Using Multimodal Conceptual Metaphors in EFL Classroom to Enhance Listening and Speaking Skills

Arsalan Golfam (Corresponding Author)

Linguistics Department, Tarbiat Modares University, Tehran, Iran.
golfamar@modares.ac.ir

Matin Nahavandi

Linguistics Department, Humanities Faculty, Tarbiat Modares University, Tehran, Iran.
matinnahavandi@modares.ac.ir

Abstract

In this paper, we argue the effects of explicit multimodal metaphor training in developing speaking and listening skills in an EFL context. To examine the effects of using conceptual metaphors in English language classrooms and assess the metaphorical ability of EFL students, we directed two measuring instruments: pre-test and post-test for control and experimental groups in both listening and speaking skills. The pre-test and post-test scores of the experimental group who were exposed to explicit multimodal metaphor training were compared with the control group's scores through this bipartite study. The outcomes of this paper can shed light on teaching and learning the multimodal language in an EFL context. The findings showed that learners who were exposed to multimodal metaphors and received explicit instruction from their teacher resulted in better scores. In other words, this paper found that explicit multimodal metaphor instructions can lead to some improvements in metaphor comprehension and production in an EFL context.

Introduction

Language learners in English-speaking countries experience more appropriate conditions to practice figurative language. They are exposed to authentic language in a natural multi-cultural context. They have more opportunities to receive and practice the language in real contexts. In contrast, Iranian language learners usually encounter difficulties in the process of comprehension and communication while using English in everyday language. Foreign language learners don't have the opportunity to practice English in authentic contexts. Therefore, they often have difficulties understanding the underlying meanings in English figurative expressions which are hidden under the surface meanings. Though, comparing with second language learners; foreign language learners usually face more challenges understanding and using figurative expressions to convey the message.

Low (1988) believes that metaphoric language needs to be given a central place in language teaching because metaphor is essential in language usage. Although metaphor is one of the most important aspects of language learning, it is usually difficult to identify and understand its meaning and use it appropriately in various contexts. Accordingly, it is important to focus on conceptual metaphors in foreign language training.

Littlemore and Low (2006: 3) suggest that "since learners lack the necessary cultural knowledge and do not benefit from native speaker competence in their target language, they can't process the figurative expressions in the same way that native speakers do." Therefore, foreign language learners are required to master metaphors to acquire foreign language proficiency. According to Boers & Lindstromberg (2006), it is necessary for language learners to be aware of figurative language, with the concern of semantic transformation, instead of memorizing fixed forms mechanically. Moreover, Littlemore & Low argue that a person's "associative fluency", is certainly connected to his "metaphor fluency" and also his metaphoric competence (2006, pp. 55-56).

Unfortunately, research on conceptual metaphors in EFL[1] contexts is an unconsidered area in Iran. An important reason can be the limited exposure to metaphorical expressions. Since in foreign language learning contexts, the target language is only used in language classrooms. Language learners have no opportunity to hear and practice the target language in natural contexts. Therefore, they won't be exposed to figurative language in their everyday communication. Although foreign language learners encounter metaphorical expressions in different texts, they generally learn them as isolated expressions. Teachers usually do not overstep the surface level and subsequently, learners miss the opportunity to learn the figurative expressions and their underlying concepts, perhaps due to the absence of awareness, time limitation, or for some other reasons.

One of the distinctive features of this paper is that we used multimodal texts to enhance the comprehension of metaphorical language. Multimodality is usually used to address the multiple modes through which a message is composed and communication is sent. Multimodality is claimed to be an essential part of everyday communication. According to Kress (2003: 4) different modes, either the written texts, images, or sounds, have specific affordances and they also can "change, through their affordances, the potentials for representational and communicational actions by their users". Multimodal metaphor theory has been offered by

Forcevill (1996), in which he supposed that metaphor does not exist only in the language, since language is just one mode of conveying concepts, other modes or means, such as sounds, visuals, gestures, colors, lines, etc., might also be used to compose and convey conceptual metaphor. Therefore, Forcecille (2007), defines a multimodal metaphor as a metaphor whose target and source domains are not entirely, presented in the same mode.

Although many researchers have stated that metaphors may bring further difficulties for language learners (Littlemore, 2011), they rarely have examined the effects of multimodal metaphors in listening classes. The advantage of teaching metaphor in multimodal contexts is that it may inspire learners to use both verbal and non-verbal language to comprehend and convey the possible meanings of the figurative language. This study is along with other researches on the non-verbal understanding of metaphor and provides an opportunity for multimodal materials to become an important part of EFL classrooms.

