claim that “learners should not be protected from the difficulties inherent in a metaphor; they are highly relevant in language teaching from the earliest to the most advanced stages of learning”. In fact, MacArthur and Golden (2012) point out that, since not all metaphorical expressions involve the same difficulty; they can actually be central when dealing with different disciplines. Of course L2 students may think that metaphors are difficult to use and to understand, but Littlemore (2008: 4) reveals that “several advantages are to be gained from teaching learners about metaphor and several disadvantages when it is not taught”. Boers (2008) supports that awareness of conceptual metaphors can help language learners comprehend and remember figurative lexis.

2. Objectives

This work revolves around a piece of research based on the comparison of the process of lexicon acquisition on emotions through two different approaches, a traditional approach and a metaphorical approach. The main aim of the study is, thus, to see which of the approaches aids lexicon acquisition more effectively.

On the other hand, taking into account that not all students have the same learning styles, a second objective is to compare the results of the groups of participants selected.

3. Methodology

The research was divided into different periods in order to be developed since I needed both, a theoretical research and a current practical implementation to complete my study. During the first period I carried out a compilation of information from literature written by reputed authors in order to frame the present piece of research. Theoretical information on conceptual metaphors is key to design the materials for the classroom implementation. I focused on the emotional language, being very rich in metaphors. Since emotional language is a very wide field, I chose three emotions to deal with: happiness, sadness and anger. Therefore, after having compiled all the useful information I proceeded with the creation of a set of activities and two tests to gather the data on the three basic emotions mentioned above.

Afterwards, I observed and determined the characteristics of the participants of the research. In this way, I was able to choose the most suitable groups of students for the study, those which I thought were going to contribute to reliable and profitable results. I finally chose two parallel groups of 4th year of ESO from the IES Politècnic (see below) in order to check my hypotheses. Two tests and some activities were proposed for the research in order to prove which of the approaches is more useful for our students when learning lexicon. This practical implementation took place during the second stage of my internship: from April the 3rd until the 15th May. By this time, the students were studying Unit 8 of the students' book, "Ups and Downs" and therefore, I was able to establish a connection between the project on metaphors and the content of this unit.

In this case, the topic of the unit was quite agreeable since it is about attributes and personality, with which students were able to feel engaged. Moreover, this project was considered a complement to this unit, being useful for the students' personal knowledge and for my study at the same time. The instruments of the research are described with more detail in the following sections.

3.1. Participants

The study was conducted in the high school where I carried out my teaching internship. It is called IES Politècnic, placed in Castelló de la Plana. Around 1000 students attend this high school, studying Compulsory Secondary Education, *Bachillerato* or *Ciclos Formativos*. The participants of the project belong to the 4th year of Secondary Education. Their ages are comprised between 15 and 16 years old, or 17, in case they are repeaters. In total there are five classes with an average number of 22 students. Students are divided into groups according their academic branch. There are two classes for students with a scientific background, two with a background on humanities. There is a group whose level is, in general, a bit poorer and their English lessons are adapted to their needs.

During this course, most of the students have previously taken their examinations on the A2 level according to the "Common European Framework of Reference for Languages", which lead them with a linguistic, and already cognitive knowledge acceptable to work on metaphors.

I selected two of these groups in order to proceed with our study: one of them belonging to the scientific background, 4th A and the other to the humanistic background, 4th C. The first group was composed of 29 students and the second group is composed by 23. I

carried out the study with 23 out of 29 and 17 out of 23 students who attended both sessions of the study. A total of 42 students participated in my research.

3.2. Materials and instruments for data compilation

This section is divided into the instruments for data compilation and the materials and activities created to be implemented in class.

Firstly, as part of the study, I created a chart, Figure 2, with all the metaphors I used during the implementation process, in order to be a guide for further explanations and clarifications during the research and classroom implementation.

HAPPINESS	SADNESS
HAPPINESS IS UP: To cheer up To look up To lift someone's spirits To walk on air	SADNESS IS DOWN: To have a deep sadness To feel down To bring someone down To get somebody down
HAPPINESS IS LIGHT: To look bright To shine To light up To brighten up To look radiant	SADNESS IS DARKNESS: To be in a dark mood To be in a black mood To feel blue
HAPPINESS IS WARMTH: To burn with joy To feel a warm joy	SADNESS IS COLD: To sink To have cold prospects

ANGER	
THE BODY IS A CONTAINER FOR EMOTIONS:	ANGER IS FIRE: To breathe fire

To get red with anger To be filled with anger Anger comes out To take out somebody anger	ANGER IS HEAT: To be hot-tempered
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Figure 2: Chart of the metaphors used in the classroom implementation

3.2.1 Pre-test and post-test

To start with, I created a pre-test (see APPENDIX 1) in order to check student's knowledge on vocabulary related to happiness and sadness before and after the implementation of the activities. This was used at the end of the implementation to compare the results and the improvement after the implementation of the materials created.

The pre-test focuses on 15 items related to the emotions we worked on with the students. There are 15 sentences to be completed with the words given. Five of the sentences are related to happiness, five are related to sadness and the last 5 are related to anger. The students were given about 20 minutes to complete the pre-test with no help.

After having put into practice the activities in class, I used the same questionnaire again as a post-test (see APPENDIX 2), to check how students responded to my activities and be able to compare the improvements of the implementation. Moreover, the post-test was completed with a final set of short questions that students needed to answer in order to share their ideas on their perception upon their learning process.

