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THE EFFECT OF METAPHORIC AWARENESS ON READING COMPREHENSION IN AN ESP CONTEXT

THESIS BY

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20.05.2016

Cumhur BERBER

DEDICATION

To my beloved parents,

Perihan and Mükü BERBER...

ÖZET

ÖZEL AMAÇLI İNGİLİZCE ORTAMINDA MECAZ FARKINDALIĞININ OKUMA VE ANLAMA ÜZERİNDEKİ ETKİSİ

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Bu çalışma mecaz farkındalığının okuma ve anlamadaki faydalarını incelemeyi ve öğrencilerin mecaz farkındalığının ve ekonomik bağlamdaki uygulamaların faydaları ile ilgili düşüncelerini ortaya çıkarmayı amaçlar. Çalışma Atatürk Üniversitesi İktisadi ve İdari Bilimler Fakültesinde okuyan 53 öğrenci ile yapıldı ve altı hafta sürdü. Bilgi toplamak için ön ve son test ve yazılı mülakat soruları kullanıldı. Ön test ve son testten elde edilen bilgiler t-test sonuçlarının alınması için IBMM SPSS (Statistical Package for the Social Sciences) İstatistik Programı ile incelendi ve yazılı mülakat içerik analizi yöntemi kullanılarak incelendi. Ön test ve son testin sonuçlarına göre, mecaz farkındalığın öğrencilerin okuma ve anlamasında olumlu bir etkisi oldu. Yazılı mülakat ve gözlemlerin sonuçları da ayrıca bir çok öğrencinin mecaz farkındalığı hakkında olumlu düşüncelere sahip olduğunu gösterdi.

Anahtar Kelimeler: Mecaz, Mecaz Farkındalığı, Okuma ve Anlama, Mecaz Farkındalığı Hakkındaki Düşünceler, Mecaz Farkındalığının Faydaları

ABSTRACT

THE EFFECT OF METAPHORIC AWARENESS ON READING COMPREHENSION IN AN ESP CONTEXT

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This study aims to investigate the benefits of metaphoric awareness in reading comprehension of the students and reveal the thoughts of the students related to the benefits of metaphoric awareness and the implications in an economic context. The study was conducted with 53 students studying at the Administrative and Economy Sciences Faculty of Ataturk University, and lasted six weeks. A pre-test and post-test and written interview questions were used to gather data. The data obtained from pre-tests and post-tests were analyzed through IBMM SPSS (Statistical Package for the Social Sciences) Statistics Program to get the t-test results, and the written interview was analyzed by using content analysis method. According to the results of pre-tests and post-tests, metaphoric awareness had a positive impact on the reading comprehension of the students. The results of the written interview and the observations also demonstrated that most of the students had positive thoughts about the benefits of metaphoric awareness.

Keywords: Metaphor, Metaphoric Awareness, Reading Comprehension, Thoughts About Metaphoric Awareness, Benefits of Metaphoric Awareness

ABBREVIATIONS

EFL : English as a Foreign Language

ESL : English as a Second Language

ESP : English for Specific Purposes

L1 : First Language

L2 : Second Language / Target Language

SLL : Second Language Learning

SPSS : Statistical Package for the Social Sciences

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CHAPTER 1

1. INTRODUCTION

The first chapter of the study involves the background of the study, statement of the problem, purpose of the study, significance of the study, research questions, and the operational definitions in the study.

1.1. Background of the Study

Metaphor is a means that people consciously or unconsciously use to convey their thoughts and feelings in everyday language (Lakoff and Johnson,1980) and a feature of language by which meanings are transferred in academic language (Charteris-Black, 2000). However, the status of metaphor in linguistic studies has demonstrated discrepancies throughout the history. In the traditional views, metaphors are considered as a property of words, based on a similarity between the two entities which are compared, used for some poetic, fanciful, or rhetorical purposes, and it is a conscious usage that we can do without use of it in everyday language (Kövecses, 2002). Throughout the history, the cognitive feature of metaphor has been ignored and considered as a linguistic phenomenon. Yet, the recent study of Lakoff and Johnson (Metaphors We Live By, 2003) showed that metaphor is not a matter of words, it is a property of concepts which is pervasive in both thought and everyday language (Lakoff and Johnson, 2003). Their new theory has been called the "cognitive view of metaphor". According to this theory, metaphor is delineated as a device that is used to understand one conceptual domain in respect to another conceptual domain. A conceptual metaphor includes two domains: the target domain, more abstract domain, and the source domain which is more concrete (Kövecses, 2002). To get a good idea of the range of conceptual metaphors in English, Kövecses (2002) has made a research on frequency of use of metaphors which are source and target domains, and he has found the most common source and target domains using metaphor dictionaries such as Cobuild Metaphor Dictionary, Metaphors Dictionary and Dictionary of Everyday English Metaphors.

The cognitive function of metaphor is to comprehend an abstract or a complex concept (for instance, *Economy*) by the way of a more concrete or simple concept such as war, mechanics or building. In his study, Kövecses (2002) found out the common target domains which are mostly abstract and complex ones including: emotion, desire,

morality, thought, society/nation, politics, economy, human relationships, communication, time, religion, life and death and events and actions. As Kövecses indicated, economy is one of the most common target domains, Charteris-Black and Ennis (2001) also defined the importance of metaphor in Economics vocabulary teaching and Boers (2000a) and Lakoff and Johnson (2003) mention the wide range of metaphors prevalent in economics discourse.

Metaphors are often used in the discourse of economics as defined above and some specialists stated that metaphor in Economics vocabulary teaching should be an integral part of an English for Specific Purposes (ESP) syllabus (De los Ríos, 2007). Moreover, some lecturers think that metaphor has an impact on the way students acquire vocabulary (Boers, 1997; Cameron and Low, 1999; Henderson, 2000; Charteris-Black, 2000). Boers (2000b) proposed some classroom activities to enhance the learner's metaphoric awareness, and he used these activities to bring attention to vocabulary. Furthermore, it is hypothesized that enhanced metaphoric awareness enables reading comprehension in another study of Boers (2000a). In her study, Littlemore (2004) discussed that the students should be taught the use of metaphoric extension strategies in order that their understanding of new vocabulary in specialized reading can be developed further. The study of Sacristán (2004) has revealed that metaphors can help the learners raise their awareness of technical and semi-technical vocabulary in order that this metaphoric awareness may contribute to their improvement of specialized reading. In addition to this, Cameron and Low (1999a) have stated that metaphoric awareness plays an important role in Second Language Learning (SLL) and in Applied Linguistics research (Guerrero and Villamil, 2002).

From the studies above, it can be finalized that since Cognitive Linguistics gained importance in the 1970s, a wide range of studies have been conducted to demonstrate the implication of this theory to the field of ESP. Economics is one field where many researches into metaphor have been conducted within the field of ESP. It can be seen that metaphor is a main issue in ESP teaching. Basing on the fact that human thought processes are to a large extent metaphorical (Lakoff and Johnson, 2003), this study has taken account of the cognitive aspects of metaphor in ESP teaching.

1.2. Statement of the Problem

Professional English is taught to the students of Economic and Administrative Sciences Faculty of Ataturk University, and this course is based on subjects that cover the areas of ESP. Language of Economics is highly metaphorical as Cognitive Linguistics stresses the vital function of metaphor in Business English.

Despite the fact that Professional English is lectured at Economic and Administrative Sciences Faculty of Ataturk University, neither is there an implementation to rise metaphoric awareness nor a study conducted related to the benefits of metaphoric awareness in reading comprehension. Therefore, this study may reveal the benefits of metaphoric awareness in reading comprehension in economics discourse and execute the thoughts of the students about the usefulness of metaphoric awareness in reading comprehension in economics discourse.

1.3. Purpose of the Study

Metaphor is a property of concepts actively used in everyday language and academic language. A better understanding of the concepts in economics requires comprehension of metaphor and possession of this awareness. Taking account of this fact, this study aims to investigate the benefits of metaphoric awareness in reading comprehension of the students at Economic and Administrative Sciences Faculty of Ataturk University and reveal the thoughts of the students related to the usefulness of metaphoric awareness in reading comprehension in economics discourse.

1.4. Significance of the Study

A great variety of studies related to the use of metaphor within the field of ESP has been carried out, especially in Applied Linguistics. However, there have not been many applications in the field of ESP teaching related to a better understanding of the metaphor use in L2 economy discourse. This study will lead to a better understanding of the benefits of metaphoric awareness in reading comprehension in L2 economy discourse. The exercises proposed in the study are designed to raise the students' awareness of economy lexis based on metaphorical concepts and to help the students' understanding of economic texts.

The findings of the study will serve to discuss the importance of metaphoric awareness in reading comprehension in teaching economics to L2 learners. Furthermore, this study will be the first at Ataturk University and may guide the lecturers who are lecturing Professional English. In addition to this, it can be a useful research in terms of teaching in ESP for both learners and teachers.

1.5. Research Questions

The study has two research questions as the following:

1. What are the benefits of metaphoric awareness in reading comprehension in Economics discourse in the field of ESP?

2. What are the thoughts of the learners about the usefulness of metaphoric awareness in reading comprehension?

1.6. Operational Definitions

Metaphor: It refers to the understanding of one concept or conceptual domain in terms of another concept, that's source domain (Kövecses, 2002, p. 4).

Metaphoric awareness: It is used as a knowledge or perception of metaphor, especially in texts related to economics discourse (Boers, 2000b).

Source domain: It refers to the conceptual domain from which we draw metaphorical expressions to understand another conceptual domain (Kövecses, 2002, p. 4).

Target domain: It is the domain that we try to understand through the use of the source domain (Kövecses, 2002, p. 4).

Conceptual Mapping: It is the systematic set of correspondences that exist between constituent elements of the source and target domain (Kövecses, 2002, p. 6).