The other feature of this study is that we used explicit metaphor training to support language learners in understanding, interpreting, and producing conceptual metaphors accurately in their target language. Previous studies have revealed that even advanced learners prefer not to use metaphoric language. Therefore, it is necessary for language learners to be helped to practice metaphorical expressions sufficiently in their target language. (Littlemore, 2009: 94-95). Consequently, Littlemore & Low (2006a), have proposed that explicit instruction can actively engage learners with figurative expressions in their target language. Moreover, they have suggested that explicit instruction might be effective for increasing learners' metaphor awareness, metaphoric competence, and performance. However, few studies have explored explicit instruction of conceptual metaphor usage for speaking skill in EFL contexts.

While researchers have studied the effects of conceptual metaphor teaching on language learners and have shown that metaphor comprehension and production might be challenging for foreign language learners, they have hardly focused on the listening and speaking skills in language learning in EFL contexts. To bridge this gap, in this paper we explore the impact of explicit multimodal metaphor instruction in advancing listening and speaking skills for EFL learners. It is worth mentioning that, the current study aimed to fill this gap by exploring the impacts of three multimodal metaphor lessons directed to develop learners' metaphoric competence in the listening skill and three other lessons with the explicit instruction to induce learners' speaking skill.

1. Backgrounds

The significance of metaphor in language learning is well established in previous studies such as Littlemore (2001), Cameron (2003), Littlemore and Low (2006), and Littlemore (2009). This background review of conceptual metaphor in foreign language learning is directly linked to the comprehension and production of metaphor in language learning classrooms.

Many researchers put emphasis on the crucial impact of metaphoric competence in language learning to facilitate communication. Littlemore and low define 'Metaphoric competence' as an umbrella term that refers to an individual's ability in understanding and producing metaphors (2006: 97). According to Littlemore (2001: 461), four components construct metaphoric competence. The first one is the original feature of metaphor production. The next

one is the power of metaphor comprehension. The third one is the ability to find out the metaphor's meaning, and the last one is rapidity in doing so. As Littlemore and Low (2006: 56) state that native speakers rely strongly on intuition, cultural knowledge, and the activation of relevant networks of features encountering figurative language, while foreign language learners face more challenges confronting metaphorical expressions. They may need to draw as numerous analogies between the source and target domain to reach an appropriate interpretation.

However, EFL learners may face more challenges encountering metaphor expressions as they have limited access to the English language. The majority of the research on conceptual metaphors in language learning has been carried out with ESL learners. Unfortunately few researches have been accomplished in Iran to explore metaphor training in Iranian language classrooms. Yet, there are some remarkable researches, in Iran and also internationally. Therefore, some of these studies will be addressed here.

Farjami (2012), believes that if metaphor is considered as a process through which we construe the world plus the essence of our thoughts and learning, they have the potential to stay as an important tool for exploring our understanding and the notion of many educational components like the teacher, the learner, and the course book. Additionally, Shokouhi and Isazadeh (2009), argue that English metaphors training for EFL learners might improve their ability to use metaphors more efficiently in their everyday communication. Various factors are often influential for metaphor comprehension. Moreover, they believe that enhancing the vocabulary and grammatical realization of the target language, emphasis on the production levels, and also the use of real contexts within which the meaning of the expressions may be easily obtained, can help learners improve their metaphorical comprehension.

Chen and Lai (2013), examined the efficiency of two cognitive-oriented methods in an EFL context. The first one was the instruction regarding conceptual metaphors and the second one was the instruction concerning metaphoric mappings. This paper resulted in positive influences on learners' awareness and retention, and also approved that cognitive-oriented directions certainly can help language learners to make better sense of figurative expressions. According to Littlemore (2009: 105), learners need to acquire appropriate skills which let them cope with metaphor as it appears in discourse and comprehend new metaphorical meanings in various discourse communities. Littlemore and Low explain that having control over metaphor is an important tool for strengthening language learners to deal fruitfully with native speakers (2006: 22).

Several researchers such as Littlemore and Low (2006a: 3) have suggested that language learners usually have difficulties comprehending and producing figurative language since they lack "native speaker competence". These researchers have considered, metaphoric competence as an important factor to attain a high level of fluency in language learning. Based on these studies, metaphorical awareness is critical in effective language learning. Péres (2016) intended to use a strategy for teaching English metaphors and idioms based on the principles of Cognitive Linguistics. She explains the significance of metaphoric competence and approves the usefulness of teaching metaphors and idioms and their apparent presence in a language program intended towards improving proficiency in the target language. Additionally, she

argues that ESL[2] learners don't have access to these conceptual resources in course books and reference materials. Her paper also reviews the span of metaphor in the second-language teaching and learning context and provides some suggestions on the way to teach figurative expressions effectively in the context of language learning. She also offers some pedagogical tips and teaching materials that can promote figurative language acquisition by increasing metaphor awareness.

