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**THE COGNITIVE AND CULTURAL ASPECTS OF METAPHOR IN
THE COMPREHENSION OF COLUMNS**

M. A. THESIS

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Madina Shamilova'ya ait "The Cognitive and Cultural Aspects of Metaphor in the Comprehension of Columns" adlı çalışma jürimiz tarafından Yabancı Diller Eğitimi / İngilizce Öğretmenliği Anabilim Dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

This study aims to find out whether metaphors are culture specific and the types of reading strategies students use while reading texts, also whether there is one-to-one correspondence between the meaning of metaphors assigned by languages.

Chapter 1 presents the background to the study, problem, aim of the study, the method and the assumptions of the study.

Chapter 2 presents the review of literature which consists three parts.

The first part presents reading comprehension.

The second part presents everything about metaphor.

The first part presents what culture is and shows how culture and metaphors are connected.

In chapter 3, the methodology that the present study makes use of is explained with reference to the subjects that participated in the study, the instruments used, and how data are collected.

Chapter 4 includes the analysis and the interpretation of data collected from the students.

Chapter 5, which is the conclusion part of this study, summarizes the study, further highlights the importance of metaphor in reading and discusses the importance of metaphor understanding and interpretations for foreign language teaching.

ÖZET

Bu çalışmanın amacı metaforların kültürel olarak olduğunu ve öğrencilerin okuma stratejilerini belirlemektir ve iki dilde verilen metaforların arasında benzerliği olup olmadığını bulmaktır.

İlk bölüm çalışmanın geçmişini, amacını, problemini, metodunu ve varsayımını belirtmektedir.

İkinci bölüm eğretilen tarihi gelişimini sunmaktadır. Tarihi gelişim üç bölümden oluşmaktadır.

Birinci bölüm okuma anlamını anlatmaktadır.

İkinci bölüm metaforla ilgili her şeyi anlatmaktadır.

Üçüncü bölüm kültürün ne olduğunu ve metaforun ve kültürün nasıl bağlantılı olduğunu gösterir.

Üçüncü bölümde, çalışmanın faydalandığı metodoloji, çalışmaya katılan deneklere, kullanılan araçlara ve verilerin nasıl toplandığına değinilerek açıklanmıştır.

Dördüncü bölüm öğrencilerden toplanan açıklamaları ve analizini içermektedir

Çalışmanın genel bir sonucunu içeren beşinci bölümde, çalışmanın ana hatları özetlemekte, okumada metaforların önemine tekrar dikkat çekilmekte ve metafor anlamada ve yorumlamada yabancı dil öğretiminde önem verilmelidir.

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CHAPTER I

INTRODUCTION

“Türkiye rakı gibi ülke, su katılınca bulanık hale gelen içecek”.

Prof. Dr. Şükrü Kızılot

Hürriyet’teki köşe yazısı: 8 Haziran, Stephen Kinzer (Amerika’lı gazeteci)

“Türkiye duru bir su, pislikler olsa bile süzgeçleri bu pislikleri temizler”.

Prof. Dr. Güler Ülkü

12 Haziran, Doğumun 125 yılında en büyük gazi Gazi Mustafa Kemal ve gazilerimiz için dayanışma konseri.

In this part, first the background to the study is presented. There are statement of the problem, aim and scope. Finally a brief discussion on the assumptions that guide the researcher is presented.

1.1 Background to the Study

Language is a system of signs that express ideas, and is therefore, comparable to a system of writing, the alphabet of deaf-mutes, symbolic rites, polite formulas, military signals, etc. Language can be learned, and for many years people have taught language. The processes of learning a language are very different. Learners for many years have tried to memorize words, or grammatical rules, dialogues and etc. There are millions learners of language in the world, and all of them learn language from different course and textbooks written by different writers. If we do not take into consideration methods which each book presents in order to teach language and take only one of the important part “text” in these texts and course

books, so what can we find in these texts? What is a text? Are these texts so important in language teaching and learning?