3.2.2. Classroom material

Classroom materials are a key instrument in my research since their implementation influenced the results of the post-test. Moreover, they enabled a comparison of the results, guiding the study towards the most useful approach to teach emotion-related vocabulary in class. Through the activities I created, I analyzed how useful this new insight can get to be in order to learn vocabulary, as compared to a more traditional approach. Students had, moreover, an active role when learning, an essential aspect all teachers need to bear in mind.

The traditional approach consisted in studying the emotion of anger through conventional activities. The cognitive-linguistic consisted in introducing happiness and sadness through their metaphorical explanations. As I said, the first set of activities was devoted to practice the vocabulary related to anger following a traditional approach (see APPENDIX 3).

Four kinds of activities were carried out through this approach. The first one is composed by some questions to introduce the topic, which the students answered orally. The second activity is a matching exercise where the students needed to infer the meaning of the expressions in order to be able to match the sentences which make sense. The third activity is based on a reading from which the students needed to extract the words related to anger, and be substituted by the expressions given in the following box. Finally, the students had to complete some sentences using the expressions they learnt at their choice.

In the case of happiness and sadness, the activities were carefully created in order to introduce little by little the necessary explanations on metaphors. Sadness and happiness were studied all together. First of all, in the first activity proposed, the students were

asked to determine which emotions the words in the box referred to, writing it down. Afterwards they had to classify the words into two separate columns, which of those expressions were related to happiness or related to sadness. The following activity is strongly related to the previous one; the students had to reclassify into three subgroups the expressions. As we have explained in the section on theoretical background, happiness is related to three main source-domains: up, warm, and light, whereas sadness is related to down, cold and dark. With my help, the students started a reflection upon these associations.

To finish with, the last activity was done with the group as a whole together, answering to some questions, comparing the associations we find in the metaphor source-domains in English to the students' mother tongue. Finally, in order to help students assimilate and illustrate what they learnt, it was very useful to show images from Google to corroborate that, those metaphors are present in our daily life indeed.

3.3 Classroom implementation

During the period of the implementation of the theory to my students concerning the three emotions, I explained the metaphors concerning happiness and sadness, since anger was explained from the traditional approach. Nevertheless, it was necessary as well to do a research on the kind of metaphors that affect anger in order to be able to develop varied activities according to the level of the students.

I used two sessions of 50 minutes with each group chosen for the study to complete the pre-test and post-test and the activities. The sessions proceeded as we see in Figure 3:

SESSION	TASKS TO BE DEVELOPED IN CLASS	TIMING
1 st SESSION	1. Execution of the pre-test.	15 minutes
	2. Explanation and completion of the activities based on anger.	35 minutes
2 nd SESSION	1. Explanation and completion of the activities based on happiness and sadness	15 minutes
	2. Execution of the post-test	35 minutes

Figure 3: Development of the sessions

The pre-test, was done in order to check the previous knowledge of the students. That means that in those cases, I could not translate the meaning of the expressions in the box nor give any clue about them. Nevertheless, since I am conscious that there was a lot of vocabulary in the whole activity, I helped them with the words they did not understand from the sentences. In the post-test, the students weren't allowed to have a look at the worksheets handed out not to influence the results of the post-test.

Moreover, the reason why I chose to do the activities on anger before the ones on happiness and sadness was not to spoil any idea related to the metaphor approach, as it was to be regarded as a new and innovative for them. This way, they were not able to anticipate any knowledge related to the latest approach and the results were more trustworthy.

4. Results and discussion of the study

The main aim of the project revolves around the idea of presenting the students vocabulary about emotions through two different approaches and check which of those implementations brought better improvements. Therefore, I needed to compare the general results to see which are more useful in vocabulary acquisition. The participants of the study belong to different backgrounds and present different learning preferences. Therefore it is interesting to compare the results among both groups to see if there are differences on their learning as well.

This section is divided into two other sections in order to illustrate the results. Hereafter I comment upon the results according two variables:

-according the type of approach.

-according the background of the students and their previous knowledge.

4.1 Comparison of the results obtained globally in each emotion

The first objective proposed in this work was to find out which of the approaches created could help students to better acquire vocabulary on emotions. The results are presented here in terms of percentages for the sake of clarity and comparison. In relation to the first objective, three bar graphs have been created to represent each of the emotions. These are presented together In order to provide a general overview of the results from both groups together in the pre-test and the post-test.

Figure 4 represents the percentage of right and wrong answers obtained from both groups in the pre-test and the post test on happiness. The vertical axes represent the percentage of right and wrong answers. The right answers are represented in the left and

the wrong answers in the right side of the horizontal axis. The two front columns stand for the results obtained in the pre-test and the two back columns represent the results of the post-test.

As we can see, the percentage of right answers in the post-test has increased significantly if we compare it to the pre-test. An outstanding improvement after the implementation of the activities can be appreciated.