Researchers like Forceville (1996), Leeuwen and Kress (2001: 184) took the preliminary steps in expanding conceptual metaphor to non-linguistic presentations and also bringing metaphor to other areas. As stated by Kress and Leeuwen (2001), "all texts are multimodal". They also believe that multimodality is an effort to make a new framework for research on conceptual metaphor regarding other communication modes. Royce (2002) proposed that exploring semiotic resources can potentially make pedagogical approaches regarding learner interaction with multimodal resources within the language classroom. As stated by Maier and Cross (2014: 111), the multilayered meanings in music videos… have hardly been considered in pedagogical contexts. Furthermore, Yu (2016) introduced multimodal metaphors and its' difference from monomodal metaphors. He analyzed the issues in vocabulary and writing teaching and suggested that multimodal metaphors may provide a different guideline for teaching vocabulary and writing. It's worth mentioning that, inadequate consideration has been devoted to the study of multimodality in learning and teaching metaphor. Consequently, hardly any previous research has focused on the role of multimodality in speaking and listening comprehension in an EFL context. Therefore, this paper aimed at contributing to the current field.

To sum up, metaphor awareness is essential for recognizing and understanding metaphorical language in an EFL context. Moreover, metaphor awareness is necessary for the improvement of learners' metaphoric competence. If language learners don't have the ability to comprehend and interpret the metaphors expressed in the text, they may miss out the whole concept. Therefore, recognizing, understanding, interpreting, and using metaphorical expressions are significant in the language learning process.

2. Methodology

According to the significance of conceptual metaphor in language teaching and learning and also the difficulties it causes for foreign language learners, this paper aimed to explore the effectiveness of explicit multimodal metaphor instruction in developing both listening and speaking skills in an EFL context. The research was directed with two groups of Iranian EFL students. They were Intermediate language learners. They received multimodal presentations of conceptual metaphor along with explicit metaphor instruction during a 6-week term including 20 sessions and a pre-test and post-test in both listening and speaking skills. Multimodal resources were used to engage learners in meaningful cognitive understanding and improve their learning. For speaking tests, learners' answers were recorded and evaluated by two separate raters based on IELTS[3] speaking rubrics. We also used the correlation coefficient in SPSS, to check the inter-rater reliability for the scores of speaking tests. We found a correlation coefficient of 0.884 that displays an acceptable level of inter-rater reliability for speaking scores. It can be observed in the table below that the raters presented adequate levels

of inter-rater reliability on the speaking scores. The answers from listening tests were rated by the same raters based on the related Answer Key. Finally, test scores were analyzed and compared using SPSS.

Table 1*: Correlations* [a]

		R00001	R00002
R00001	Pearson Correlation	1	.884[**]
	Sig. (2-tailed)		.000
R00002	Pearson Correlation	.884[**]	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.01 level.

    a.   Listwise N=15

3-1. Research questions

To analyze the impact of the direct instruction and multimodal presentation of metaphor, this paper focused on the forthcoming research questions:

1- To what extent does the explicit instruction on metaphor usage affect the metaphorical language production?

2- To what extent does the multimodal metaphor presentation lead to an enhancement in listening comprehension?

3-2. Selection of participants and materials

For this research which occurred in an EFL context, we chose 2 groups of 15 students, one as a control and the other as an experimental group. All the participants were female and young adults aged between 20 and 30 years old. They all have been studying English in an EFL context, and Persian was their first language. They all were Intermediate students in an English Language Academy in Rasht – Iran, who attended English classes targeting metaphor comprehension and production, throughout a 6-week term, from December 2020 to February 2021. In fact, metaphor lessons were added to the institution curriculum. The participants were supposed to study the first four units of New Headway Plus as their course book alongside six separate metaphor lessons for both listening and speaking skills. To develop participants' listening and speaking skills focusing on metaphorical expressions, they received three sessions for listening skill and three other sessions for speaking skill, during 6 weeks.