The research does not explain text types for any particular level. The level of difficulty of texts is also unimportant here. What is important is the content of texts. Understanding a written text means extracting the required information from it as efficiently as possible. For example, we apply different reading strategies when looking at notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of special interest in a scientific journal. It was assumed that a text was a succession of separate sentences thematically related and that it was necessary merely to deal with the structure and meaning of the sentences. Students should be dependent on understanding every single sentence in a text, even when the result is that they would tend to read all texts at the same speed and sentences or paragraphs from what comes before or after. Reading, as we know, is a skill. As a skill, it requires continual development and flexibility based on purpose, need, and interest. If we discuss interests of learners, as a professional, we can say that students' need is very important; texts that we give to our students should be authentic.

Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper: with the same accompanying picture. By standardizing (the size of the headline, too long text, a lot of unknown words, without picture related to text and etc.) the presentation of texts in a textbook, one not only reduces interest and motivation, but one actually increases the difficulty for the students. The picture, the size of the headline, the use of bold-face type, all contributes to conveying the message to the reader. But one should at least try to keep texts as authentic as possible in order to help the students' understand the meaning of texts (Grellet, 1985:8).

Raymond Williams (1976: 89) famously asserted that "culture is one of the two or three most complicated words in the English language". How to understand

culture? Is it centered on religion, art, literature, music? Or does it include TV and soccer? Our own view is that we must cast an even wider net. The broadest question of how society is organized in general requires cultural analysis. Anthropologists at the beginning of this century defined culture as the way of life of people, or as what an individual needed to know to survive in a society, or as what could be learned by an individual and passed down in a society (Jo Neitz, 1993: 4). Not only people are directly concerned with culture, but also interested in journalism, market research, clothing and textiles, hotel management, and etc. All culture is not equally accessible to all individuals in a society; there is a question "How culture is distributed?" The ownership and control of cultural distribution- as well as the content of what is distributed- raise questions of relation between culture and power. The culture that is distributed does not come out of thin air either; it has to be produced by social action (Jo Neitz, 1993:18). Any particular culture item affects the beliefs, meaningful relation to life, and actions of an individual or social group. Where and how we find cultural aspects in our life and language?

The relationship between language and culture is very important in this research. We will begin discussion here, examining efforts to link language, thought, and reality in the context of what has come to be known as world view. Over the last two decades, the discipline of linguistics has been systematically carried far beyond the formal study of the individual sentence. In particular, developments within the fields of Linguistics, Sociolinguistics, Pragmatics, and Discourse Analysis have opened up possibilities for a rapprochement between the studies of language and culture. Common to these fields is the concern with language use, with seeing language as acts of communication between a speaker/writer and a listener/reader. The majority of linguists today would acknowledge the importance of context. In the teaching of English, the goal is to give technical, linguistic accuracy. The theories of language, phonetics, intonation, grammar, vocabulary are very thoroughly presented and the proficiency of language achieved by students specializing in English in Higher Education is outstanding. But no matter the level of technical excellence, the students, from the youngest to the most senior, do not have access to a representative picture of the English-speaking world. The consequence is frequently knowledge

without understanding. The dilemma for the teachers, created here, is that there cannot be, concurrently, faithful representation of the culture they are teaching (Harrison, 1990:100). The following statement by Stanley Fish (1980: 303-322), a literal critic influenced by speech act theorists, could stand as a basic presupposition of these contemporary schools of linguists:

“A sentence is never not in context. We are never not in a situation. A statute is never not read in the light of some purpose. A set of interpretive assumptions is always in force. A sentence that seems to need no interpretation is already the product of one.”

When you start to study any topic or subject, it is always useful to think about how that topic or subject has been defined by others and what questions are raised about the subject in the process of attempting to define it. One of the examples which include culture in itself is metaphor. It is very difficult to interpret and understand the metaphor of English people if you are not English or not a native speaker of English.

To what extent and in what ways is metaphorical thought relevant to understanding of culture? A short answer may be that metaphor and culture are related in many ways. Metaphor and culture may be seen as being related to each other because they are combined in literature- an exemplary manifestation of culture. In particular, I address the question of whether interpretations of metaphors are represented as gist and whether verbatim and gist representations of metaphors display the same properties as analogous representations of other stimuli, such as numbers. I, then, discuss the theoretical implications of this analysis for such issues as the relation between literal and metaphorical interpretations, developmental differences in the interpretation of metaphors that describe psychological states; and the indeterminacy of metaphorical meaning (Kittay, 1987: 39).