CHAPTER 2

2. LITERATURE REVIEW

2.1. The Essence of Metaphor

Metaphor is a word derived from the 16th century Old French *métaphore*, which came from the Latin metaphora, in turn from the Greek μεταφορά (*metaphorá*) (Liddell and Scott, 1940), and it literally has meaning of "carry over" and "transfer". Through the history of tropology, metaphor has been used as one of the poetic devices in poetry and literature. One discipline where metaphor has been studied is called rhetoric and is mainly concerned with figurative language involving not only metaphor, but also other devices such as metonymy, irony, oxymoron, hyperbole and so on (Raymond and Gibbs, 1993). As rhetoric has been at the centre of human questioning, any critical study of metaphor started with the works of Aristotle. The role of metaphor in communication and the connection of metaphor to language was one of the interests of Aristotle (Ortony, 1993). Metaphor was chiefly considered as an ornamental by Aristotle, and Ortony (1993) pointed out that "Aristotle believed metaphors to be implicit comparisons, based on the principles of analogy" (p. 3).

An opposing perspective related to metaphor comes from the constructivist and non-constructivist approach. According to the constructivist approach: "Metaphor is playing an important role in both language and thought while metaphor is treated as unimportant, vague and appropriate for poetic and political aims by the non-constructivist approach" (Ortony, 1993, p.2). However, contemporary scholars mostly accept that metaphor is not necessary just for communication purposes as the non-constructivist views imposed, but it is also essential for people to talk about abstract concepts, complex ideas and issues of everyday life (Raymond and Gibbs, 1999).

A new theory called Cognitive Semantics flourished in linguistics in the 1980s, and this theory suggests that metaphor is chiefly an issue of thought and action (De los Ríos, 2007). It is at odds with the traditional view of metaphor in that its primary role is cognitive rather than rhetorical and ornamental. Although, the traditional view of metaphor, evaluated metaphor as a property of words consciously used for artistic and rhetorical aims, and it is not seen as an inevitable part of daily life communication (Kövecses, 2002), Cognitive Linguistic view of metaphor, developed by George Lakoff

and Mark Johnson in 1980, challenged the traditional theory in a systematic and coherent way. According to Lakoff and Johnson (1980), metaphors are conceptual in nature, and metaphor is playing a central role in the daily functioning and defining our realities in nature. Lakoff and Johnson (2003) remarked that "because the metaphorical concept is systematic, the language we use to talk about that aspect of the concept is systematic" (p. 11). That is, we structure our communication in terms of metaphors which are tied to concepts in a systematic way. For instance, while talking about *argument*, we construct the communication using features (combat, struggle, target and so on) of *war* concept since the human conceptual system is metaphorically structured and defined (Lakoff and Johnson, 2003).

As stated in Lakoff and Johnson's *Metaphors We Live By* (1980), metaphorical meaning can be embodied through our experience in the physical and cultural setting. Metaphors are grounded in our physical and cultural experience. For example *Time is a Resource* metaphor is "culturally grounded in our experience with material resources" (Lakoff and Johnson, 2003, p. 50). As we quantify and give a value to a raw material source such as fuel and coal, *time* is considered as a *resource*. People can spend, save, waste *time* as they do this with raw materials such as fuel and coal.

Physical and cultural experiences can provide a base for metaphor, but it is not possible to say that all these kind of metaphors are universal since some basis may vary from culture to culture. In his study, Kövecses (2002) hypothesized that conceptual metaphors could be found in all languages, and it is found that some metaphors related to some emotions may be universal at the generic level. In another study of Kövecses (2003), it is reached that conceptual metaphors can vary cross-culturally and within a culture at the specific level.

The arguments and researches with regard to metaphor are in progress in the field of Applied Linguistics and language teaching. There is a great deal of ideas how best to clarify metaphor, and diversity of views on metaphor can be tough for scholars (Gibbs, 1994). Notwithstanding, the continuous argument over metaphor, gains meaning with the saying of Lakoff and Johnson (2003): "The essence of metaphor is understanding and experiencing one kind of thing in terms of another" (p. 9).

2.2. The classification of Metaphor

Prior to the classification of metaphor, it is essential to know how a cognitive mechanism of metaphor is structured. Lakoff and Johnson (1980) identified metaphor as a cognitive mechanism by which a conceptual domain is understood in terms of another conceptual domain (Jue, 2009). The formula is the following: "Conceptual Domain (A) is Conceptual Domain (B)", and this is known as a conceptual metaphor (Kövecses, 2002). The conceptual metaphor consists of two domains as it is seen in the formula: **target domain**, more abstract domain we try to understand in terms of source domain, and more concrete **source domain** that is used to comprehend target domain. It can be better understood with the following example of Kövecses (2002):

Ideas (target domain) *are food* (source domain).

In the example above, we try to understand *ideas* concept through *food* concept. The point here is that there is a set of systematic correspondences between target domain and source domain. These correspondences are called as **mappings**. These mappings allow us to make sense of the target domain using the source domain. We can take the "ideas are food" metaphor (Kövecses, 2002) as an example. A set of mappings are as follows:

Ideas are Food
This is a wonderful *food* for brilliant thoughts.
It was not an ordinary claim to be *swallowed*.
They have *devoured* all the literature.
It will take time to *digest* those facts.

On the basis of cognitive linguistic view, three kinds of metaphor are standing according to cognitive function: structural metaphor, ontological metaphor and orientational metaphor.

2.2.1. Structural Metaphor

Structural metaphor enables the abstract target domain to be comprehended in terms of the concrete source domain. In this kind of metaphor, the source domain employs a elaborate knowledge structure for the target domain (Kövecses, 2002). We can understand a more complex concept via a more physical and tangible conceptual

mapping (Jue, 2009). *Argument is War* metaphor can be presented as an example of this kind. In most culture, people understand argument in terms of the structure of war. A war, as an event or activity, can be physically grounded in our experiences with actions. We can understand argument with the following examples:

He strictly *defended* his argument.
They will *attack* each problematic matter in her argument.
You have no chance to *win* an argument against him.
She has *demolished* his argument on this point.

2.2.2. Ontological Metaphor

In this kind of metaphor, the abstract target domain gets an ontological status. In other words, abstract concepts undertake the function of a physical object, substance and container such as quantifying, referring, identifying and setting (Lakoff and Johnson, 2003) as in the following:

Her *fear of darkness* is killing me (Referring).
She has got *so much hatred* for him (Quantifying).
You will never know the *ugly aspect* of her *personality* (Identifying).
He applied to that job to *bring* his *dream to life* (Setting a goal).

Ontological metaphor examples above are difficult to be noticed since they contribute to a restricted range of aims such as identifying and referring (Lakoff and Johnson, 2003). However, ontological metaphors which are given to human qualities are easy to notice. This phenomenon, where qualities of humans are used to understand nonhuman entities, is called **personification** in literature (Kövecses, 2002). The following examples can be considered:

Inflation is *eating up* the company's profits.
Healthy institutions make a strategic planning.
The prices will continue *climbing up*.

2.2.3. Orientational Metaphor

Basic spatial orientations such as up-down, front-back and central-peripheral form this kind of metaphor since human beings perpetually interact with nature through spatial orientations. According to Lakoff and Johnson (2003), positive concepts as

happiness are referred with upward orientation while negative concepts as sickness and sadness are characterized by downward orientation. The up-down orientation metaphor can be exemplified as the following:

His mood is *up*.

We are in *high* spirits.

I am feeling *down* right now.

They are actually *low* in these days.

2.3. Metaphor and Language Learning for Specific Purposes

The research over metaphor has been increasing lately, and one of the areas where research is being conducted is English for Specific Purposes (ESP). The use of metaphor in ESP context is a popular area for scholars, and economy is one of the growing fields within ESP (McCloskey, 1998; White, 2003). Adam Smith, who is the father of modern economics spoke of the invisible hand to talk about an unknown authority manipulating the market prices in the 1900s, and this (invisible hand) metaphor is probably considered as the earliest utilization in economic discourse (Jue, 2009).

It is remarked that metaphor use in economic discourse is frequent (De los Ríos, 2007) ,and McCloskey (1985) pointed out that it is not possible even for economists to talk without metaphor and the other tropes. Furthermore, Charteris-Black (2000) and Boers (2000a) talked about the ubiquitous use of metaphor in economic contexts. Willie Henderson (1982) who is a well-known economist negotiated the metaphorical utilization of language in economics in his book *Metaphor and Economics*, and it was put forward that nature of economics is highly metaphorical (McCloskey, 1998; Herrera and White, 2012). McCloskey (1983) also stated that the lines, the diagrams, the numbers, the curves and the graphs were metaphorically utilized to stand for the economy.

Economics can be easily understood through metaphors, and since metaphor affects the way people think (Lakoff and Johnson, 2003) it must also have an impact on the way economic discourse is constructed. It is advised that metaphor should be a complementary part of the ESP Economics syllabus that students must learn (De los Ríos, 2007), and metaphor is considered to play an important role in vocabulary learning of the students (Boers, 2000b; Charteris-Black, 2000; Henderson, 2000). Understanding economics is difficult for the students since the Language of Economics

includes semi-technic vocabulary and the tropes, and it is supposed that metaphors can facilitate and enhance comprehension (Charteris-Black and Ennis, 2001). It is also pointed out that economics discourse can be comprehended through a wide range of metaphors; each metaphor stresses some aspect of the economy (target domain) while it hides the other aspects of the target domain (Boers, 2000a; Kövecses, 2002; Lakoff and Johnson, 2003). For example, while describing the economy through "mechanisms and machines" we can highlight that the economy is under control (Sacristán, 2005), but we hide that it can show a behaviour of humans such as recovery and growth.