To enhance the study, metaphor lessons were selected according to the topics presented in their course book which were about Life and Happiness. However, it is worth mentioning that we used Life and Happiness metaphors in this project as they also are universal concepts. In fact, all the metaphors used in these lessons were selected from Kovecses (2010) and Lakoff and Johnsen (2003), because we wanted to make sure that the metaphors are correct and trustworthy. Metaphor lessons will be argued in more detail below.

3-3. Listening Lessons

The lessons involved explicit training of multimodal metaphors in line with conceptual metaphor theory and the metaphor study outlined in the background. In listening sessions, we

used multimodal materials; pictures, and videos along with audio files to enhance learners' comprehension, learning, and inference. The first lesson for all students involved a PowerPoint about conceptual metaphor, its importance, and some examples of metaphors and metaphorical mappings between the source domain and the target domain (Appendix A). During this session, we discussed what conceptual metaphors are and how our everyday communication is shaped by the language of conceptual metaphors. We also talked about the target domain as an abstract concept and the source domain as a more concrete concept. This preparatory lesson also involved two explicit examples of conceptual metaphors: LIFE IS JOURNEY and TIME IS MONEY. This session could guarantee that all the participants in the experimental group were exposed to the same content of conceptual metaphor theory and received explicit instruction on metaphor.

The listening sessions concentrated on recognizing and comprehending metaphorical expressions in authentic passages (Appendix B). In these lessons instead of audio files, three video files were used as multimodal texts. The aim was to let the learners see the lecturers' gestures and body language. According to Littlemore (2009: 141), using gestures has got some advantages, and the most important one is that it allows students to come up with a new channel of communication regarding both comprehension and production. In the first session, learners watched a short speech from TED talk by James Geary, which explicitly explained metaphor, then answered some questions. Afterward, they shared and discussed their answers in their groups. Finally, at the end of this session, students had a role-play interviewing the TED talk lecturer with their partners. For the second listening session, learners had to watch a music video "Life is a Highway" by Rascal Flatts, and filled in the gaps. As stated by Littlemore and low (2006:27), learning in language classrooms can be often more efficient when students are actively engaged in collaborative and cooperative pair/group work. Thus, before exploring the song, learners worked over some conceptual metaphors about "life" in their groups. At the end of this class, they were requested to discuss the life metaphors used in the song with their partner. In the final session, the learners watched a music video named "I'm In Seventh Heaven", by Al Jolson (1929), and filled in the gaps. As a matter of fact, students worked through some conceptual metaphors for "Happiness" in their groups before watching the video and doing the task.

Littlemore and low indicated that learning occurs where there is some guided, explanatory input about underlying meanings of conceptual metaphors, and also the learners have an opportunity to interact actively with the language (2006: 37). Therefore, while watching the videos, all the students received some guiding questions which helped them recognize and comprehend the metaphorical expressions presented in the passages and were requested to watch the videos later at home as their home assignment. The listening sessions were intended to increase learners' metaphor awareness by highlighting the metaphor usage in several multimodal listening passages, together with their autonomy by insisting on students' interaction in pairs and groups to understand and interpret metaphorical expressions. Furthermore, the lessons intended to help learners improve their metaphoric competence by interpreting the lecturers' point of view along with identifying the underlying metaphorical meanings in a multimodal context.

3-4. Speaking Lessons

The speaking classes turned around metaphor interpretation and production in various speaking tasks. (Appendix C). We tried to develop students' awareness of metaphors by encouraging students to find and interpret metaphors that they encounter in the presented passages. These metaphors then were explained and discussed in the classroom. For the first session, the students were divided into several groups and handed some pictorial ads including multimodal metaphors to find out the metaphor presented in the ads, then check and discuss them with their partners. They also were asked to find out the source and target domain in each metaphor. As a final point, they shared their answers in different groups. During this session, we used multimodal materials to let the students learn more effectively and at a deeper level. Using various modes of learning could also appeal to learners with different learning styles and enhance their ability to study more efficiently.

For the next session, we tried to provide the learners with more interactive lessons as they are helpful in understanding and can encourage students' participation in the lesson. Therefore, the learners were given some quotes about Life and Happiness and were asked to discuss them in small groups, find the metaphor presented in each one, then discover their source and target domain. After that, students in each group were asked to choose one quote and respond to it with their own ideas. They were supposed to discuss the ideas for expressing their agreement, disagreement, and also giving their opinions using related metaphorical expressions. We also encouraged them to use relevant metaphorical expressions and add one or two more sentences to the selected quote, to enhance their critical thinking and promote students' autonomy.