1.2 Problem

Teachers often find themselves waiting their readers to be able to think about a text in a particular way, so we must talk about the thinking involved. Just try to

think about what exactly they need to do to understand what they are reading and focus on that. The theory of the language, phonetics intonation, grammar and vocabulary are thoroughly presented. The students from different countries do not have access to representative pictures of English speaking world. The consequence is frequently knowledge of language without understanding. The word “understanding” relate to the understanding of metaphors.

The interpretation of metaphors is not given explicitly in dictionaries, only little construction of meaning is involved because the interpreter can rely on conversational interpretation.

The substance of “knowledge of language without understanding” is based on classroom observation, both at school and at higher education levels in the Kazakhstan and the personal interviews both students and graduates from several higher educational establishments in the same country (Brian, 1990:102).

By the review of the textbook for all first and second year students in English faculties of pedagogical institutes, it becomes clear that fundamental literary and religious aspects of English culture were omitted from EX Soviet students` programme (Fred, 1978:105).

It is important to remember that meaning is not inherent in the text; each reader brings his or her own meaning to what he/she reads based on what he expects, understands from the text and his previous knowledge. In this research there is a need to find reading strategies which students from different countries use while reading texts with metaphors and whether these metaphors are create a blockage for their reading.

1.3 Aim of the Study

The aim of this research is to find out whether metaphors are culture-specific and a profile of reading strategies students use while reading texts exists. This study also aims to check whether there is one-to-one correspondence between the meanings of metaphors assigned by two languages.

At the end of the study, the aim is to compare and contrast the data collected from students from two countries and interpret the collected data. All interpretations come according to collected data from students.

1.4 Scope of the Study

The scope of this study will be limited to the application of metaphors in a classroom. The research will be done in schools of Kazakhstan and in schools of Turkey. This research will be done only on columns which will be taken from newspapers.

The researcher will concentrate on choosing the most suitable texts which can help students to understand and also interpret metaphors in it. The researcher also researcher will try to find texts with metaphors related to her own country and culture. The number of metaphors in both texts will possibly be the same. In translations of metaphors into students' native language the meaning of metaphors will not be changed, and translations will be word by word.

1.5 Method

In order to achieve the aims of the study, some specific stages were completed. First of all, the relevant literature which provides the theoretical background to this study was reviewed. After this stage, columns were examined and taken from the most popular Kazakhstan, Turkish and English newspapers. The name of Kazakhstan newspaper is Caravan, the name of Turkish newspaper is Sabah and the name of English newspaper is Daily News. All columns had the same content, they all were about “11 September”. Each original column was translated into English language. Only by using metaphors from the columns the researcher prepared new texts for the students. From Kazakhstan newspaper (Caravan) the researcher choose 7 metaphors, from Turkish newspaper (Sabah) the researcher took 7 metaphors and from English newspaper (Daily News) the researcher took 6 metaphors. A new text in English language was prepared by the researcher by using only metaphors (7 metaphors) taken from the original Kazakhstan columns. Then to each metaphor was prepared several questions. That text with the questions was given only to Kazakstan students.

The same method was repeated with Turkish (Sabah) and English (Daily News) columns. Metaphors were taken from Turkish column (Sabah) and by using these metaphors (7 metaphors) the researcher prepared a new text. To each metaphor the researcher asked the same questions as in the text prepared for Kazakhstan students. That text with the questions was given only to Turkish students.

From original column from English newspaper (Daily News) the researcher choose 6 metaphors and with these metaphors prepared a new text. To each metaphor the researcher asked the same questions as with Sabah and Caravan columns. That text with the questions was given to Turkish and Kazakhstan students. New prepared texts from English (Daily News) and Kazakhstan (Caravan) newspapers were given to Kazakhstan students. New prepared texts from Turkish (Sabah) and English (Daily

News) newspapers were given to Turkish students. As it was said above all texts with questions were given to students in English language.