Metaphors of economics discourse get a foothold in thoughts of people and constitute the conceptual system of people (Jue, 2009), for example, these metaphors reflect thoughts of people: human capital, economic growth, economic depression, key players, parent company and so on. These frequent metaphor uses are the conceptualisation of the economy in a cognitive sense. We understand the economy, the abstract and complex target domain, in terms of a number of source domains such as human beings, plants, machines, buildings, war and so on. Bicchieri (1988) used *circulation* concept, related to human beings, to express economic processes such as money circulation and circulation of goods (as cited in Jue, 2009). In the 1890s, Marshall utilized the metaphor *The Economy is an Organism*, and made correspondences between the economy and biological processes such as growth, change and decay (Charteris-Black, 2000). Ormerod (1997) discussed the economy in terms of machines (Jue, 2009), and Hewings (1990) used the root analogy to express the conception of the economy (Charteris-Black and Ennis, 2001). It can be deduced from these examples above, economics discourse is constructed by a variety of conceptual metaphors, and we must be familiar to these metaphors to understand economics discourse better. The following are the conceptual metaphors that have dominated the Language of Economics:

a. *The Economy is Human Beings Metaphor*

This metaphor is the extension of ontological metaphor because human characteristics are applied to economics context. According to the study of Jue (2009) this kind of metaphor has the highest frequency usage in economic newspapers and magazines such as *Financial Times* and *CNNMoney.com*.

Economic systems and processes have their own behaviours, parts, needs and changes as human beings have (as cited in Jue, 2009). In the following examples, this conceptual metaphor is clarified:

Oil is the *backbone* of the economy of Iran (a body part).

Sickly economy of the country came to an end (human characteristic).

Recovery of the economy will take a long time (condition of human beings).

b. *The Economy is a Machine Metaphor*

Nelson (1995) suggested that mechanics is the source domain that has dominated the theorising of economics for most of this century (as cited in Charteris-Black and Ennis, 2001). In the study of Jue (2009), machine metaphor was found to be the second highest in frequency of use in economic newspapers and magazines.

It is odd that an old machine called cogwheels, from industrial revolution, contributes to the use of machine metaphor in terms of the workings of the cogwheels such as functioning, operating and working of the system of the machine (Jue, 2009). This conceptual metaphor is clarified in the following examples:

Operating cycles of the company don't work efficiently.

The last depression has caused the stock market to *function* poorly.

These commercial truces will *oil the wheels* of economic development.

c. *The Economy is a Plant/a Living Organism Metaphor*

Human beings are conversant with plants including trees, flowers and vegetables and have elaborate information about the stages of a plant's development and the parts of a plant (Kövecses, 2002). This detailed information about a plant can be used as a source domain to delineate the developmental elements of economies and companies (Jue, 2009). This conceptual metaphor is clarified in the following examples:

Last distribution channels lead *sprouting up* the company's economy (rapidly growing of a plant).

The company is getting economic *fruits* of the investment now (production of a plant).

The *root* of the company dates to the 1800s (part of a plant).

d. *The Economy is a Building Metaphor*

As Lakoff and Johnson (2003) pointed out, experiences of people in nature provide a source domain to express complex and abstract concepts involved with a metaphor. Building is one of the source concepts since it enables people to shelter and

protect themselves in their life. The building's structure, foundation, base and other aspects can be used as a source domain to explain the economy as the following examples below:

The economy of China has a strong *foundation* (underground part of a building).

Asian countries have been robustly *constructing* their economy (creating of a building).

The great depression caused the US stock market to *collapse* (ruin of a building).

e. *The Economy is a War*

War is an ongoing event throughout the history of civilizations, thus it has an effect on the Language of Economics, too. Lakoff and Johnson (2003) used *Argument is War* metaphor since people use some expressions from the vocabulary of war such as win, lose, attack, target while they are arguing. In the same way, words related to war can be used to talk about the Language of Economics as the following examples below:

The government must *combat* possible economic crisis (an action related to war).

The new *target* of the companies is the African market (goal in a war).

Chinese companies start to *invade* European markets (to spread over a land).

Apart from the conceptual metaphors above, economic metaphors can be structured by other source domains such as fluid, journey, health, fitness, ships and sailing (Boers, 2000a). The important issue about economic metaphors is that some lexical terms become jargons totally losing their original senses in the source domain, and it is not possible to understand the meanings of these jargons by finding their source domains without special information about formal economics (as cited in Jue, 2009).

2.4. Using metaphor in the teaching of ESP

Metaphor, whose role is fundamental in foreign language teaching and learning (as cited in Sznajder, 2010) is also found suitable in ESP context since it includes unfamiliar figurative elements including metaphor and other tropes. The pedagogical implications of metaphor in the field of ESP are considered essential by cognitive linguists and many scholars (Boers, 2000a; Caballero Rodriguez, 2003; Cameron and Low, 1999; White, 2003). Boers (2000a) pointed out that activities rising metaphoric awareness of the students can help them to recall unfamiliar figurative expressions and enhance their text comprehension. Sznajder (2010) recommended that

corpus-based studies of teachable metaphors could be carried out in harmony with student's learning needs, and this could develop student's command of figurative language in communicating business issues. In another ESP study, it is concluded that cognitive semantics can help ESP students to learn figurative language, and cognitive mappings of conceptual metaphor can help students to remember vocabulary (De los Ríos, 2007). Littlemore and Low (2006) stressed the function of metaphor in communicative language skill, and they put forward that metaphoric competence has an impact on the constituents of language competence including grammatical, textual, illocutionary and sociolinguistic competence.

It can be examined that there have been many pedagogic implications of metaphor in ESP context, especially based on Lakoff and Johnson's cognitive aspects of metaphor. Charteris-Black (2000) studied the theoretical applications of metaphor in vocabulary teaching in ESP courses, and he mentioned about the use of animate and inanimate metaphors to delineate economics. White (2003) suggested a framework based on cognitive semantics to instruct the uses of growth metaphor in ESP economics. Boers (2000a) examined the common source domains (as machines, health, plant and war) used in economics discourse to enhance awareness in specialised reading. In another study, Boers (2000b) proposed some instructional metaphor activities including teaching metaphor through imagery processing, applying metaphoric themes as categories and identifying source domains by cognitive processing. Sacristán (2005) also proposed metaphor instruction activities in vocabulary teaching and specialised reading in a Business English course. Charteris-Black and Ennis (2001) studied metaphor in the Language of Economics by comparing metaphors used in Spanish and English in financial reports in consideration of the applications of their findings for ESP students. Littlemore (2004) made an inference in her study that the use of metaphoric extension strategies are rewarding in teaching in terms of comprehending new vocabulary. De los Ríos (2007) instructed metaphors by classifying them to conceptual mappings to assist Business English students in learning figurative language and enhancing metaphoric awareness of students. Caballero Rodriguez (2003) also suggested awareness-raising activities and the explicit presentation and explanation of metaphor in the ESP classroom.

Besides pedagogic implications of metaphor and its instructional benefits for the students in ESP context, metaphor is also prevalent among language teachers and in

theory of language learning (Guerro and Villamil, 2002; Littlemore and Low, 2006). Metaphor can be useful in vocabulary acquisition since they contribute to word formation processes and enhance interpretation and retention of figurative language (as cited in Sznajder, 2010). Additionally, it is propounded that communicative skill in foreign language discourse might be facilitated by means of figurative thinking (Sznajder, 2010). According to sociolinguistics, students must acquire metaphoric awareness in both their target and first language through awareness-raising activities to fully improve their sociolinguistic and lexico-grammatical competence. In addition to this view, Littlemore and Low (2006) pointed out that conceptual metaphors can be accurately understood by a shared cultural knowledge, and Bachman referred to metaphor under sociolinguistic competence to highlight the importance of metaphor in interpretation of cultural references and figures of speech (as cited in Littlemore and Low, 2006).

When generally examined, two basic views draw attention in terms of the role of metaphor in education. On the one part, metaphors and other figurative elements are considered as aesthetic and ornamental, yet it is advocated that metaphor can be also used in educational contexts apart from literature (Hugh, Petrie, Rebecca and Oshlag 1993). On the other part, metaphors are considered as misleading in education since there may be different interpretations of metaphor in terms of its meaning (Hugh, Petrie, Rebecca and Oshlag 1993). In contrast to the second view of metaphor in education, misleadings can be prevented by the teacher's scaffolding in some circumstances (Littlemore and Low, 2006), and it can be drawn a conclusion from the studies mentioned above that the use of metaphor, both in teaching ESP and language learning has positive effects on students rather than negative influences.

2.5. Metaphoric Awareness

Metaphoric awareness is a useful device that may help learners comprehend metaphoric expressions with the scaffolding of the teacher (as cited in Marika Kalyuga and Slava Kalyuga, 2008). In recent years, the function of metaphoric awareness has been highlighted in ESP discourse, SLL and Applied Linguistics (Boers, 2000a; Charteris-Black and Ennis, 2001; De los Ríos, 2007; Littlemore and Low, 2006; White, 2003).

Many scholars and linguists investigated the useful aspects of metaphoric awareness. De los Ríos (2007) points out that metaphor awareness helps learners figure out the figurative language of Business English and remember and interpret vocabulary in English. Boers (2000a) expresses that an enhanced metaphoric awareness may assist students in understanding the figurative expressions in specialised reading and foster text comprehension. Charteris-Black and Ennis (2001) remark that awareness of metaphorical concept is essential for non-native students who are learning ESP economics in a better understanding of different and similar use of metaphor in students' first language (L1) and second language (L2). Sacristán (2005) has tried to demonstrate that metaphor may provide students to develop their specialised reading and improve their ability to translate specialised texts. In their study, Marika Kalyuga and Slava Kalyuga (2008) state that metaphoric awareness may promote acquisition of idiomatic expressions without any scaffolding of the teacher and thus provide the improvement of independent learning and problem-solving skills. Littlemore and Low (2006) argued that metaphoric awareness may promote metaphoric thinking of L2 learners which can be used to accelerate both understanding and learning.

