Tikrit University

J.A.A | TU

College of Arts

Journal of Al-Frahedis Arts

Lecturer. Dr. Ayad Inad Khalaf

E-Mail: dr.ayadenad@gmail.com
Mobile: +9647711083960

Directorate of Religious Education and
Islamic Studies | Baghdad
Sunni Endowment Diwan
Presidency of the Council of Ministers
Baghdad
Iraq

Metaphor for Teaching English Vocabulary

A B S T R A C T

For studying English as a language most learners memorize vocabulary mechanically with unpleasant results. To avoid or reduce such problems, teachers can vary their styles in teaching vocabulary by mixing their ways with using metaphor. Metaphors, as they are fixed in language users' mind and can be remembered for a long time, are good tool for teaching and attracting learners to develop many aspects of their language; including vocabulary. This paper will give a brief discussion about using metaphor in teaching vocabulary and help learners to learn vocabulary thoroughly, systematically, and efficiently. The results suggested some ways of using metaphor in teaching vocabulary that lead to develop the ability of the learners in categorizing things in the world, developing thinking by developing semantic maps about various ideas in the world. Moreover, learners can Chains lexis together in a more memorable set of associations, and can develop their imagination in thinking and building vocabulary. This paper emphasizes the need to take into account the impact of teaching metaphors on developing the ability of the learners in memorizing and learning vocabulary that, in turn, develop their English in general.

Tikrit University / College of Arts / Journal of Al-Frahedis Arts Tikrit University / College of Arts / Journal of Al-Frahed

* _Corresponding Author: Lecturer. Dr. Ayad Inad Khalaf | Directorate of Religious Education and Islamic Studies | Baghdad, Sunni Endowment Diwan, Presidency of the Council of Ministers| Baghdad, Iraq | E-Mail: dr.ayadenad@gmail.com / Mobile: +9647711083960_

www.manaraa.com

Introduction:

In everyday life, we utter and hear a lot of sentences, some of which are forgotten after a while, but others are fixed and remembered for a long time. One of these sentences is the metaphorical sentence. For many people, metaphors are a means of poets or writers and creative people. Even philosophers confined metaphor to literature, rhetoric and art, because of its indirect way of explaining ideas. In fact, our speech includes a lot of metaphors i.e., when we use *pupil* 'the opening in the eye' rather than 'student', or use the word *crane,* the bird, predates crane, the machine.

Metaphor depends on the deviation of the normal patterns of language leading to the surprise of the listeners/readers. The unity between 'expectation' and 'surprise' which leads to 'attractiveness' in metaphor enhances the importance of the latter in language variation in different fields e.g., teaching, learning, advertising, puzzles, jokes, titles of books, articles, advertisement, Journals... etc. as a way of attracting listeners/readers or learners. Metaphor can serve as one of the important ways for language to develop in many aspects, including vocabulary.

The traditional way that most learners use in learning vocabulary is to memorize them. This way may give unpleasant results because these words, which are memorised mechanically, may be forgotten after very short time. The Report of the National Reading Panel (2000), for example, concluded, "The importance of vocabulary knowledge has long been recognized in the development of reading skills." Therefore, new approaches for teaching and learning vocabulary must be adopted by English teachers and researchers because it is not enough to give learners only their education but to enrich their vocabulary, which will be used together with the skills of using these words.

This paper will give a brief discussion about using metaphor in teaching vocabulary and help learners to learn vocabulary thoroughly, systematically, and efficiently.

Metaphor in Language:

Metaphor with its ability in explaining any entity, action, or event, in terms of familiar propositions, becomes a successful way of representation and understanding any subject even that in philosophy. Language can be metaphorical when verbs, nouns, adverbs, adjectives, and prepositions are used as metaphors. People cannot avoid using metaphor completely from their speech, as it becomes part of the way of their thinking about the world. Metaphor functions as a 'bridge' between knowledge that exists in the mind of the speaker and reality. So, it is considered as a means of expressing the way of thinking, imagining, feeling, and re-action about different events and actions.