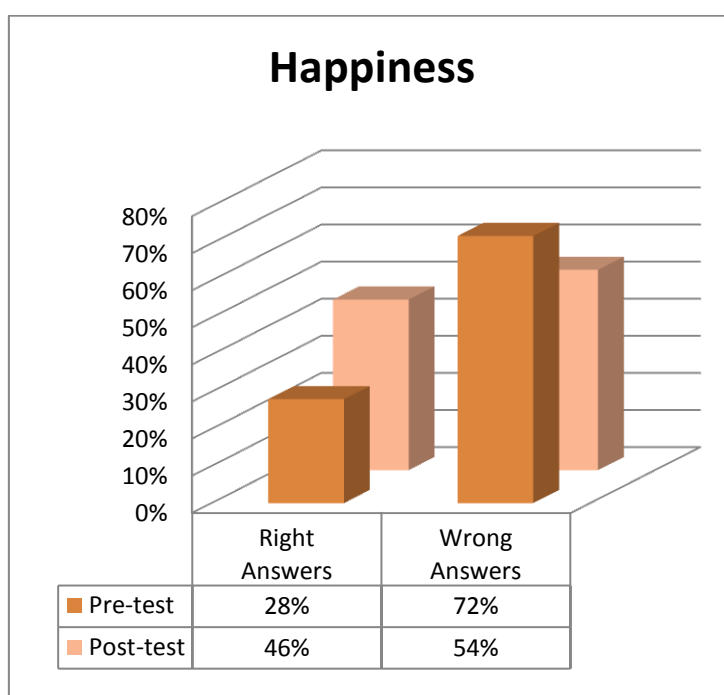


Figure 4: General results on Happiness.

In Figure 5, we see represented the results of the percentage of right and wrong answers in the pre-test and post test on sadness. The distribution of the axis of the graphic responds to the same logic as the previous bar graph.

As we can see, the difference of right and wrong answers is still visible, although the improvement is not as notorious as in the results related to happiness. For the right answers, there is an improvement of the 7% from de pre-test to the post-test, therefore

decreasing the percentage of errors in the post-test. Both, happiness and sadness have been the two emotions exploited from a metaphorical point of view and in both cases the students have answered positively to this approach.

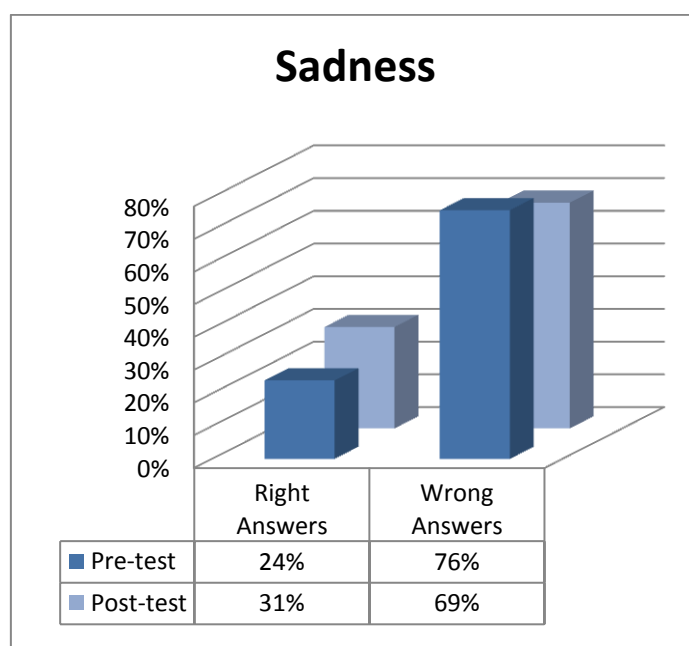


Figure 5: General results on Sadness

Figure 6, displays the results obtained from the students' answers on anger. The bar chart represents, as we have previously mentioned the percentage of right and wrong answers concerning the questions related to anger in the pre-test and in the post-test.

The difference of the percentage of right answers is not as significant as in the other bar graphs, yet the difference is just the 6%. Anger is the emotion that, according to the results presents a more difficult vocabulary to learn. Moreover, the vocabulary of this emotion has been presented through the traditional approach and so the students haven't been able to use any association in order to remember the anger-related expressions.

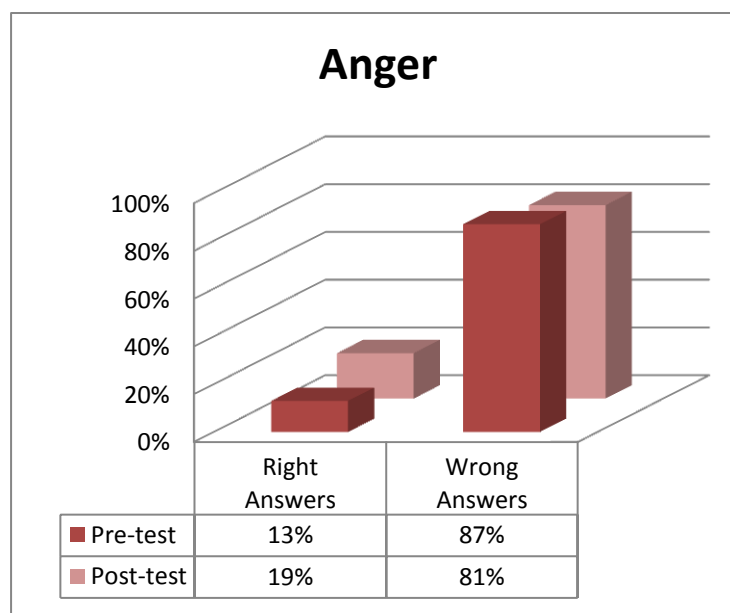


Figure 6: General results on Anger

4.2 Overall progress: right answers

Moreover, after having presented the results of each emotion isolated, this line graph, Figure 7, was created for a better interpretation and comparison of the results concerning the three emotions. That is, this multiple line graph offers us a view of the progress of the percentage of right answers obtained in the pre-test and the post-test from both groups.