The useful aspects of metaphoric awareness are stated as above, and apart from that scholars also tried to find how to raise metaphoric awareness of students. It can be seen that there have been a number of studies about this issue. Boers (2000a) introduced various source domains and unknown figurative expressions in texts to raise metaphoric awareness of learners. For example, Boers (2000a) used *Economies are Machines* metaphor and highlighted an aspect of economics relating it to a feature of a machine (source domain), thus students could be aware of this kind of metaphor in a specialised text by building analogies between the economy and a machine. In another study, Boers (2000b) did experiments to contribute metaphoric awareness and vocabulary retention, and so he applied cognitive effort to describe source domains and employed categorization of metaphoric themes to foster learning. Sacristán (2005) designed activities such as matching the expressions of the conceptual metaphors with their meanings, completing a text with metaphoric expressions, matching metaphors with their literal meanings, underlining the metaphorical expressions in a text and translation of metaphoric expressions into student's mother language, and metaphoric awareness was aimed to be raised with these activities. Marika Kalyuga and Slava Kalyuga (2008)

presented vocabulary in chunks combined with metaphorical themes to activate metaphoric awareness. De los Ríos (2007) proposed a linguistic analysis between English and Spanish and categorized metaphorical expressions under related conceptual metaphors in both languages to increase student's metaphoric awareness. White (2003) attempted to raise awareness of the growth metaphor in economics using rich and elaborate source domains. Deignan, Gabryś and Solska (1997) also designed a series of awareness activities including comparing frequent metaphors in L1 and L2 to facilitate acquisition of English metaphors.

2.6. Summary

In this chapter, a review of literature related to metaphor and its kinds, metaphors in ESP economics and metaphoric awareness has been presented. The pedagogic uses of metaphors have also been mentioned, and it is aimed to reveal the studies conducted on the metaphoric raising activities and pedagogic uses of metaphors in ESP economics discourse.

CHAPTER 3

3. METHODOLOGY

In this chapter, it is aimed to present detailed information related to the design of the study, the setting of the study, the participants of the study, data collection instruments and the research procedure of the study.

3.1. Research Design

The main purpose of this study was to demonstrate the benefits of metaphoric awareness in reading comprehension and find out the thoughts of the students at the Economic and Administrative Sciences Faculty of Ataturk University related to the contributions of metaphoric awareness to their reading comprehension. An one-group pre-test-post-test design was considered as the most suitable research design to achieve the first goal of the study which aimed to find out the benefits of metaphoric awareness in reading comprehension. However, an one-group pre-test-post-test design was not found sufficient since it was a poor experimental design to collect data for the study. Therefore, a qualitative design was also used to consolidate the study in terms of satisfactory data, and a written interview was carried out with the students following the six-week implementation to learn the thoughts of the students about the contributions of metaphoric awareness.

3.2. Participants of the Study

The participants of the study were the students studying Labour Economics and Industrial Relations class of Economic and Administrative Sciences Faculty at Ataturk University. Their English level was intermediate, and their ages ranged between 20 and 24. The number of the female students was 28 and that of male students, 25.

Purposive sampling was considered appropriate to select the participants since it helped the study save time, and the study required the participants who could serve to a particular intent which was to cover a group of participants studying ESP. The class was a group of students who were instructed by the researcher, himself, and this provided the research to be conducted relevant to the aim of the study.

3.3. Data Collection Instruments

The main data collection instrument for this study was a reading comprehension test which included four multiple choice questions and five questions related to a text (see Appendix 1). The reading comprehension test was prepared by the researcher and gained approval of the thesis supervisor, and the text including metaphors and metaphoric expressions in terms of economics was especially chosen in accordance with the students' levels, so the text served the purpose of the study.

The qualitative research method was also used in this study since the qualitative aspect of the study was needed to be able to fully comprehend the core of the study and answer the research questions. Accordingly, teacher's observations about the treatment were recorded during the six-week implementation. These observations were used as a secondary data collection instrument to support the study in terms of both research questions of the study. The observations were recorded by means of overall feedback collected from the activities and exercises carried out in the classroom after each lesson. In addition to teacher's observations, a written interview, another qualitative data collection instrument, including five open-ended questions serving to give an answer to the second research question of the study was applied to the students (see Appendix 2). The interview questions were based on the observations and practices during the six-week implementation and prepared in collaboration with the supervisor.

3.4. Procedure

The research was made in a Labour Economics and Industrial Relations class of Economic and Administrative Sciences Faculty at Ataturk University under the light of experimental study. The students had some problems in profoundly comprehending economic texts due to use of the tropes, mostly including metaphors and metaphoric expressions. Therefore, raising metaphoric awareness would be thought to be beneficial for their reading comprehension, and a six-week implementation was planned to be applied at the beginning of the second term of 2015-2016 academic year.

The study started to be conducted on 16th of February and finished on 24th of March. The implementation process was observed by the researcher during the six weeks. There were three hours English for Economics class each week. Prior to implementation, a pre-test was applied to measure the reading comprehension level of

the students on 16th February. Then, the students were instructed of metaphors through a variety of activities and exercises to raise metaphoric awareness of them from the first week to the end of the implementation process. These activities and exercises are presented week by week below.

1st Week: The students were told what a metaphor was, what it was used for, what their classifications were and what role it played in economics. Following this, conceptual metaphors and their main source domains (war, building, mechanics and so on) which were based on the cognitive view of metaphor of Lakoff and Johnson (1980) were shown in detail by the mappings such as *Economy is War*, and some sentences related to these mappings were given to the students through hardcopy, and the sentences including a conceptual metaphor whose source domain was war circled by the students through the scaffolding of the teacher. After this, the students practiced metaphors through warm-up activities (see Appendix 3). These warm-up activities were based on three main kinds of metaphor: structural, ontological and orientational metaphors. Firstly, structural metaphors were told and practiced by an activity which was circling the structural metaphor whose source domain was war in a sentence. After, the structural metaphors circled in the sentences were used in the activity of filling the gaps. Lastly, the students were given some words, and they were asked to use the right structural metaphors instead of these given words. Secondly, ontological metaphors were told and practiced in the same way as structural metaphors were done. Lastly, orientational metaphors were instructed and practiced likewise.

2nd Week: The students were given a hardcopy including some pictures illustrating the changes in the stock market in a metaphoric way. The students were asked to describe these changes in graphics (deciding whether they increased or decreased), and then they were asked to match these pictures with a metaphor given in the exercise (climb, lose, skyrocket, crash, dip and gain). After that, the students discussed whether these metaphors changed their literal meaning or they remained same. After, the students filled in the sentences on the hardcopy using the metaphors discussed. Lastly, they were wanted to rewrite the sentences using a metaphor presented in the class. In the other lessons of the week, the text from the course book including metaphors was instructed. An activity which involved conceptual metaphors related to human beings and war was applied. The students were asked to match the sentences

including these conceptual metaphors with the sentences involving their meanings. The students then matched these metaphors with their literal meanings, thus they could understand that the meanings of the metaphors changed. Lastly, the students were instructed to put the metaphors into two groups (human being and war) where source domains of these metaphors were found.

3rd Week: The students were told about the conceptual metaphors which were grouped under *The Economic Movements are Physical Movements* metaphor. The students were then asked to underline these kind of metaphors used in the sentences on the hardcopy given. After that, they completed the sentences using these metaphors, and then they were asked to match metaphors with their literal meanings. Lastly, they were given some literal words substituting for these metaphors, and then they were asked to use the right metaphors instead of these literal words to be able to write a sentence. In the other lesson of the week, the text from the course book including these metaphors was instructed, translated, discussed and reading comprehension questions were given to be answered by the students. Lastly, the vocabulary exercises related to this text was completed by the students.

4th Week: The students were given a hardcopy including pictures illustrating the economic signs in a metaphorical way. After, the students were asked to discuss what those pictures told them. They determined which pictures referred to a negative situation in the economy. After this, the students were given conceptual metaphors (economic recession, economic depression, economic collapse, housing bubble, economic boom) related to the pictures on the hardcopy. These metaphors were grouped under two mappings: *Downward Market Movements are Disaster* metaphor and *Expanding Market Movements are Good Changes* metaphor. The students were instructed to match the conceptual metaphors with the pictures. Later, the students were given some situations and events about these conceptual metaphors, and they were required to match the metaphoric concepts such as economic depression, economic collapse and housing bubble with these situations or events given to them. Lastly, the students categorized the conceptual metaphors under the related groups (human beings, building, water and war). In the other lesson of the week, the text from the course book including these metaphors was instructed, translated, discussed and reading

comprehension questions were provided and answered by the students. Lastly, the vocabulary exercises related to this text was completed by the students.

5th Week: The students were given some sentences and metaphors in the parenthesis for each sentence. They were asked to rewrite the sentences using metaphors in the parenthesis. After, the students matched metaphors with their definitions. After this, they grouped the conceptual metaphors under three titles which were war, sea and motion. Later, the text from the course book, including these metaphors was instructed, translated, discussed and reading comprehension questions were provided and answered by the students. Lastly, the vocabulary exercises related to this text were done by the students.

6th Week: The students were given and told some metaphoric expressions (oil the wheels of, participate in, steer the economy, stay out of economic affairs and the economy doing well) presented under one mapping: *Economic Actions are Controlled Actions* metaphor. Later, they were given some sentences, and they were instructed to underline the metaphoric expressions in the sentences. After that, they completed the sentences on the hardcopy using these metaphoric expressions. Next, the literal meanings of these metaphoric expressions were given and matched with each other. Lastly, they were given some literal words substituting for these metaphors, and then they were asked to use the right metaphors instead of these literal words to be able to write a sentence. In the other lesson of the week, the text from the course book, including these metaphors was instructed, translated, discussed and reading comprehension questions were given to be answered by the students. Lastly, the vocabulary exercises related to this text was completed by the students.

In sum, metaphors were studied through the texts each week, and many kinds of exercises and activities were applied to raise the students' metaphoric awareness: matching metaphors with their literal meanings, using metaphors in a sentence or in a paragraph, understanding metaphors through visuals and other activities related to use of economic metaphors whose source domains coming from other areas such as war, building, mechanics and so on (see Appendix 4, 5 and 6). At the end of the six-week implementation process, a post-test was completed by the students. Within these six weeks, the teacher observations were recorded and used to prepare a written interview. Following the post-test, the students were instructed to answer this written interview

related to their thoughts about the benefits of metaphoric awareness and its related implications.