Meanings in Metaphor:

Metaphor affects the meaning of the sentence because it allows for the production of meaning by transforming the meaning of the target and vehicle into a new form. It is known that metaphor is a non-literal use of language. In order to examine the meaning of a metaphor, it is necessary to

look beyond the literal meaning such as; the implied or connotative meaning of that word which is used metaphorically. Some words have positive connotation i.e., *lion, flower, sea*... etc. others have negative connotations i.e., *snake, pig, bitch*, etc. or even other words such as, *table, car, computer* which have neutral meaning, but they can get positive or negative features by adding some more modifiers to them. These three categories of metaphors were recognized by Wilmot and Hocker (1993: 6) to be related to emotional reflects (1) negative ones that undermine the capacity for conflict resolution, (2) neutral ones that do no harm or good, and (3) positive ones which expand the potential for strategic transformation.

Speakers/writers deliberately choose appropriate words depending on the implied or the connotative meanings behind these words, to achieve their goals by transforming the meaning of the vehicle into the target. The meanings of metaphors cannot be found easily by looking at a dictionary because dictionaries and the meanings they contain, as Kövecses (2005) states, represent what is static and highly conventional about particular languages.

Methods of Teaching Vocabulary:

Palmer (1938) assert that vocabulary was one of the most important aspects of foreign language learning (Richards, 1986:32). Focusing on definite or selected vocabulary by the teachers to be taught in classes gives more benefit results. Hulstijn (2003) reported that retention rates under intentional learning conditions are much higher than under incidental conditions. (Lyster, 2007: 55). Cameron (2003) shows that "Vocabulary development is not just learning more words but is also importantly about expanding and deepening word knowledge". Thus, teaching vocabulary through new tasks such as metaphor-based tasks gives learners not only more words but also how to use these words in different context.

Laufer (2003) recommended the use of word-focused tasks as a means of enabling learners to notice and retain vocabulary items more efficiently and more effectively than encountering them only through reading for comprehension. (Lyster, 2007: 56). Focusing on selected vocabulary for learners to memorize is the mission of the teachers who must adopt definite group of words within definite metaphor-focused tasks that are useful for learners. Carter (2004), suggested a group of vocabulary that are used more than others in various discourses, and can be the base for the creative lexis. He used the term "core vocabulary" to describe the elements of this group which contains the most normal, basic and simple words. Carter (1987) found the following criteria for the "core vocabulary".

A- Core words have clear antonyms, e.g. (*fat, thin*), (*laugh, cry*) …etc.

B- Core words have weak collocational patterns. The words *fat, corpulent* and *chubby* are from one set. One can use the word *fat* in such example: *fat man*, *fat salary*, *fat cheque* but, not *corpulent cheque* and *chubby salary*.

C- Core words can be used to define the meaning of the related words of the same set, e.g., the word *smile* can be used to define other words such as; *snigger, grin, smirk, beam, smile*.

D- Core words don't carry marked connotation or association. The words *skinny, slim* and *thin* are from one set. The word *skinny* has negative, the word *slim* has positive and the core word *thin* has neither negative nor positive because it is neutral.

E- Core words don't allow us to identify from which field of discourse they have been taken, e.g. the words: *right, left, kitchen, hour* …etc are neutral core words while words such as *starboard, fore* and *aft* are not neutral.

F- Core words are often superordinates. In a set of words such as; *rose, tulip, peony, dahlia* and *carnation*, the superordinate word is *flower,* which can stand for all other items in a number of contexts.

To sum up, teaching vocabulary must go through the following definite processes: selecting the vocabulary, using them in context, and repeating them in tasks for memorizing. Metaphor can adopt these three processes because selecting definite metaphors means selecting definite vocabulary, with the context of the metaphor, and the repeating will come as a result for the enjoyment behind using metaphor in language. The teachers can ask student to memorise some verbs or nouns within metaphorical sentences as a good way for helping and simplifying the process of learning vocabulary within grammar.