Starting from the idea that the percentage of right answers was already higher in happiness, we can see that the progress of the right answers on this emotion has increased significantly compared to the other two emotions. The imperceptible improvement of the results in anger contrasts with the high percentage of right answers attained with the emotion of happiness.

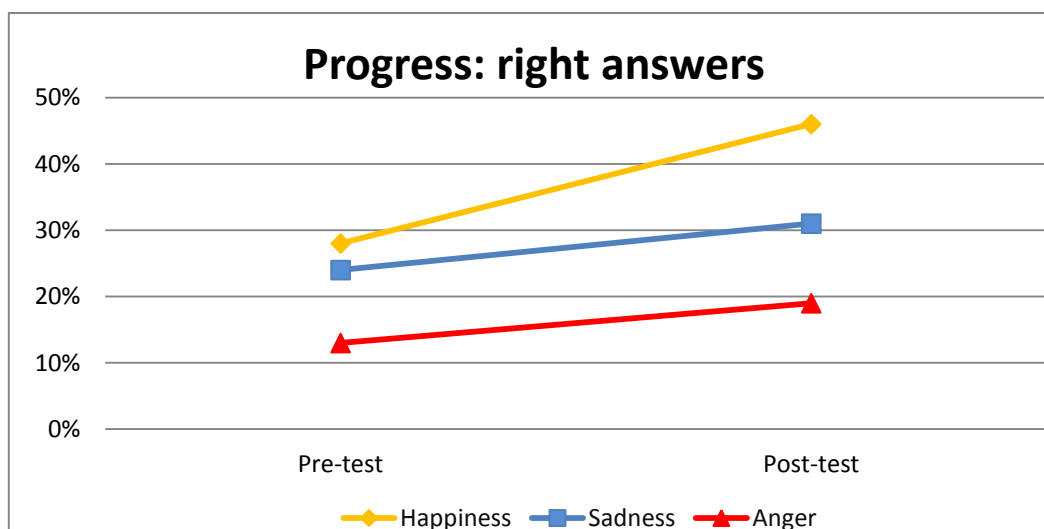


Figure 7: Overall progress on right answers

4.3. Discussion on the results obtained globally in each emotion

In relation to the previous section, there are some interesting points that lead us to a discussion. We must take into account that several variables and factors are influencing our research. In general, we have obtained improvements in both groups with the three emotions.

Happiness was already the emotion with a higher percentage of general answers in both groups in the pre-test, and still the one with a higher percentage of right answers in the post test as well. Moreover, happiness is a positive emotion and the metaphorical domains are quite simple and similar to Spanish, this is why we could think that it has worked.

Happiness and sadness are complementary emotions, therefore, having been studied together, this has maybe positive influenced the results as well in terms of vocabulary acquisition. I should add that the activities related to anger were done the previous day and the activities on happiness and sadness were done the same day the students took

the post-test. Therefore, it can be another reason the results on anger have been less impressive than with the other emotions.

4.4. Comparison of the results of every group of participants

As we have already explained, the groups who have participated in our study present different background and different learning preferences and motivations. As we know, students differ on their preferences when studying an L2 in terms of understanding and assimilating the content studied in class. In this study we tried to analyze if these differences in learning and preferences for the different approaches are related to the results obtained from the tests.

Besides, a set of the three graphs on the results obtained from the pre-test is presented. Each of the graphs offers a comparison of the results obtained in both groups in each of the emotions. It is possible to observe that, in general, the percentage of right answers on the three emotions is higher in the group of 4th A. Nevertheless, surprisingly, for the emotion of sadness, the results in 4th C are better in both tests in the pre-test and the post test. The following bar graphs illustrate these differences by way of reproducing the separated results from both groups.

Figure 8 gives us an overview on the percentage of right and wrong answers on happiness from both groups. We can easily highlight that the group 4th A obtained a very high percentage of right answers concerning happiness, more than the 30%, whereas the second group didn't do that well, barely reaching the 20%.

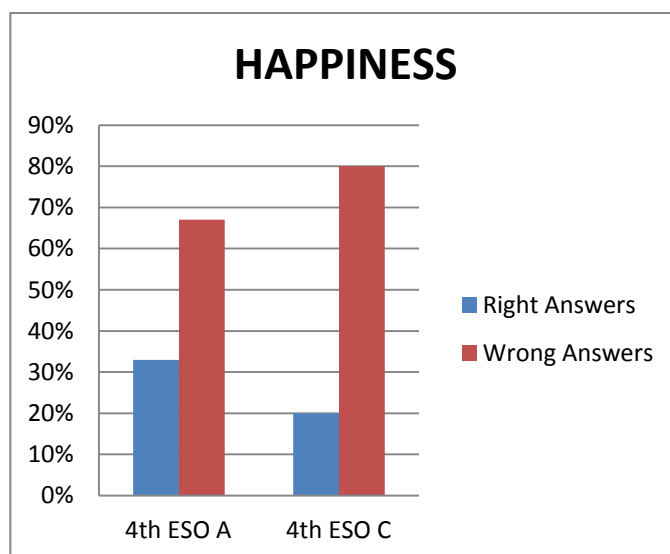


Figure 8: Separated results from both groups in the pre-test on Happiness

Figure 8, displays the percentage of right and wrong answers on sadness. Contrary to Figure 8, Figure 9 presents the fact that the second group, 4th C, obtained a higher percentage of right answers than the group 4th A. Nevertheless, the difference between both groups is not as notorious as in the emotion of happiness. Both groups obtained around a 20% of right answers.