3.5. Data Analysis

The data gathered from pre-test and post-test scores were analyzed through IBM SPSS Statistics Program, and a t-test was calculated to get paired samples statistics by the help of the supervisor. The results were demonstrated through tables with support from the teacher's observations. The data collected from the written interview were content analyzed by the researcher and validated by two colleagues, involving the supervisor of the study. The results were also reflected through citations acquired from the written interview answers of the students.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4.1. The Overall Improvement Results of Reading Comprehension through Six-week Metaphoric Awareness Raising Implementation

A six-week metaphoric awareness raising implementation was applied to the students of Labour Economics and Industrial Relations class of Economic and Administrative Sciences Faculty. Prior to the six-week implementation, a pre-test was carried out, and the scores of the students were calculated. Following the six-week implementation, a post-test was conducted, and the scores of the students were counted. The scores acquired from the pre-test and post-test were entered into IBM SPSS Statistics Program to get paired samples statistics and to learn the mean of the test. Thus, we could learn whether a difference appears in the mean of the pre-test and post-test as a result of the six-week implementation.

According to the results of the t-test analysis, a difference can be seen between the mean of pre-test and post-test (Table 1). Before the implementation, the mean score of the class is 10,11, and the mean score of the class shows an increase of 13,83 after the implementation. This means that the implementation was successful in terms of the mean of pre-test and post-test.

Table 1. Paired samples statistics of the comprehension test between the pre-test-post-test of the group

		Mean	N	Std. Deviation	Std. Error Mean	*t*	*p*
Pair 1	Pre-test	10,11	43	7,59	1,15	-13,34	.00
	Post-test	23,95	43	8,49	1,29		

Table 1 also shows us that there is a statistically significant difference between pre-test and post-test results of the group since the *Sig.* value is less than 0.05. Moreover, there is a strong positive correlation. The students do better on the post-test in comparison with the pre-test. The students have shown that they gained metaphoric

awareness and improved their reading comprehension, considering the positive correlation between the pre-test and post-test.

The results of the paired samples t-test (t= -13.34, p= 0.00) demonstrates that there is a statistically significant difference between the two tests in terms of the metaphoric awareness effect on the reading comprehension at the significant level of 0.00. It can be understood that the implementation applied to raise metaphoric awareness has a strongly positive effect on the reading comprehension of the students. However, it is not possible to say that metaphoric awareness is merely effective in enhancing the reading comprehension of the students.

The overall data analysis of this study demonstrates that metaphoric awareness contributes to the reading comprehension of the students. The students show that they are successful in raising their metaphoric awareness through activities and exercises applied during six weeks, and so they profoundly understand the comprehension test text which contains metaphors and metaphoric expressions related to economics. The observations by the researcher during the six-week implementation also supports that metaphoric awareness activities and exercises help the students notice the metaphors in the economy, and they enable the students to comprehend the economic texts better. For instance, the instruction of orientational metaphors comprising of spatial orientations such as up-down, front-back and central-peripheral helped the student predict the meaning of an unknown word since they were able to easily trace the meaning of the word thanks to their knowledge of how a spatial orientation would give meaning (positive or negative) to a metaphor or metaphoric expression. Not only this observation, but also the studies of Boers (2000a), Littlemore and Low (2006), Sacristán (2005), De los Ríos (2007) and many other scholars also support that metaphoric awareness helps the learners figure out the specialised texts including metaphor and metaphoric expressions.

In the observations during the implementation process, it was seen that metaphoric awareness and activities related to it contributed to the reading comprehension of the students and helped the students learn vocabulary and translate the economic texts in a more accurate way as well. As Sacristán (2005) suggests in his study, metaphor can provide learners to develop their specialised reading and improve their ability to translate specialised texts. It was also observed in this study that

metaphoric awareness was useful in a way that it helped the students remember and interpret vocabulary in English as defined in the study of De los Ríos (2007). For example, the students were able to remember the meanings of the metaphors even after a week, when they first saw them in an economic text, and more accurate and meaningful answers were received from the students when they were asked questions about an economic text. In one of the lessons, the students were shown some metaphors related to the changes (boom, recover, depression, recession, expansion and so on) in the stock market through visuals, and after four weeks students were able to notice the words in another economic text and correctly translate them into Turkish. This shows that metaphor awareness is useful to the students in terms of enhancing their retention, as well. Another observation is that cognitive mappings of metaphors were beneficial in raising metaphoric awareness and teaching vocabulary as well as visuals, that is, the students could easily remember and learn metaphor because they were able to code metaphor in their minds through source domains of metaphor such as war, mechanics and building which are stated in the study of Kövecses (2002). To give a specific example, a student who was a lower achiever in learning vocabulary in English for Economics easily recalled the metaphors (struggle, target and battle in a economy) whose source domain was war.

As it is stated in the observations above, metaphoric awareness is beneficial for the students in many ways such as vocabulary learning, retention, translation and better understanding of the texts. However, the study is not just based on the results of the pre-test and post-test and the teacher observations. The students are also asked to answer the written interview questions about the benefits of metaphoric awareness in reading comprehension, the activities and exercises done during six-week and other related benefits of the implementation.

4.2. The Thoughts of Students About the Benefits of Metaphoric Awareness in Reading Comprehension and the Six-week Implications

The participants were asked to answer five written interview questions at the end of the six-week implication process in order to learn their thoughts about the metaphoric awareness process in reading comprehension and the six-week implications. The number of the students who attended to the written interview was 42, and the data gathered from the written interview were content analyzed item by item by the

researcher of the study and validated by two other colleagues, involving the supervisor of the thesis. The analysis of the written interview was presented in the tables under many categories which were based on the observations of the teacher.

Nearly all the students who answered the written interview questions had positive thoughts about the benefits of metaphoric awareness in their reading comprehension and the activities and exercises applied in the classroom during the six weeks. The positive reactions of the students were also observed when the six-week implementation was being conducted, too. However, there were also negative thoughts about the benefits of metaphoric awareness. The responses of the students were classified under different topics for each interview question.

4.2.1. Contributions of Metaphoric Awareness for Economics Class

All the students participating in the written interview think that metaphoric awareness was beneficial for them in some aspects. No negative response was given to the first interview question given: "Do you think that metaphoric awareness in English for Economics contributes to you? If so, how? Please, explain it."

Table 4 explains the fields where metaphoric awareness contributes the most to the students in English for Economics. As seen in the table, reading comprehension received the highest frequency, which means there were some students who believed that metaphoric awareness activities helped them comprehend the reading texts in economics better. The following statements support this outcome (translated to English by the researcher).

> *I think it contributes to me. I think it supports a better comprehension of the text.* (Participant 8)

> *I understand the economic texts better after I learned metaphors. I believe that my vocabulary will develop further, too.* (Participant 15)

> *I think it contributes. I think it helps more of my learning. It provided my understanding of metaphors and translating the paragraphs into Turkish better. I think it helps me understand better while reading the paragraphs in the course book for the class.* (Participant 31)

Table 2. The contribution fields of metaphoric awareness to the students

Contribution Fields	The Number of The Participants
Reading Comprehension	17
Instructive	9
Vocabulary	8
Business life / Career	8
Retention	7
Translation	6
Cognition	5
Participation	2
Communication	2

Some students expressed that metaphor awareness was instructive in many respects and some found metaphoric awareness helped them learn vocabulary related to their future professions. The responses of the students below prove this thought.

> *Yes, I think it definitely contributes. It was instructive in learning the professional definitions.* (Participant 20)

> *Yes, I do. It developed my vocabulary.* (Participant 22)

> *It enhanced my vocabulary and connotations of the words we know. The wrong information was corrected.* (Participant 24)

> *Yes, it contributed. Because the words were more or less the words we use in Turkish. These words which were used helped me learn better. Since it was visualised, its instructiveness was very good.* (Participant 33)

> *Yes, I do. In addition to learning the English equivalents of many technical words of economy, we could learn in which contexts and what sense metaphors are used. I have knowledge about many words even if I don't know all of them.* (Participant 42)

Some other students pointed out that metaphoric awareness would help them in their business lives or careers while some stated that it enhanced their retention of the words

or made the translation of the texts easier for them. The examples below demonstrate that metaphoric awareness is contributive in these fields.

> *Yes, I do. I believe that we will reap the benefit of it, especially in business life. Even now, I understand the words that I hear in series and movies.* (Participant 16)

> *Yes, I think it definitely contributes. The words related to my department drew my interest more. I think I had fun in this class rather than in Basic English Course. The words are also generally more memorable. I think it will contribute in the future.* (Participant 17)

> *Yes, I think it contributes. It contributes to me while translating and helps me translate more accurately.* (Participant 41)

A few of the students figured that metaphoric awareness enabled their participation or would contribute to their communication while some others stated that it contributed to their cognitive abilities. The following examples support these views in Table 4.

> *Yes, I do. I think it will help me communicate with the foreign companies in the future when I start in business.* (Participant 3)

> *Of course. It will be beneficial in translating articles, newspapers and scientific journals. It developed my metaphorical cognition.* (Participant 28)

> *Yes, I do. It was a very useful study in terms of its memorability. It is a very useful study with regard to our participation in the class. I think it was very effective in my participation, on my own behalf.* (Participant 29)

4.2.2. Raising Metaphoric Awareness in the Classroom

The students were asked : "How much effective were the activities or exercises in raising your metaphoric awareness in the classroom? Grade them between 1 and 5 (1 = The most effective, 2 = More effective, 3 = Effective, 4 = The less effective, 5 = The least effective)." This was the second interview question, and it was aimed to evaluate the effectiveness of the activities or exercises applied in the classroom. The majority of the students found two activities very effective. These two activities included understanding metaphors through visuals and matching metaphors with their literal

meanings. However, the students found the other two activities less effective than the first two activities (Table 5). The following statements of a few students make clear the reason for this situation.