Metaphor and Vocabulary:

Metaphor has not only artistic or aesthetic purposes but also cognitive functions for expressing the thoughts of speakers/writers. This function, for Lakoff and Johnson (2003: 155), is to better understand certain concepts in a language. For Kövecses (2002: ix), the main function of metaphor is to understand one thing in terms of another. Ricoeur (2003: 38) shows that the function of metaphor is to instruct by suddenly combining elements that have not been put together before. Metaphor exploits its feature as a new and strange way of expressing thoughts to attract listeners/reader for essential purposes. Unlike ordinary words, which express ideas in a simple way, metaphor can simply puzzle the listeners / readers and attracts them to something fresh.

Metaphors can be used as a means for expanding the vocabulary of learners. When learners learn literal meaning of particular words, they can develop and extend their stocks of vocabulary when they use these words metaphorically. Through teaching vocabulary, synonyms or antonyms, teachers sometimes tend to use metaphors to connect together objects, events, and actions that appear to be empirically disparate and unconnected. This function of metaphor makes metaphors as good means for the teacher to facilitate the process of memorising the required vocabulary to the learners.

Teaching vocabulary can be achieved through different word-class metaphors. These word-class metaphors will be explained as follows:

1. Noun based-metaphors:

The production of noun metaphor is the easiest among other word classes. To create metaphorical nouns, speakers/writers produce the noun-noun metaphors by using "Linking Verb (be) with a "Predicate Noun" sentence, such as:

- Her eyes were fireflies/ Ideas are water/ Home was prison/ Belt was a snake/ Love is a garden/ Wheels of justice. (Justice is vehicle/car)/ Sea of smiles. (Smiles are seas)/ Blanket of clouds. (Clouds are blankets), etc.

This type of metaphors gives the teacher the freedom to use various kinds of exercises for teaching vocabulary, such as:

Q: Choose an appropriate target between brackets to complete the following sentences: (life, the soldier, smoking):

1- ....is a lion.

2- .... is a journey.

3- .... is an illness.

Q: Choose an appropriate vehicle between brackets to complete the following sentences: (journey, money, flower):

1- Life is ....

2- Time is ....

3- Friend is ....

For high levels, the teacher can use more difficult words, such as; (war, disease, calamity), or to leave the sentence without words between brackets to leave the student thinks about appropriate target. Moreover, the teacher can ask the learners to find the transferred feature in given metaphors, as in:

Q: Show the transferred features in the following metaphors:

1- Life is war.   (difficult)

2- Friend is disease.   (dangerous)

3- Time is money.   (valuable)

2. Verb-Based Metaphors:

Verbs in verb-based metaphors, like nouns, can indirectly evoke imagery that can shape our thinking and be used as metaphor. They can express a lot of meanings in a short sentence like**:**

- John was *barking* all the way. (John is a dog)
- I do not think I am distorting his argument. (Goatly 1997: 84)
- He was warbling in the party. (He is a 'bird')

Various activities and exercises related to verb class vocabulary can be done in class, for instance:

Q: Give the meaning of the verbs in list A:

A	B
To lend hand	To help
To break somebody's heart	To make somebody feel sad
The teacher planted the seeds of wisdom	The teacher teaches the basics of wisdom
She cut him down with her words.	She spoke roughly with him.
Who storms then shook the ocean of my sleep?	Who disturb my sleeping?

3. Adjective-Based Metaphors:

Adjectives in these types of metaphors usually describe nouns in the sentence and provide additional meaning to them. When the noun is metaphoric in a sentence, the adjective is also very likely to be in the same sense as the noun. speakers/writers use adjectives, which have the same or near meaning, to enhance the meanings of the metaphorical nouns, for example:

A. The goalkeeper was *a voracious lion* in the football match.

A. The goalkeeper was *an aghast mouse* in the football match.

This type of metaphors helps the teacher to teach various types of adjectives, such as:

Q/ Match the following metaphors with their meanings:

Metaphor	Meaning
George is a big baby.	He is brave.
George is my guardian angel.	He is helpful.
George is a fox.	He is careless.
George is lion.	He is wicked.