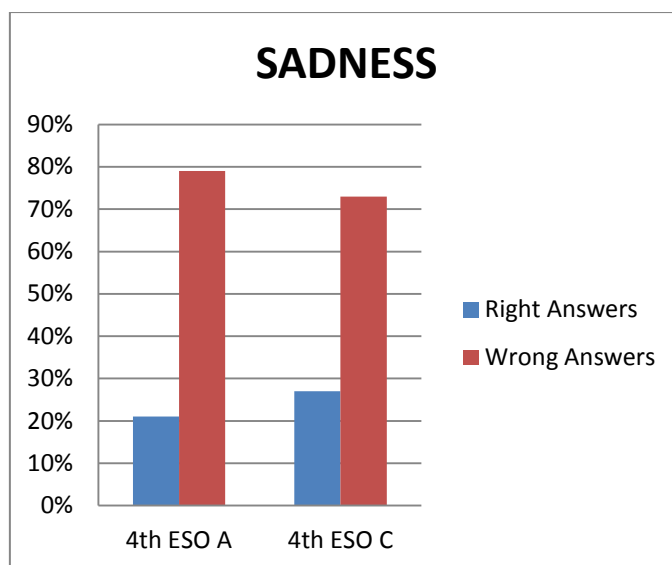


Figure 9: Separated results from both groups in the pre-test on Sadness

Finally, Figure 10 represents the results on anger. We can clearly see this is the emotion that obtained the lowest percentage on right answer in both groups. It is difficult to find a difference, since both groups attained around 10% of right answers in both cases.

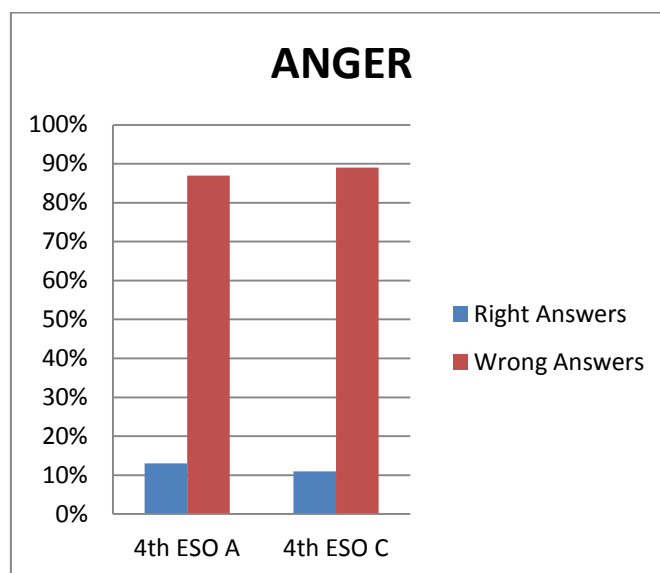


Figure 10: Separated results from both groups in the pre-test on Anger

After having presented the results of the pre-tests, we are going to talk about the post-test presenting some unexpected outcomes and interesting facts on the data gathered. Three bar graphs were designed to offer a comparison both groups on their performance on the post-test.

We can start commenting upon the results of both groups on happiness, Figure 11. There is a world of difference between both groups. Whereas group 4th A overpasses the 50% of right answers, group 4th C barely reaches the 30%. The emotion of happiness, in this case, presents very logical metaphors. Some of the verbs we worked with are formed with the preposition up, such as to brighten up, to cheer up, etc.

Learning preferences may differ depending on the background of the students, as well as the field of study or even their academic environment and experience. Being the

students of the scientific background more analytical and logical, it is easy to think they applied the rules given during the explanation of the CM mappings more easily than the students from the humanistic background.

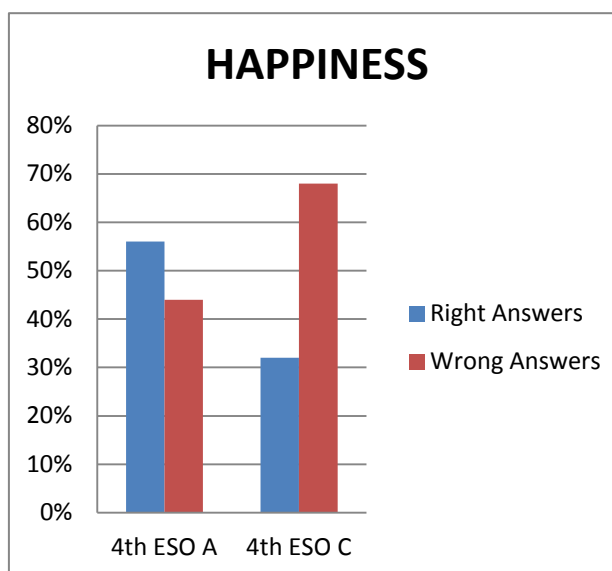


Figure 11: Separated results from both groups in the post-test on Happiness

In this case, Figure 12 presents the post-test results of both groups on sadness. As in the pre-test, the group who obtained better results concerning this emotion is group 4th C. Nonetheless, there is a very insignificant difference of the percentage of right answers between both groups, remaining in both cases the percentage around 30%.