> *Other activities related to use of economic metaphors whose source domains were coming from other areas such as war, building, mechanics and so on were unfamiliar with me, and I could not make a connection between English for Economics and metaphors since my English level is not good enough.* (Participant 1)

> *I found the activity of using metaphors in a sentence or in a paragraph less effective than the others since it was difficult for me to fill in the blanks without knowing the other words in a sentence or paragraph.* (Participant 10)

> *Visual activities were very useful in terms of retention. However, fill in the blank activities were sometimes dull.* (Participant 26)

Table 3. The frequency of activities or exercises found the most or least effective by the students

	Frequency (Out of 42 Total)				
Activities and Exercises	**1**	**2**	**3**	**4**	**5**
Understanding metaphors through visuals	22	9	8	2	1
Matching metaphors with their literal meanings	21	10	10	1	x
Using metaphors in a sentence or in a paragraph	13	14	10	4	1
Other activities related to use of economic metaphors whose source domains are coming from other areas such as war, building, mechanics and so on	15	15	6	4	1

Note: 1 = The most effective, 2 = More effective, 3 = Effective, 4 = The less effective, 5 = The least effective

During the implementation process, it was observed that the visual-based activities drew the interest of the students and helped them recall metaphors even after four weeks. However, the activity of using metaphors in a sentence or in a paragraph

was observed to seem boring for some students. The answers of some students who found the last two activities less effective were almost the same with the observations. However, the last activity (Table 5) was not sufficiently understood by a few students, and they were observed to seem confused while the activity was applied.

4.2.3. Vocabulary Learning

The students were asked whether metaphoric awareness and the-six week implementation were beneficial for them in vocabulary learning or not. The great majority of the students found metaphoric awareness and the six-week implications beneficial in vocabulary learning. The following statements of the students support this result.

> *Yes, they contribute. I think it works more when learning vocabulary. While learning words together with their metaphoric meanings, they are more catchy.* (Participant 16)
>
> *Absolutely. I easily learned most of the words, and most of them are memorable.* (Participant 20)
>
> *They make my learning easier since metaphors have connections with the literal words, and they are improving my vocabulary.* (Participant 28)
>
> *Metaphor is to say that there is more than one meaning. Each different exercise is to learn new words*. (Participant 37)

Table 4. The thoughts of the students about metaphoric awareness and its related activities or exercises in vocabulary learning

Thoughts About Effectiveness	The Number of The Participants
Effective in vocabulary learning	29
Retention	11
Useful but more practice is necessary	8
Not effective	3
No idea	2

Many students also stated that metaphoric awareness and the implications in the class enhanced their retention while some students pointed out that they needed to do more practice on their own since their English level is low, although they found metaphoric awareness and the implications useful in vocabulary learning. The following examples support these views in Table 5.

> *They definitely contribute to our vocabulary learning. In addition to easy learning, they helped us recall easier.* (Participant 5)

> *Metaphors and its related exercises in English for Economics are less effective in vocabulary learning for me. Since the practices and repetition in the class are not much, they are less effective in vocabulary learning. In this respect, I think practical homework and economic texts homework will improve the learning level.* (Participant 7)

> *Yes, they contributed. However, they contribute to the exams since I am not able to spare time to study vocabulary.* (Participant 14)

> *I think they have contributions. They helped me learn a variety of words. I think I understood metaphors better with the exercises we completed. Thanks to visuals and diagrams, the words are more catchy*. (Participant 31)

In the interview, a few students stated that they have no idea about this interview question or found metaphors and the exercises ineffective in vocabulary learning. The following statements exemplify this situation.

> *I have no idea about whether metaphors and the exercises in English for Economics contribute to my vocabulary learning or not.* (Participant 2)

> *In fact, I can not harmonize. Metaphors that we learned may support our understanding of the text better, but I don't think they contribute as much to learning other words.* (Participant 8)

4.2.4. Understanding the Economic Texts

This subtitle of the qualitative study which looked for a detailed answer to the second research question of the study also supports the quantitative data analysis results. Therefore, it was important to learn the thoughts of the students about whether

metaphoric awareness was beneficial in their reading comprehension or not, so the students were especially encouraged to answer this question: " How does metaphoric awareness contribute to your understanding of economic texts? Explain it, please."

Table 5. The thoughts of students about the contributions of metaphoric awareness to understanding the economic texts

Areas of Contribution	The Number of The Participants
Better Comprehension	26
Vocabulary	9
Translation	7
Retention	4
Less effective	3
No idea	2

Table 7 shows that the great majority of the students found metaphoric awareness beneficial in some aspects. Most of the students pointed out that metaphoric awareness enhanced their comprehension of the economic texts. In observations during the six-week implementation, the students were also observed to improve their comprehension besides their vocabulary development and better translation. The following statements obtained from the students support these outcomes of Table 7 and the observations.

> *Due to the fact that metaphors evoke in me, metaphoric awareness helps me guess and solve the economic texts in terms of comprehension.* (Participant 9)

> *Since there are many metaphoric expressions and similes in the economic texts, metaphoric awareness ensured me not to have trouble with these kind of words and even helped my understanding.* (Participant 26)

> *It helped me translate the texts into Turkish better. I can understand the texts easily. I think that my reading comprehension is better now.* (Participant 31)

> *I could not understand anything about the text before. Now, I can understand what the text is about thanks to a lot of vocabulary acquisition.* (Participant 30)

While applying the texts we studied in the class, it became more practical for me. It helped me comprehend the texts easier and translate them faster. (Participant 33)

4.2.5. The Differences in the Attitudes of the Students Towards English in the Wake of Metaphoric Awareness

The last written interview question was related to the attitudes and emotions of the students about the six-week implication and metaphoric awareness because the attitudes and emotions of the students are playing an important role in their motivation, so this affects their learning, too. Therefore, the students were encouraged to answer this question: " Do you think that metaphoric awareness makes a difference in your attitudes (willingness/unwillingness) towards English? Explain it, please." The answers obtained from the students (Table 8) show that they have mostly positive thoughts about metaphoric awareness and the implications. The following sentences obtained from the students support these outcomes of Table 8.

Yes, I do. I learned words (metaphors) that I could use to give answers in English in the field of Economy. It encouraged me to search more and to become curious, and it helped me develop myself. (Participant 26)

Thanks to the materials brought to the class by the teacher, my enthusiasm in English is increasing, and question and answer activity and the group works are more encouraging. The class is coming to a state of more fun thanks to metaphors. (Participant 27)

It ensured me to be more enthusiastic as long as I learned. Since I hear about the words used in the class in our day, they drew my interest. The class became more fun. (Participant 33)

My negative attitude of unwillingness somewhat came to a state of half-willingness by this means, and the classes became more fun and comprehensible. It increased my level of participation. (Participant 38)

Table 6. The attitudes of the students towards English in the wake of metaphoric awareness

Attitudes and Emotions	The Number of The Participants
More Enthusiastic	27
No Change	10
Entertaining	6
Encouraging	4
Interesting	2
Less Enthusiastic	5

On the contrary of the majority of the class, many students stated that metaphoric awareness did not cause a change in their attitudes towards English for Economics. However, this does not mean that they have a negative feeling about English for Economics. The statements of the students below promote this testimony.

> *There is no change. I willingly listen to English for Economics and I love it. I can see its contribution and effect when I study.* (Participant 1)

> *There is no change about this issue since I am eager and interested in English all the time.* (Participant 2)

> *I don't think it changed my willingness, because English for Economics is necessary in all the fields.* (Participant 4)

> *I don't think it changed anything in terms of willingness or unwillingness. Because I think it helped the lesson be taught although it is fun.* (Participant 10)

A few students pointed out that nothing is changed in their attitudes since they are biased in English. The answers of the two students are presented below to exemplify this situation.

> *There isn't any change. Generally, I don't like English, so the words that I learned did not change my unwillingness.* (Participant 3)

> *There is no change. I am always biased in English for Economics. The activities conducted in English for Economics did not lead to any change.* (Participant 9)

4.2.6. Negative Thoughts

The written interview also helped the researcher of the study reveal some negative sides of the study. In the observations, some students were observed to be bored, unwilling or confused while the research was being conducted. This situation has different underlying causes. The statements of the students below may bring to light some of these causes.

> *Metaphors may cause me to mistranslate while translating the text since my vocabulary is inadequate. Therefore, they aren't very effective in reading comprehension.* (Participant 1)

> *I don't think metaphoric awareness and the implications contribute to my vocabulary learning, because a person who doesn't study can not learn vocabulary, so it doesn't contribute.* (Participant 4)

> *I am willing to learn English for Economics, but I think the way the lesson is taught is decreasing my willingness. I believe that the way of teaching the lesson which is based on a more updated and practical way will increase our willingness.* (Participant 7)

> *I found the activity of using metaphor in a sentence or in a paragraph not very effective. I don't like this activity since it is hard for me.* (Participant 11)

> *I could not square metaphors with the economic texts too much. That is to say that they don't express the exact meaning of something as in Turkish.* (Participant 42)

CHAPTER 5

5. CONCLUSIONS

Metaphor and metaphoric awareness have been studied in terms of its variety of roles in English Language Teaching (ELT) and Applied Linguistics in some cases up to now. These examples can be found in some journals, articles and academic dissertations researching the functions and benefits of metaphor or metaphoric awareness in classroom implementation or in Applied Linguistics (Boers, 2000a; Charteris-Black, 2000; Caballero Rodriguez, 2003; Cameron and Low, 1999; Littlemore, 2004; White, 2003). However, there was a common view that among many scholars and academicians that metaphor was just a poetic device used in literature and poetry until the cognitive aspect of metaphor was emphasized for usage in everyday life in the study of Lakoff and Johnson (1980). Taking inspiration from the cognitive view of metaphor in this study, the study aimed to be one of the studies showing not just the importance of metaphoric awareness in classroom implications but also benefits and common uses of metaphor in an ESP context. Above all, the thoughts of the students about metaphoric awareness were tried to be brought to light under the classroom implications, whose purpose was to raise metaphoric awareness. The results of these implications were promising for further studies, and metaphoric awareness can be useful for the teachers when the results of the study are examined, because it was seen that metaphoric awareness had many advantages for the students in the language learning process.

5.1. Summary

This part of the study is comprised of the highlights in regard to the purpose, methodology, and the findings of the study.

Metaphor is known to be pervasive in everyday life. In addition to this, it is also stated by Cognitive Linguistics that the Language of Economics is highly metaphorical. Therefore, this situation triggered this study to be initiated in an ESP classroom of Administrative and Economy Sciences Faculty of Ataturk University.