For teaching other kinds of adjectives, the teacher can use various sentences include adjectives related to colours such as:

White	Black	Red	Grey	Green	Yellow	Blue
Innocent, Pure, Light	Sad, Dead	Angry, Sham	Boredom, Dull	Natural, Young	Afraid, Coward	Sad,

It is known that colours portray connotative meanings, which may differ across languages and cultures.

4. Adverb-Preposition-Based Metaphors:

Metaphorically-used adverbs make metaphorical verbs more obvious and adds more depth to their metaphorical meaning. Metaphorical adverbs can be used either in a similar meaning with the verb to enhance and add depth to its meaning or to contrast its meaning, as in the following examples:

- She swore *blindly*.

The adverb metaphor shows where a metaphorical effect begins and ends. The subject, 'she', in the above sentence, is by implication blinded by their action in order to swear as one who will not be distracted by the sight of events that run contrary to what they assert.

Teaching Vocabulary Via Aspects of Metaphor:

Many studies suggested pedagogical implications for using metaphor in teaching according to definite skills that can develop the learners' ability in controlling learning language. This paper will continue this mission by applying these skills in clearer way by focusing on the teaching of vocabulary in classrooms. Teaching vocabulary through metaphor can develop the student in controlling the following things:

1. Denotation and Connotation Meaning:

As we explain in a last section, there are two types of meaning for words; denotation and connotation meaning. The connotation meaning or the implied meaning is similar to the metaphorical meaning which the speaker/writer intended by using metaphor. Through teaching learners metaphors, they can learn how to differentiate between using words, as vehicle for metaphor, which may have positive connotations or negative connotations or neutral meaning. The teacher can use many activities in the classroom to raise awareness and motivate the learners for memorizing and knowing more vocabulary to control language learning. Such activities will make learners focus and develop their vocabulary in an interested way, especially when they try to analyse the effects of words meaning whether they are negative, positive, or neutral.

2. Distinguishing Unmarked from Marked Metaphors:

Goatly (1997: 173) shows that According to the "marking", metaphors are classified into two types; *marked* and *unmarked*. *Marked* metaphors can be recognized through various linguistic means such as; explicit markers, intensifiers, hedges or down toners, semantic metalanguage, artefacts and mimetic markers, symbolism terms, superordinate terms, similes and comparisons, foregrounding consciousness and attitude, orthographic devices, and modals. The *unmarked* metaphors, on the other hand, do not have any specific marking linguistic means, thus they will be difficult to be recognized by the listener/reader as metaphors. Explicit marker of metaphoricity are *metaphor, metaphorical, metaphorically, literal or literally*, etc., while other expressions related to other terms that held the same meaning and sense and serve the same function are *trope* and *figuratively*. (Goatly, 1997:173). The markers that are used as minimizers are; *a touch, a bit, a little*, while the markers which are used as compromisers are; *rather, pretty much, nearly, more or less, not exactly, precisely, quiet*. Moreover, Goatly (1997: 177) has suggested the following adjuncts as approximators such as; *little more than, almost, nearly, as near as makes no matter, virtually, practically, no more than* …etc. The other means is the use of intensifiers such as; *literally, actually, really, in fact, indeed, simply, fairly, just, absolutely, completely, fully, quite, thoroughly, utterly and regular*, which should be used, as Goatly (1997) states, to mark metaphor because they imply the need for intensification of the truth claim of expressions they are used with.

For distinguishing unmarked from marked metaphors, learners can be motivated to learn these linguistic means that help them in catching the existence of metaphors in the utterances easily. Such activities can develop the vocabulary of the learners when they learn and use this group of vocabulary for distinguishing between metaphors and other literal speech.