For the last session, they were given 4 cards with a metaphoric quote in each and were asked to pick one and discuss the idea and say if they agree or disagree with the idea and why. As they had a chance to do a similar activity in groups, they felt comfortable doing the task. Finally, they were asked to choose one of the quotes and give a one-minute speech on Life or Happiness for the class. In addition, we anticipated that providing metaphorical expressions for discussion and for describing visual advertisements would inspire learners to use more metaphorical expressions in their speech.

It is noteworthy that, the control group received an equal number of lessons and classes with no emphasis on conceptual metaphors. For example, as the experimental group watched some videos in their listening classes, the control group listened to the same audio files with listening comprehension questions with no emphasis on metaphor. Furthermore, they were exposed to the same speaking tasks without metaphor training. This guaranteed that the learners in the control group received the same content and rehearsed the same speaking tasks as the learners in experimental groups, and then they could be compared later.

3-5. Pre-test and post-test

At the beginning of the term, all the learners took a pre-test and at the end of the term after receiving class instructions, they all participated in a post-test. To guarantee the test validity, we piloted the pre and post-tests with advanced students who were not counted in the research. The pre-tests and post-tests involved 3 sections. The listening comprehension tests featured short videos of some speeches from Ted.com and required students to answer some multiple-choice questions related to the presenter's main ideas and point of view concerning the issue,

along with particular examples of metaphors expressed by the presenter. They were supposed to watch the video and listen to the speaker, then answer the questions. As a final point, the scores on the listening comprehension tests for the experimental and control group were analyzed in SPSS.

The speaking tests included two sections and the second section had two parts: describing multimodal metaphors presented in ads and analyzing quotes (discussing opinions - expressing ideas). In section one, they were asked to look at two pictorial ads and describe them. In the second section, learners were supposed to two quotes from the presented table and explore the author's point of view then explain the metaphor which is used in the quote.

For the next part, they should express whether they agree or not with the statements and then clarify their answers. It's worth mentioning that discussion questions in both the pre-test and post-test included metaphors related to Life and Happiness and all the metaphors in the tests were the same as those which had been presented during the term.

The tests aimed to evaluate the role of multimodal presentation and explicit instruction in listening comprehension and speaking skill in EFL contexts.

3. Discussion

4-1. Effects of multimodal metaphor instructions in listening skill.

To respond to the first question, we analyzed the scores of the tests of both groups. The results of the tests of both control and experimental group were explored, compared, and outlined in Table 2:

Table 2: Mean and Median scores on Listening Comprehension Tests

	Control Group (n = 15)	Experimental Group (n =15)
Pre-test Mean Median	 15.40 16	 15.46 16
Post-test Mean Median	 15.76 16	 17.06 17
Mean Difference	0.36	1.40

As it is shown in Table 2, the mean score of the pre-test for the control group was 15.40 (out of 20) which has slightly increased to 15.76 in the post-test. It is apparent that the increase in the mean score amongst these two tests was 0.36, which indicates a slight improvement in the listening comprehension of the learners in the control group.

On the other hand, the scores of the pre-test and post-test of the participant in the experimental group were studied and compared to discover the effects of multimodal presentation of metaphor on students' listening ability. The last column in table 2 shows that a remarkable improvement was found in listening comprehension between the pre-test and post-test of the students in the experimental group. It is possible to observe that the mean score of the post-test was 17.06 which is noticeably higher than 15.46 of the pre-test. This result indicates a significant development in learners' listening comprehension.

As the scores of the pre-test and the post-test of each group were evaluated in SPSS, considerable differences in mean and median scores were found for the experimental group. Therefore, comparing the mean and median of the experimental group, we realized a significant increase between the pre-test and the post-test. However, the differences in the pre-test and post-test of the control group's mean and median were not remarkable.

This would mean that the music videos as multimodal materials were great elements in generating interest and seemed to have a significant effect on metaphor comprehension and could enhance learners' listening comprehension ability. Consequently, it can be argued that multimodal resources are not decorative materials, but they would support the comprehension of metaphoric language in foreign language learning contexts.