It might be possible for the students from the humanistic background, group 4th C, to have grasped better the meaning of the sentences, hence being able to spot the particular emotion that each sentence referred to. This way, this means that they tried to infer the meaning of the expressions and the sentences in order to complete the sentences. Nevertheless, it seems that group 4th A, applied some logic explanations offered during the classroom implementation to complete the sentences. For example, the fact that the

preposition *up* is always related to happiness, can help them deduce that the sentences needing a verb in a positive context should be completed with those expressions.

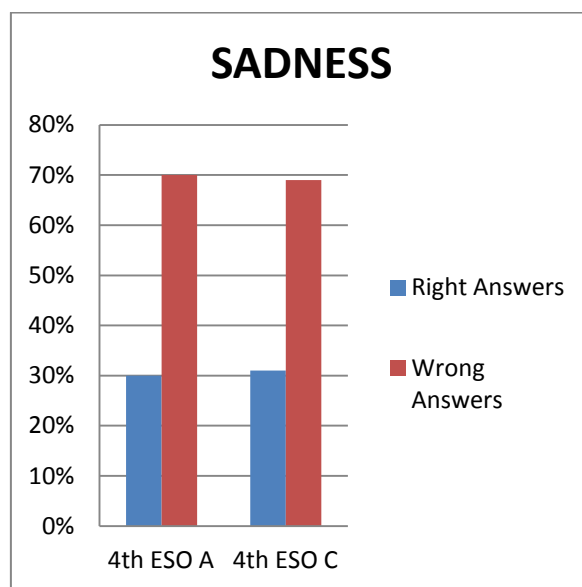


Figure 12: Separated results from both groups in the post-test on Sadness

To end up with, we can perceive in Figure 13 that, it is in this case, group 4th C is the group with more right answers regarding this emotion. The results obtained in both groups barely reach the 20% of right answers, whereas the emotions of happiness and sadness present more than 30% of right answers. This can be related to the fact that the expressions on anger were clearly similar and they were not explained from a detailed point of view, as we did in the cognitive-linguistic approach as in happiness and sadness.

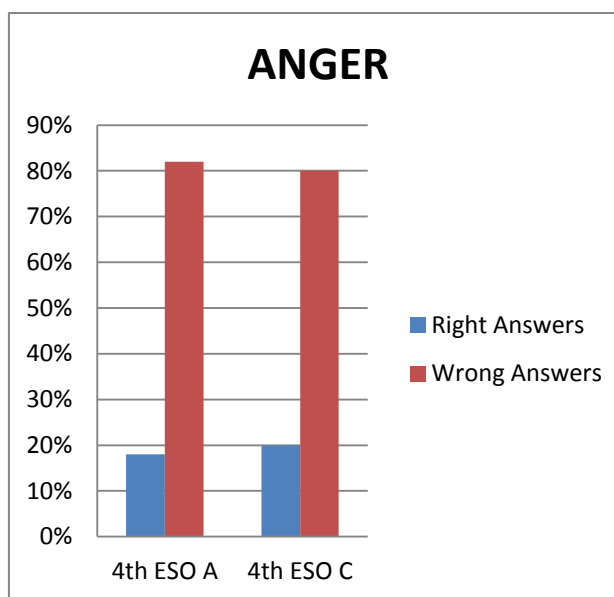


Figure 13: Separated results from both groups in the post-test on Anger

4.5. Discussion on the results of each group of participants

Both groups have presented similar percentages of right answers in both the pre-test and the post-test. Both groups have guessed correctly more items for the emotions related to the metaphorical approach, sadness and happiness. Nevertheless, what is surprising is that group A guessed more answers on happiness and group C did better in the answers concerning sadness.

Moreover group 4th A and 4th C did worst in the answers related to anger. The results obtained in the post-test, are, obviously, influenced by the approach used to explain the vocabulary of the three emotions. Since I did not offer an explanation on the metaphors and conceptualizations of anger, the students explained in the questionnaire accompanying the post-test that they felt more lost with the vocabulary and performed poorer on these answers. Therefore, we should be conscious of the limitations of the work carried out with just two groups of students who are around 16 years old. Indeed, further research should be done in a future in order to find out how the study would

work with students from different ages, courses or backgrounds. Moreover, the study was limited to the examination of just three emotion metaphors in English, therefore, results would be different with two or three different emotions.

Furthermore, if we have a look at the answers given by the students at the questionnaire, it is possible to see that the results coincide with the student's perception. Both groups of students felt more engaged with the activities carried out through the metaphorical approach. Group 4th A gave emphasis on the activities on happiness, which were, for them, the most enjoyable ones, therefore, coinciding with their best performance on the post-test. On the other hand, group 4th C, expressed in the questionnaire, the difficulty they found when completing the pre-test and the activities related to anger. Even though after the explanation, they continued having some problems distinguishing some expressions.