The study was carried out to investigate the benefits of metaphoric awareness on the reading comprehension of the students and to learn the thoughts of the students about the benefits of metaphoric awareness. In other words, it’s aim was to see whether

metaphoric awareness has an effect on reading comprehension and what the thoughts of the students are about the benefits of metaphoric awareness.

The study was conducted in an English for Economics class involving 53 students at intermediate level at Labour Economics and Industrial Relations class of Administrative and Economy Sciences Faculty. A six-week period was planned with specific activities and exercises in order to raise metaphoric awareness of the students. Before this six-week implementation, the students were given a comprehension test which would be used as a pre-test later. During the six weeks, there were three hours each week, and the students were asked to do or participate in a variety of activities and exercises related to economic metaphors. Throughout the implementation, the students were taught metaphors related to English for Economics, and they were also observed during the six weeks. When the implementation process came to an end, the students were given a post-test. In addition to this, the students were asked to answer a written interview including five open ended questions in regard to the metaphoric awareness and the six-week implementation. The data collected from the pre-test and pos-test were analyzed via IBM SPSS Statistics Program, and the data gathered from the written interview were content analyzed.

When the mean scores from the pre-test and post-test were obtained, it was clear that there was a significant difference between the pre-test and post-test mean scores. The students did better on the post-test in comparison with the pre-test. It was understood from this result that the implications imposed to raise metaphoric awareness had a strongly positive effect on the reading comprehension of the students. The observations by the researcher during the six-week implementation also supported that metaphoric awareness activities and exercises helped the students notice the metaphors in the economy and enabled them to comprehend the economic texts better. All the answers of the students obtained from the written interview were also analyzed and found that all the students stated that metaphoric awareness were beneficial in a variety of aspects. The benefit of metaphoric awareness not only included the effect on reading comprehension of the students, but also involved vocabulary learning, better retention, more practical translation, increasing participation, cognitive skill development, communication and future business/career opportunities. However, the negative thoughts of the students were also revealed and evaluated along with the observations,

although there were a few unfavourable point of views. These negative situations were recorded: unwillingness of some students in the activities, the difficulties of some activities for some students, lack of practices related to the metaphors, confusion of a few students about the relationship between metaphor and English for Economics.

5.2. Discussions and Implications

The study revealed many quantitative and qualitative data connected with the improvement of the reading comprehension of the students in English for Economics. In terms of the reading comprehension, the students made significant progress during the six-week implementation when the pre-test and pos-test results, the written interview results and the observations were examined. Boers (2000a) stated in his study that enhanced metaphoric awareness may help the students facilitate their text comprehension, as it was concluded through the study. However, the textbook which was instructed to the students could not be expected to involve a metaphor consistently throughout the six texts used in the classroom to be able to raise metaphoric awareness. Therefore, the modification of the texts in the textbook could be done, but this change could be damaging because of the lexical cohesion and coherence reasons as Boers stated in his study (2000a). Instead of this kind of modification, six texts which could serve to the purpose of the study were especially chosen for this six-week implementation. The negative side of the texts may be their not being authentic. Since, it was not known whether the students would meet problems in understanding an economic magazine or newspaper including metaphoric expressions, so the use of authentic materials would be beneficial for the students. Furthermore, the purposeful selection of the texts was not enough to instruct a metaphor. Therefore, the activities and exercises were also planned to achieve the target of raising metaphoric awareness. In the first week of the implementation, it was important to present a metaphor in a detailed way. For example, the students must have known what a metaphor was, what the functions of a metaphor were, what the kinds and uses of a metaphor were, why knowing about a metaphor was important for English for Economics and so on. However, the six-week implementation process was not adequate for a detailed presentation of a metaphor, hence metaphors were tried to be presented, including the answers of the questions stated above, as much as the process allowed for.

When it comes to the implications, the implementation process can be said to be mostly beneficial in spite of some shortcomings in terms of raising metaphoric awareness. Metaphor was introduced the students with a range of warm-up activities, and students were exposed to the activities and exercises related to metaphors. After, the students were faced with the texts including a variety of metaphors and metaphoric expressions along with the activities and exercises during the six weeks. These activities included understanding metaphors through visuals, matching metaphors with their literal meanings, the activity of using metaphors in a sentence or in a paragraph, other activities related to use of economic metaphors whose source domains are coming from other areas such as war, building, mechanics and so on. Since these kinds of activities were repeatedly done during the six weeks in harmony with type of text contents (types of metaphor), some students were observed to be unwilling to the certain activities. Firstly, it was concluded from the written interview that the activity of using metaphors in a sentence or in a paragraph was dull for them. Namely because, this type of activity was also common and repetitive in their textbook, and above all this activity was more difficult for some students since it required a higher comprehension. Therefore, this activity would be modified in harmony with the levels of the students or replaced with other effective activities. Secondly, the activity which was based on the cognitive mappings of Lakoff and Johnson (1980) was found less effective by many students in comparison to the other activities in consequence of the written interview analysis. The reason may be the confusion in the mind of the students, that is, they could not associate metaphor to its source domain which is coming from different areas like war, building, mechanics and so on. During the implementation process, it was observed that the students accepted this kind of activity with confusion as it was a new type of exercise for them. Moreover, this type of activity was not applied as often as the other activities. Therefore, this activity could not be as beneficial as it was expected, and the cognitive aspect of the research may be limited due to the limited time and implementation. Lastly, understanding metaphors through visuals and matching metaphors with their literal meanings were found very effective and instructive both in the observations and the results of the interview. Thanks to these activities, metaphor was easily understood and acquired by the students as they were an easy and funny way of grasping the meaning of metaphor from the point of view of the students, since these kind of activities did not require a high level of comprehension.

Many researches which have been carried out by studies about metaphors are mostly based on vocabulary learning and retention, hence it was impossible to ignore this part in this study, as well. It was observed and concluded from the written interview analysis that metaphoric awareness had an effect on vocabulary learning and retention of the students. Many scholars also come to an agreement about this issue. For example, Marika Salyuga and Slava Kalyuga (2008) state that metaphoric awareness of the learners help them comprehend the meanings of both idiomatic expressions and polysemantic words and let them recall words which are etymologically relevant to other words through metaphors. Boers (2000b) also points out that metaphoric awareness can facilitate the students' retention of new figurative expressions, and metaphoric awareness can be turned into a process of vocabulary acquisition through a small number of classroom activities. Steen (2004) studied discourse properties of metaphor in terms of recognition of metaphor and summarized a detailed way of factors that facilitate retention of metaphor. All in all, vocabulary acquisition and retention of words are the great benefits of the metaphoric awareness. However, the study ignored the cultural background effect on metaphor interpretation, and this caused confusion for the students. Most likely because, some metaphoric expressions and metaphors may not be universal and can be a serious matter for the learners while translating into their native language. Kövecses (2002) maintains about the cultural variation in metaphor and metonymy and states that some conceptual metaphors may not be universal, and cultural context can affect metaphors and metonymies at a more specific level. Lakoff and Johnson (2003) also points out that conceptual metaphors arise from the environment and the world in which people live. Thus, the exact meanings of some conceptual metaphors are thoroughly grasped when the cultural context are widely known. This issue was not taken into account in this study, and a few students stated in the written interview that they had difficulty in translating and understanding some metaphors (white knight, bear market, bull market and so on) as they could not know the exact equivalent of these metaphors in Turkish. Therefore, this issue should be considered not just in terms of metaphors but also in other figurative language elements in language teaching.

5.3. Limitations of The Study

The study was conducted for a term including six weeks, and the implementation of the study requires a longer period of time. This might cause the students to remember the comprehension test which was applied as a pre-test and post-test.

The participants were comprised of one group including 53 students, and this may negatively affect the study in terms of reliability. Furthermore, the study may not be generalized.

The data collection tools were limited to pre-test and post-test results, the observations and the written interview. Use of more instruments may allow the study to be more elaborate and profound.

5.4. Suggestions for Further Studies

This study was applied for the students in an ESP context, but it can also be applied for the students who are learning English as a foreign or second language. In this way, more participants can be included in a study, and more data can be collected with more instruments.

Another suggestion can be in terms of the duration of the study. The research can be conducted in a longer process. Thanks to such a longer period of time, the long-term benefits of metaphoric awareness can be examined in other studies.

In this study, cultural background of metaphors were ignored. In further studies, the effect of cultural background of metaphors can be studied independently.

This study was only about one element of figurative language, metaphors, the other tropes such as similes and metonymies can be investigated comparably with metaphors or independently since these tropes are also used in the texts and share some mutual benefits in language learning.

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7. APPENDICES

7.1. Appendix 1: The Reading Comprehension Test

THE GREAT DEPRESSION BEGINS: THE STOCK MARKET CRASH OF 1929

The American economy entered an ordinary recession during the summer of 1929, as consumer spending dropped and unsold goods began to pile up, slowing production. At the same time, STOCK PRICES continued to rise, and by the fall of that year had reached levels that could not be justified by anticipated future earnings. On October 24, 1929, the STOCK MARKET bubble finally burst, as investors began dumping shares en masse. A record 12.9 million shares were traded that day, known as "Black Thursday." Five days later, on "Black Tuesday" some 16 million shares were traded after another wave of panic swept Wall Street. Millions of shares ended up worthless, and those investors who had bought stocks "on margin" (with borrowed money) were wiped out completely.

As consumer confidence vanished in the wake of THE STOCK MARKET crash, the downturn in spending and investment led factories and other businesses to slow down production and construction and begin firing their workers. For those who were lucky enough to remain employed, wages fell and buying power decreased. Many Americans forced to buy on credit fell into debt, and the number of foreclosures and repossessions climbed steadily. The adherence to the gold standard, which joined countries around the world in a fixed currency exchange, helped spread the Depression from the United States throughout the world, especially in Europe.

<u>PART-1 Choose the right the alternative related to the text.</u>

1. Which of the following is NOT a result of the stock market crash?

A) Most of the workers lost their job as a result of the crash.
B) The depression affected US more than any countries all over the world.
C) The fall in spending and investment caused the production to reduce.
D) Foreclosures and repossessions regularly increased.