2. Categorising Things in The World:

There is a huge number of things and entities, concrete and abstract, in the world, which human beings try to understand and conceptualize

through classifying them under less number of categories. People normally arrange their thoughts and ideas according to specific scales and categories in their minds. Knowing these categories is an essential principle in understanding and interpreting various kinds of knowledge in the world. Categorization, as Evan (2006: 248) shows, is important for both cognitive psychologists and semanticists, since both disciplines require a theory of categorization in order to account for knowledge representation and indeed for linguistic meaning. Cognitive linguistics assures the need for modern cognitive science in demonstrating works related to human categorization (Evan 2006: 3). Brugman (1981: 1) on her right, highlights the importance of categories, based on Rosch (1977) and Kay and McDaniel (1978), reaching an opinion that "sensory elements in categorizing human experience represent a possibility to describe language, although a single word is but a narrow investigation, not revealing great truths about the language itself" (Brugman, 1981: 1).

Evan (2006) defines categorization as "the ability to identify perceived similarities (and differences) between entities and thus group them together" (Evan, 2006: 248). Thus, he considers categorization as central to the conceptual system because it accounts, in part, for the organization of concepts within the network of encyclopaedic knowledge. The ability to group things according to a common characteristic and naming that characteristic is an important process that helps people understand and recognize things in the world.

Kress (1989) states that metaphors invite us to view our experience from a different perspective by using unconventional terms or unfamiliar categories. According to the class-inclusion theory, metaphor is a kind of categorising things in the world. This theory (Glucksberg 1991) holds that there is a conceptual target category for the target term, a conceptual source category for the vehicle term, and a conceptual superordinate category 'of things or situations that the metaphor source exemplifies. The source category is a relatively typical exemplar of the superordinate category. Steen (2007: 52) shows that the nature of these three conceptual structures involved in the metaphorical idea is indicated by the term 'categories', in contradiction to the more general 'domains' used by Lakoff and Johnson and the more specific 'spaces' used by Fauconnier and Turner (Shen, 1999).

The teachers can exploit the ability of the vehicle of metaphor, in conceptualising and categorizing concrete as well as abstract entities, in teaching student how to use vocabulary from similar groups of categories, for example:

Q: Substitute the underlined words with words between brackets from the same class. (jaguar, jonquil, jackdaw)

   1- My love is a red red <u>rose</u>.   (jonquil)

   2- The soldier was a <u>lion</u>.   (jaguar)

   3- She looked at me with her <u>falcon's</u> eyes. (jackdaw)

It is known that the falcon is from the birds family, which includes cuckoo, dove, pigeon, duck, eagle, falcon, finch, flamingo, goose, jackdaw,

etc. and the rose from flower family, which includes aster, begonia, carnation, crocus, dahlia, gardenia, jasmine, jonquil, etc. and the lion from the mammals family, which includes cow, elephant, tiger, monkey, jaguar, etc. Therefore, the teacher can select the activity and the level of words according to the level of the learners she teaches.

3. Developing Thinking About the World, Semantic Maps:

Metaphor is a kind of semantic mapping between the vehicle and the target. When speakers/learners use metaphor, they are not only map between ideas, but they also try to search in their vocabulary about the suitable target-vocabulary for the given vehicle -vocabulary. The teachers can exploit this feature to develop the ability of learners in different skills related to thinking about vocabulary, such as; vehicle and target variation, reversibility, chains lexis together in a more memorable set of associations.

A. Vehicle and Target Variation:

Learners can learn and apply vehicle variation in metaphors by expressing one target domain by several vehicle domains to learn how to select and transfer the features from the vehicle to the target. They can do that depending on the idea that one vehicle just cannot do the job as our concepts have a number of distinct aspects and the metaphors address these distinct aspects. Selecting a target (e.g., *illness*), as in *Illness is home*, and asking the learners to replace its vehicle (e.g., *home*) by others (e.g., fire, life, disguiser, meteors, tax, and race) will help in exploring the scope of using these targets by language users, for example:

- Illness is home. (fate)
- Illness is a fire. (hard)
- Illness is a life. (fate)
- Illness is disguiser. (unknown)
- Illness is meteors. (fast)
- Illness is a tax. (fixed)
- Illness is a race. (fast)

Alternatively, asking the learners to replace the target (e.g., death), as in *Death is a wound*, by others (e.g., Suffering, corruption, vanity, mistakes, courage, money, love, and words), for example:

- Death is a wound.
- Suffering is a wound.
- Corruption is a wound.
- Vanity is a wound.
- Mistakes are wounds.
- Courage is a wound.
- Money is a wound.
- Love is a wound.
- Words are wounds.