5. Conclusion

The objective of this study was to compare the implementation of two approaches to teach vocabulary and see which those contributed to a more effective lexicon acquisition. After having followed the necessary steps, I observed that students responded better to the metaphor-based implementation. The fact of making the students reflect upon the language and the relationship of the expressions we use to our real world helped them learn a great amount of expressions.

Following literature on conceptual metaphor described along the first section of the work, I was able to create some materials I developed in class in order to research on the most beneficial approaches to teach lexicon on emotions. After the implementation of both sets of activities, I handed out a post-test in order to compile data for the comparison of the results of both approaches. The results obtained were very

satisfactory, since those reflect the usefulness of the metaphorical –based approach. Both groups presented global improvements in their acquisition on vocabulary. Nevertheless, when I had a closer look to the results of each of the groups, I observed that, surprisingly, both groups obtained different and complementary percentages on the results concerning the right answers, proving that not all the students present the same learning motivations and abilities in their L2 learning process.

My study suggests clearly that the acquisition of vocabulary through a detailed explanation of the metaphors facilitates vocabulary acquisition. Therefore, the conclusions I drew were based on the results of our study, reinforcing the idea that metaphors should be used as a complementary approach or technique in L2 learning, since it has been proved that they can be beneficial in language learning.

Moreover, the scope of my research was restricted in order to provide trustworthy results, and I found necessary to admit that the results would be different with younger students or with adults. It would be useful and interesting to prove how students' L1 influences the acknowledgement of the students when learning the vocabulary in the emotions as well. Therefore, much work remains to be done in relation to use of metaphors in L2 teaching.

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7. Appendices

APPENDIX 1.

PRE-TEST

1. Complete the sentences with the following expressions.

TO CHEER UP – TO LIFT – TO BE LOW – TO BE IN A DARK MOOD – TO SINK – COLD – TO GET INTO A DEPRESSION – TO WALK ON AIR – TO BE FILLED WITH ANGER – TO EXPLODE – TO COME OUT – TO BOIL WITH ANGER – BRIGHT – TO BRIGHTEN UP – RADIANT – TO BREATHE FIRE

1. You need to and celebrate your 18th birthday!!
2. They the grandmavisiting her at the residence.
3. Those are reallyprospects! You need to go back to college and finish your studies.
4. Sarah’s blood when she knew that her sister lied to her.
5. Nicole’s boyfriend was when he found out that she had been cheating on him for 2 months.
6. He couldn’t stand it anymore and his anger
7. The students were, the government has created a law which obliges them to go to school Saturday and Sunday.
8. When she finds out that she hasn’t been selected to be a candidate for Miss Universe contest, she will with anger.
9. The news really my spirits. The future looks
10. Her cat passed away last week, so she is
11. Simon looks after having got the hair cut.
12. When Sarah knew she passed her exam, she
13. He every day. Being surrounded by negative people isn’t good for him.
14. My heart when the phone rang. We were expecting bad news.
15. I am afraid she has She needs to visit a psychologist.

APPENDIX 2.

POST-TEST

2. Complete the sentences with the following expressions.

TO CHEER UP – TO LIFT – TO BE LOW – TO BE IN A DARK MOOD – TO SINK – COLD – TO GET INTO A DEPRESSION – TO WALK ON AIR – TO BE FILLED WITH ANGER – TO EXPLODE – TO COME OUT – TO BOIL WITH ANGER – BRIGHT – TO BRIGHTEN UP – RADIANT – TO BREATHE FIRE

1. You need to and celebrate your 18th birthday!!
2. They the grandmavisiting her at the residence.
3. Those are reallyprospects! You need to go back to college and finish your studies.
4. Sarah’s blood when she knew that her sister lied to her.
5. Nicole’s boyfriend was when he found out that she had been cheating on him for 2 months.
6. He couldn’t stand it anymore and his anger
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9. The news really my spirits. The future looks
10. Her cat passed away last week, so she is
11. Simon looks after having got the hair cut.
12. When Sarah knew she passed her exam, she
13. He every day. Being surrounded by negative people isn’t good for him.
14. My heart when the phone rang. We were expecting bad news.
15. I am afraid she has She needs to visit a psychologist.

- Answer the questionnaire indicating one number of the box and answering the questions.

	-				+
Have you found differences between the two groups of activities?	1	2	3	4	5
Have you found the activities on anger useful?	1	2	3	4	5
Have you found the activities on happiness and sadness useful?	1	2	3	4	5
Which group of activities have you felt more engaged with?	1	2	3	4	5
Did you find the activities difficult?	1	2	3	4	5

Which activities did you find the most difficult ones? Happiness Sadness Anger
 Why?

APPENDIX 3.

ACTIVITIES ON ANGER

1. Talk with your partner about how you feel in these situations.

- a) Do you get angry when you talk to a friend and she/ he is looking at the mobile phone?
- b) How do you feel when you miss the bus?
- c) Do you mind if someone lies to you?
- d) What do you say to a person who has moved in front of you in a queue?
How do you feel?

2. Match the sentences:

- 1. I was in the parking lot, trying to find a spot, when the black car crashed into mine. I ...
 - 2. When he knew he didn't pass the exam, he ...
 - 3. My mum really liked his crockery, when she finds out we broke it, she will ...
 - 4. As times goes by, the soldier's
 - 5. I can't stand his attitude. He is so rude that makes my anger ...
-
- a) anger grows towards the enemy.
 - b) got red with anger.
 - c) was filled with anger.
 - d) take her anger on us.
 - e) come out.