2. What can be inferred from the text about the investors?

A) Most of the investors traded their stocks after "Black Thursday".

B) The ones who bought stocks went bankrupt.

C) Shares of the investments lost value as a result of stock market crash.

D) "Black Thursday" is the only record day after the summer

3. Which of the following caused the Depression to spread throughout the world?

A) Currency exchange was not stabilized.

B) Debts to banks because of credits increased.

C) Gold standard was devotedly accepted by countries around the world.

D) The United States wanted the Depression to spread through the other countries.

4. Which of the following can NOT be inferred from the text?

A) The economic recession can led to the Depression.

B) The Depression causes the economic activities to slow down.

C) The customer purchasing has no effect on the production.

D) The Stock Market is the backbone of the the investors.

PART-2 Answer the questions below related to the text above.

1. What is the reason for The Stock Market crash?

2. How did the economic recession start in the United States?

3. What was the reason that the production decreased? And then, what happened?

4. Did the Depression affect the stock market in a negative way? If so, how did it affect? Explain, please.

5. If you were an investor at that time, what would you do?

7.2. Appendix 2: The Written Interview Questions

Please answer the questions about the metaphoric awareness and the implementation process.

1. Do you think that metaphoric awareness in English for Economics contributes to you? If so, how? Please, explain it.

2. How effective were the activities or exercises in raising your metaphoric awareness in the classroom? Grade them between 1 and 5 (1 = The most effective, 2 = More effective, 3 = Effective, 4 = The less effective, 5 = The least effective).

- Understanding metaphors through visuals _____

- Matching metaphors with their literal meanings _____

- Using metaphors in a sentence or in a paragraph _____

- Other activities related to use of economic metaphors whose source domains are coming from other areas such as war, building, mechanics and so on.

3. Do you think that metaphoric awareness and its related activities or exercises in English for Economics contribute to your vocabulary learning? Explain it, please.

4. How does metaphoric awareness contribute to your understanding of economic texts? Explain it, please.

5. Do you think that metaphoric awareness makes a difference in your attitudes (willingness/unwillingness) towards English? Explain it, please.

7.3. Appendix 3: The Sample Warm-up Activity

***These metaphors are involved in the units of the book in the first term of the education year.**

Warm Up to Metaphors!

Structural Metaphors (Economy is a war)

In this kind of metaphor, the source domain provides a relatively rich knowledge structure for the target concept. The cognitive function of these metaphors is to enable speakers to understand target A by means of the structure of source B.

I. Circle the Metaphor

Circle the words that show a metaphor (related to war metaphor).

1. The government should combat fraud.
2. Trade is a battle Turkey can not win.
3. Chinese companies begin to invade new markets.
4. The banks struggle to attract the customer's attention.
5. A trading truce was signed between the USA and China.

II. Fill in the Blank

Complete the sentence with a metaphor above.

1. Russia _____ to gain control over Middle East.
2. Some measurements were taken to _____ money laundering.
3. Nowadays, strong economies have been _____ weaker markets.
4. There was a trade _____ between Spain and Italy in the Mediterranean in the medieval age.
5. The company was compelled to sign a commercial _____.

III. Write a Metaphor

Use the right metaphor above to write a sentence related to the following words.

1. a contract

_____

_____

2. to take control

_____

_____

3. to try hard

_____

_____

7.4. Appendix 4: The Sample Text and Activites-1

Topic: ***Changes in the stock market***

Stock Market Finally Positive

By Joe Trumble

After the **crash** one year ago, the stock market is finally **gaining points**. The stocks of several large companies **skyrocketed** early Monday morning. Buy Books Unlimited (BBU) **opened at** 18:50, but that quickly changed. Its **value climbed** 35 **points** in 20 minutes. BBU ended the day with an amazing gain of 49 points per share. Another company, Tech International (TIN), **closed at** 114.73 after opening at just over 82.

Investors hope these events mark the end of a very long and disastrous **bear market**. Since the crash, the market has struggled to climb. Yet today's rally appears to be the start of a much-needed **bull market**. Experts expect that it will be the new **trend** for a long time and are encouraging investors to buy. Janet Bilson, a trader, said, "The stocks that rose today won't **lose value** in the long term. Even if they **dip** tomorrow or the next day, they're a great investment."
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A) Get ready!

1. **The following graphics show changes in the stock market? How can you describe increases and decreases in these graphics?**

a) 

b) 

c) 

d) 

e) 

f) 

2. **First, look for the literal meanings of the following words and then try to match the pictures above with these words (Market movement is a change metaphor).**
   1. Climb 2. Lose 3. Skyrocket 4. Crash 5. Dip 6. Gain

3. **Do the words change meaning or remain same? Discuss it after reading the passage.**

B) Read the sentence pair. Choose where the words best fit in the blanks.

1. **crash / skyrocket**
   A When stocks _____, they lose value quickly.
   B If stocks _____, they gain value quickly.

2. **gained / lost**
   A BinCo stock opened at 104, _____ ten points, and closed at 94.
   B Jose made money because he bought stock at €15 and it _____ ten points
   before he sold it.

3. **dip / climb**
   A Stocks of Western companies sometimes_____. They can lose value
   briefly, then increase again.
   B The stock of the company began to _____ after losing value for a long
   time.

C) Read the sentences below. Rewrite each one using a metaphor.

1. The stock of the company lost value briefly, then increased again.
_____.

2. The stock market's value dramatically increased this morning.
_____.

3. The value of the stock market had a quick, significant decrease.
_____.

D) Read the situations related to 'bear market' and 'bull market' and match the meanings of these metaphors with their meanings.

1. The investors avoid investing and wait the end of a disastrous ***bear market***.
2. The investors have the opportunity to make a lot of money in a ***bull market.***

a) _____ is a time when the value of shares is increasing and people are purchasing them, a rising market.
b) _____ is a time when the value of stocks is decreasing.

7.5. Appendix 5: The Sample Text and Activites-2

Topic: ***Business relationships***

Neilson-Williams Acquires Western Manufacturing

The business community was surprised Tuesday at a national corporation's **takeover** of a regional auto parts maker. The Neilson-Williams Corporation made a successful bid for the buyout of Western Manufacturing (WM). The deal **put an end to a months-long corporate** _____ for control of the company.

For months, WM was the _____ of another national corporation, NexiCorp. According to a spokesperson for WM, the board of directors objected to NexiCorp's unethical business practices. In fact, the majority of WM's management team announced intentions to quit if NexiCorp's _____ was successful. But before Nexicorp could complete the buyout, Nielsen-Williams stepped in and made its own tender offer. Many hailed Nielson-Williams as a _____ for preventing the sale to NexiCorp.

Last November, head officials at WM announced plans for divestment to prevent the company from going bankrupt. Since then, several larger corporations have made offers, but none were **aggressive** as NexiCorp. Neilson-Williams did not enter the bidding until just last week. The WM spokesperson said that the board and management consider this a _____. She said WM is pleased to accept Neilson-Williams as its _____.

A) Match the following expressions of the conceptual metaphors (related to human being and war) with their meanings.

1. The company is a *target* of other companies.
2. The company maintains its *battle* in trade.
3. The company was helped by a *white knight*
4. The company is announced as a *parent company* by another company.
5. The company's *hostile takeover* was successful.
6. The company's *takeover* was *friendly.*

a. _____ The company's control was gained in a bad manner.
b. _____ The company's control was gained in a good manner.
c. _____ The company's struggle in trade continues.
d. _____ The company is declared as a controlling company by another.
e. _____ Other companies have an aim on the company.
f. _____ The company was saved by an another company.

B) Now complete the blanks in the text above with the expressions from Exercise A.

C) This exercise gives the literal meanings of the following words (i.e verbs, nouns and adjectives) commonly used to talk about businesses and business relationships in terms of something else (i.e. war, people, etc). Can you match them?

knight battle parent hostile friendly take over

1. _____ unfriendly and not liking or agreeing with something.
2. _____ behaving in a pleasant, kind way towards someone.
3. _____ a fight between two armies in a war.
4. _____a man of high social rank who fought as a soldier on a horse in the past.
5. _____ your mother or father.
6. _____ to get control of or responsibility for something.

D) Categorize the metaphors in exercise A into related groups.

WAR	**HUMAN BEING**

7.6. Appendix 6: The Sample Text and Activites-3

Topic: ***Economic indicators***

Economic Indicators Show Change

Mark Elming, the leading economist at Economic Advisor magazine, revealed his most recent economic forecast. It predicts an end to the current **economic recession**, which was caused by the **collapse** of the **housing bubble** last year. Lagging, coincident, and leading indicators alike, he claims, show a positive shift will occur in the near future.

One such indicator is the increase in labour mobility. Individuals are experiencing an increase in prospective job opportunities. Mr. Elming declares that unemployment is lower than it has been in three years, suggesting consumers have more money to spend. As a result, spending has increased, even though the consumer price index (CPI) remains low.

Another positive indicator is the trade sector, in which exports rose as imports fell. Likewise, numbers look positive in housing starts as well. In the past two months, the number of housing projects in production has nearly doubled. These positive factors ease the fear of the recession **sliding into** a **severe economic depression**. According to Mr. Elming, the economy should experience a **boom** within six months.

A) Which of the following economic signs are referred to as negative situations?

a) 

b) 

c) 

d) 

e) 

B) Match the following expressions of conceptual metaphors with the pictures above (Downward market movements are disasters. Expanding market movements are good changes).

economic recession economic depression economic collapse
housing bubble economic boom

C) Match the metaphoric concepts with the following situations or events.

economic recession economic depression economic collapse
housing bubble economic boom

1. _____ It's becoming madness to sell and buy houses nowadays.
2. _____ Economic activities have decreased lately.
3. _____ After entering the EU, the economy of Luxemburg has significantly grown.
4. _____ During World War 2, the global economy was terrible.
5. _____ The economy of Iran turned downward after an embargo.

D) Categorize the conceptual metaphors above into related groups.

HUMAN BEING	**BUILDING**	**WATER**	**WAR**