In such an activity, the learners will enforce themselves to control more ideas and more vocabulary with more funny in learning English.

B. Reversibility:

The learners can be asked to change the places of the target and vehicle of some metaphors to examine the reversibility, which indicates that the meaning of the reversible metaphor will not give the same meaning. Such activity will enhance the ability of learners in reversing two ideas (target and vehicle) and indirectly, finding two categories of vocabulary in that metaphors.

For example, selecting a metaphor (e.g., Religion is food) and asking the learners to find the difference after replacing the places of the target and the vehicle.

- Religion is food = Food is a religion.
- Strength is money = Money is strength.
- Life is a disease = Disease is life.
- Money is a religion = Religion is money.

This activity will help in exploring the scope of using these targets in a reversible way and enforce learners for more ideas and vocabulary in an interested learning.

C. Chains Lexis Together in A More Memorable Set of Associations:

Using metaphors in language can not only encourage a deeper interpretation of a text, but also chains vocabulary together in a more memorable set of associations, for example:

Teacher: 'For Romeo, Juliet is the sun. So, what does the sun do?'
Student: (puzzled) 'The sun shines …?'
Teacher: 'Yes, it shines'. (Randal, 2004: 63)

Such activities raise the ability of learners in deriving and building more vocabulary in different parts of speech from one given word, i.e., to derive the verb from the given noun or adjective.

4. Developing Imagination and Building Vocabulary:

Randal (2004) shows that language teachers can also help learners to build their vocabulary by leading them through systematic sets of inferences then also use these to demonstrate the points where these will lead them astray (Randal 2004:103). In other words, when the teacher ask or give the learners a metaphor such as, *life is a journey*, she can ask them about other details that are related to that metaphor, such as what is a human being? What is the distinction, end of journey? Who is the guide of the journey? What are difficulties that may face the journey? What is the end of this journey? … etc.

Answering these questions will take the learners through deep thinking to find that a human being is (traveller), the distinction is (life), the guide is God, the end of the journey is (death), the difficulties are our (fates) in life, …etc.

Metaphor for Literal and Oral Practice:

The general idea in teaching English is that when a teacher wants to teach specific kind of vocabulary, she can focus on selecting activities include metaphors that related to the vocabulary required for memorising. Metaphor is not only useful for English teachers, but also for other subjects.

Any teacher wants to explain a subject, she may start with a metaphor about that subject. For example, if the subject was a bout plants, the teacher of Biology may start with a metaphor such as, "when you are lost, eat plant". This metaphor will attract the attention of learners for the topic 'Plants' and raise their awareness and eager for the lesson. Teaching vocabulary via metaphor may include oral or literal activates and tasks. For oral practice, the teacher can use cards with pictures of metaphors and asking the learners to guess the metaphor. For example, a card with picture of a man and the fire is getting out from his head. The answer should be (angry is fire). Moreover, she can use cards with pictures of different things and asking learners to guess the back of this picture. For example, a card with picture of a lion, the back will be brave or strong ...etc. for literal practice, in painting for instance, the teacher can ask the learners to paint a picture about a given metaphor, such as: life is a journey, the love of money is the root of every evil ...etc. In addition, the teacher can enhance the ability of the learners in using the same word in different contexts via metaphors. For example, she asks them to complete the following sentences using the words from the box (body metaphor).

(eye, nose, hand, head, ear, heart)

1- I met the .... of the company.