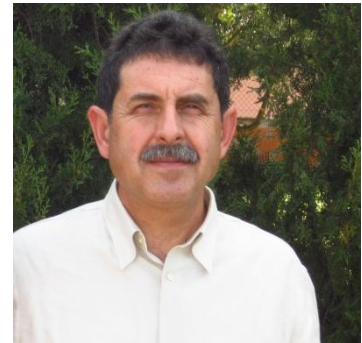
3. Read the text and underline the expressions related to anger.

☆GYM AND FITNESS FOR EVERYBODY☆

Are you an irritable person? Do you get mad at others? If you want to change that, this is your opportunity. Enroll to yoga classes to control your emotions and get rid of your bad humor! Obtain a 30% discount the first month.

This will be my second year attending yoga classes. I was very stressed and I had plenty of work. My wife told me I was always getting red with anger and ill-humored. Nowadays I no longer fight with her about silly things and my attitude has changed. I love yoga classes!

Sam Winterbottom, Economy Teacher



When my daughter left home, I felt very alone. I didn't have anyone to talk with, and every time I needed to interact with someone, my anger just would come out on them. This is why my friend Marta recommended me to do some sort of therapy. We enrolled together to yoga classes, and not only we felt better and less ill-natured but we did a bunch of friends. Try it, you won't regret it!

Clara Harris, Retired



3.1 Substitute the underlined expressions with the expressions of the box.

take your anger on	quick-tempered
annoyance	angry
filled with anger	hot-tempered

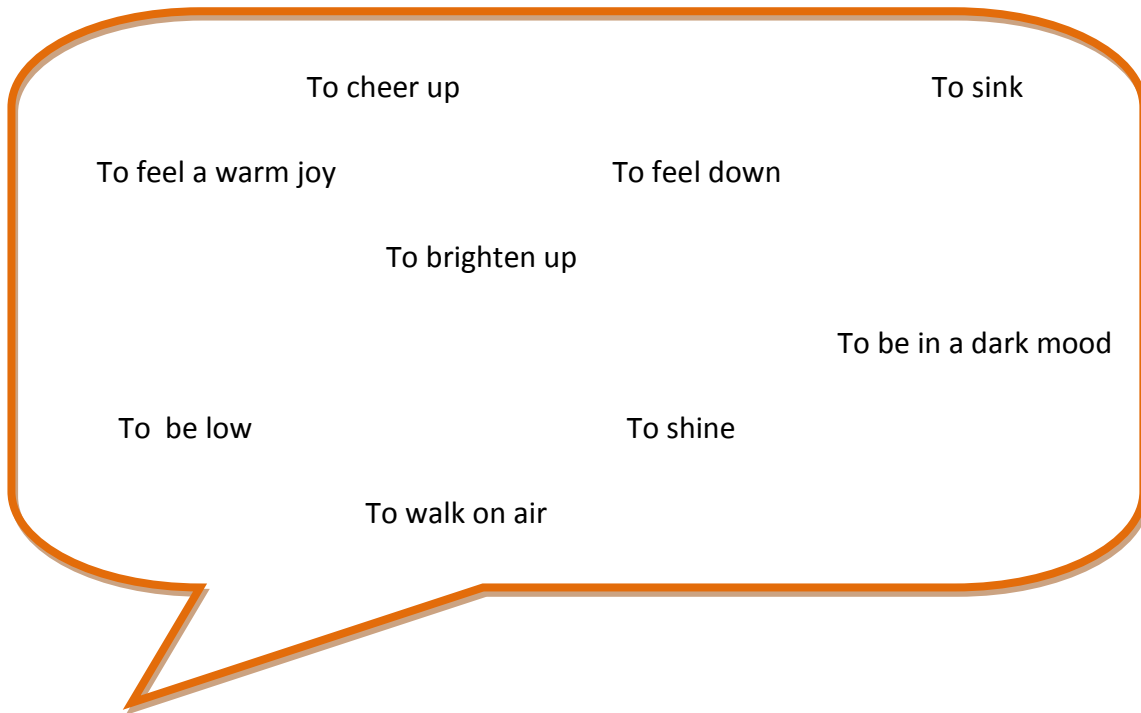
4. Make a list of 5 things that make you feel angry and compare the answers with your classmates:

1. My anger grows when
2. I am filled with anger if
3. I get red with anger when
4. makes my blood boil.
5. Sam has a quick temper, he always

APPENDIX 4.

ACTIVITIES HAPPINESS AND SADNESS

1. Read the words in the box. Can you think of the emotions these words are related to?



2. Place the words in the right column.

To lift someone's spirits	To get somebody down
To look bright	To look up
To shine	To burn with joy
To feel a warm joy	To look radiant
Deep sadness	To bring someone down
To light up	To be in a black mood
To brighten up	To feel blue
To feel cold and lonely	To have cold prospect

Teaching Lexicon through metaphors

3. Classify the expressions you have previously learned in the correct box.

HAPPINESS	1.
	2.
	3.
SADNESS	1.
	2.
	3.

4. Why do you think we use these expressions?

5. How is it in your mother tongue? Do you use the same associations in order to make reference to emotions?

6. Try to find images related to those emotions.