4-2. Effects of explicit metaphor instructions in speaking skill.
To respond to the second question, we analyzed the results of the tests for both control and experimental groups. Throughout this study, students' productive skill in speaking was assessed on both the pre-test and post-test. Then, the scores of pre-test and post-test of the experimental group were explored and compared with the control group's scores and outlined in Table 3 as follows:

Table 3: *Mean and Median scores on Speaking Tests*

	Control Group (n = 15)	Experimental Group (n =15)
Pre-test Mean Median	15.06 15	15.20 15
Post-test Mean Median	15.93 16	17.26 17
Mean Difference	0.87	2.06

As it was mentioned in previous parts, during the speaking lessons, experimental students were exposed to the metaphorical language and learned figurative expressions for constructing arguments and giving opinions, but on the contrary, the control group practiced reasoning-cued discussions with no emphasis on metaphor. In addition, it should be mentioned that all the metaphorical expressions used in the tests were familiar for the experimental group as they had a chance to receive explicit instructions on these metaphors during the class activities. The results of the explicit multimodal metaphor instructions on learners' oral production will be argued in further detail below.

Generally, the results show that the students who were exposed to the explicit metaphor instructions were more eager to use metaphorical language to express descriptive details on speaking tasks.

It can be observed in Table 3 that, both the control and experimental students had improvement in their speaking skill. When the pre-test and post-test scores of each group were analyzed in SPSS, significant improvement was found for the experimental students' speaking skill while a little enhancement was observed in the control students' speaking skill. Looking at the mean scores of the control group little difference can be found for the pre-test and post-test. It can be noticed that the mean score of the post-test for the control group was 15.93 (out

of 20) which is slightly higher than the 15.06 of the pre-test. As it is evident in the table, the increase in the mean scores between the post-test and pre-test of the control group was 0.87, which means that there wasn't a noticeable improvement in the learners' speaking skill of the control group.

On the other hand, the results of the pre-test and post-test of the experimental group indicate that there was a remarkable improvement in metaphor usage in the students' production. It is worth noting that the mean score of the post-test was 17.26 which is remarkably higher than 15.20 of the pre-test. As it is represented in the table, the increase in the mean scores between the tests of the experimental group was 2.06, which indicates significant progress in their speaking skill. Therefore, the results express that using explicit metaphor instruction in foreign language training can result in a significant improvement in learners' speaking skill.

4. Summary of results

Cognitive linguistics considers metaphor as a predominant component of our everyday life (Lakoff & Johnson, 1980). Thus, enhancing the ability to recognize, interpret and produce metaphor is essential for language learners in order to become fluent in a target language. This study has intended to discover whether the multimodal presentation of metaphor and explicit metaphor instruction can help learners overcome difficulties and challenges of comprehending or producing metaphor and can also raise their metaphor awareness and increase their metaphoric competence in the intended target language.

All through this project, the participants in the experimental group received explicit instruction in their metaphor sessions. The students also received some metaphor lessons directing listening comprehension and some other lessons concerning metaphor usage in speaking skill. These classes included the multimodal presentation of metaphor along with explicit instruction and metaphor practice. Finally, the scores of all the pre-tests and post-tests of the students in the experimental group were compared with the scores of the students in the control group who had not been exposed to metaphor lessons.

Overall, students who received explicit multimodal metaphor instruction showed remarkable improvements in metaphor comprehension and production. Generally, the learners who attended the metaphor classes showed considerable improvements in comparison with the control group on listening comprehension post-tests. The experimental students showed great progress in recognizing and interpreting metaphors in their listening test, suggesting that the metaphor classes had significant effects on improving metaphor awareness and metaphoric competence. Concerning speaking skill, the learners who attended the metaphor classes displayed a remarkable growth in metaphor usage, on the post-test. They also have made progress in using metaphorical language to describe multimodal metaphors in ads. Therefore, providing explicit instruction on metaphor in language classrooms was considered useful to induce learners' productive skill. In other words, the results reveal that the explicit metaphor instruction may have advanced students' metaphor awareness and along with their metaphoric competence. Moreover, explicit metaphor instruction may have helped them interpret conceptual metaphors more appropriately. However, it is worth mentioning that the learners' improvement may have been affected by the selection of the metaphorical expressions in their tests. As the passages used in the post-tests included the same conceptual metaphors students

had already been exposed to in their metaphor classes, they might have been able to successfully comprehend and produce the learned metaphorical expressions in their tests. Therefore, the same study can be held with the different metaphorical expressions on the post-tests from those that the learners study in their metaphor classes.

Finally, both the explicit instruction that took place in the EFL context and the multimodal presentation of conceptual metaphors had significant impacts on the learners' productive and receptive skills. Considering that metaphor instruction and the multimodal presentation of metaphor had positive effects on the students' listening and speaking skills, it can be argued that multimodal presentation and explicit metaphor instruction need to be incorporated into the language syllabus since they can be beneficial and useful for foreign language learners.

Notes

[1] English as a Foreign Language

[2] English as a Second Language

[3] International English Language Testing System

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