2- She broke my .... with her words.

3- My friend need a hep, I have to give him ....

Conclusion:

This paper briefly discussed the importance of using metaphor in teaching vocabulary by giving clear illustration and examples. It started with the introduction of metaphor in language and how language can be metaphorical when verbs, nouns, adverbs, adjectives, and prepositions are used as metaphors. It also showed the traditional and the new methods of teaching vocabulary and how teaching vocabulary should go through definite processes; selecting the vocabulary, using them in context, and repeating them in tasks. Then, this paper showed with samples of activities and tasks how teachers could use metaphors as a means for expanding the vocabulary of learners in literal and oral practices.

References

[1] Brugman, Claudia. (1981). *Story of Over*. University of California, Berkeley M.A. Thesis.

[2] Cameron, L. (2003). Metaphor in educational discourse. London: Continuum.

[3] Carter (2004) *Language and Creativity: The Art of Common Talk*. Routledge: London and n.y.

[4] Carter (1987) *Vocabulary: Applied Linguistic Perspectives*. Allen & Unwin, London.

[5] Evan, Vyvyan & Melanie Green. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.

[6] Glucksberg 1991) *Beyond literal meanings: The psychology of allusion*. Psychological Science, 2, 146-152.

[7] Goatly, Andrew. (1997). *The Language of Metaphors*. London: Routledge.

[8] Hulstijn (2003). *Incidental and intentional learning*. In C. Doughty & M. H. Long (Eds.), *The handbook of second language research* (pp. 349–81). London, England: Blackwell.

[9] Holme, Randal. (2004). *Mind, metaphor and teaching language.* Basingstoke and New York: Palgrave Macmillan.

[10] I.A. Richared. (1936). *The Philosophy of Rhetoric*. New York, NY. Oxford University Press.

[11] Jack C. Richards and Theodore S, Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

[12] Kövecses (2005) *Metaphor in Culture*. *Universality and Variation*. New York: Cambridge University Press.

[1] Kövecses (2002) *Metaphor: A Practical Introduction*. New York: Oxford University Press.

[13] Kay, P. & McDaniel, C. (1978). The Linguistic Significance of the Meanings of Basic Colour Terms. *Language* 54: 610-646.

[14] Kress, G. (1989). *Linguistic Processes in Sociocultural Practice*. 2nd ed. Oxford: Oxford University Press.

[15] Laufer, B. (2003). *Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading*? Some empirical evidence. Canadian Modern Language Review, 59, 565–585.

[16] Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.

[17] Lakoff, G. & Johnson, M. (2003). *Metaphors we live by*. Chicago: The University of Chicago Press. (Original work published 1980).

[18] Palmer, H. E. 1938. *Grammar of English Words.* London: Longman.

[19] Phillip, G. (2006). *Connotative meaning in English and Italian color-word metaphor*. [Online] Available.

[20] Rosch, E. (1977). 'Human Categorization'. In N. Warren (ed.) *Advances in Cross Cultural Psychology* 7. London: Academic Press.

[21] Lyster, Roy. 2007. *Learning and Teaching Languages Through Content: A Counterbalanced Approach*. John Benjamins.

[22] The Report of the National Reading Panel (2000). Washington, DC: National Institute of Child Health and Human Development. NIH Publication No. 00-4754. Softcover

[23] Ricoeur (2003). *The Rule of Metaphor: The Creation of Meaning in Language*. London: Routledge.

[24] Steen, Gerard J. (2007). *Finding Metaphor in Grammar and Usage: A Methodological Analysis of Theory and Research*. Amsterdam; Philadelphia: John Benjamin's.

[25] Shen, Y. (1999) 'Principles of metaphor interpretation and the notion of 'domain': A proposal for a hybrid model'. *Journal of Pragmatics*. Vol.31 (12) 1631-1653.

[26] Wilmot, William W. & Joyce L. Hocker. (1993). *Interpersonal Conflict*, 4th ed. Madison: Bro