The researcher also prepared a questionnaire to find out the strategies employed by the students while reading column.

1.6 Assumptions:

The assumptions of the research are as follows:

- 1) Students will understand and interpret most of the metaphors that the researcher choose from the text in their native language.
- 2) Students can understand only some of the metaphors taken from English texts.
- 3) Most of the students become dependent on understanding every sentence or word in a text in order to understand metaphors.
- 4) Most of the students do not have enough opportunity to read real life texts and have access to real situation.
- 5) If the student knows the meaning of the metaphor possibly, he/she knows it from society in which he or she lives.
- 6) Most of the times students cannot learn new metaphors from the written text and then use it in spoken or written language.
- 7) Students think that in written language there are a lot of useful and less useful metaphors.
- 8) Metaphors are culture-specific.
- 9) Unknown metaphors create a blockage for students in their comprehension.

CHAPTER II

REVIEW OF LITERATURE

Presentation

Traditionally, it was believed that metaphor involves a deviation from ordinary language use. For most people metaphor was used for imaginative phrases in poetry and literature and was not considered to be important in our everyday speech. In fact, metaphor pervades everyday speech to such an extent that we are rarely aware of its existence; metaphor is not an isolated and unusual phenomenon. This research will also explain variety of reading skills which help us to understand information given in text and also these skills will work on and in metaphor. Metaphor and culture are related in many ways. How a metaphor and culture interpreted can be seen from the history and interpretation of philosophers' thought. In this chapter, the topics discussed respectively are as follows: reading as a skill, the role of metaphors in comprehension and the relationship between metaphors and culture.

2.1 Reading Comprehension

2.1.1 What is Reading Comprehension?

Although listening to lecture and participating in class activities involve learning, you will probably be required to spend more time in reading than undertaking any other learning activity. If you are truly going to take advantage of your experience, you will also want to read as much as you can on your own. Reading, as already mentioned, is a skill. As a skill, it requires continual development and flexibility based on purpose, need, and interest (Adams, 1992:37).

Understanding a written text means extracting the required information from it as efficiently as possible. Yet, locating the relevant advertisement on the board and understanding the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled. In the first case, a competent reader will quickly reject the irrelevant information and find what s/he is looking for. In the second case, it is not enough to understand the gist of the text; more detailed comprehension is necessary. We can say that reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.

2.1.2 Schema

The term *schema* (plural: *schemata*, or sometimes *schemas*) is widely used in cognitive psychology and the cognitive sciences generally designate "psychological constructs that are postulated to account for the molar forms of human generic knowledge" (Brewer, 1999:23). The vagueness of this definition is no accident (and no sort of failing on Brewer's part). In fact *schema* is used in such very different ways by different cognitive theorists that the term has become quite notorious for its ambiguity (Miller, Polson, Kintsch, 1984:6). Thomas (1999:31) claims:

“*Schema*, as it used, refers to a data structure, implemented in the brain. These functions to govern perceptual exploration of the world so that appropriate perceptual tests are applied at appropriate times and places, and that modified or updated by the results returned by those tests so as to be able to govern perceptual exploration more efficiently in the future”.

Confusion may arise, however, for readers familiar with other theorists' usages, who may take the term as the writer uses it to have connotations that s/he does not intend, and that may not always be consistent with my actual views. Some clarification thus seems in order.

Although the different usages of *schema* are seldom completely unrelated, and have common etymological roots, it can by no means be safely assumed that

properties or functions explicitly or implicitly attributed to schemata by one theorist will necessarily apply to schemata as another theorist conceives of them. But although these differences of usage may sometimes reflect genuine theoretical disagreement, often the difference seems to be "merely verbal": *schema* may be used in different senses by different theorists because they are concerned with quite different aspects of cognition, that have little in common except that their explanation seems to demand a "molar" approach, in some sense of that even vaguer jargon term. (In psychology, "molar" refers to processes at a relatively high level of psychological or neural organization, by contrast with "molecular" explanations, which focus on very low level processes, such as the behavior of individual neurons.)

Neisser (1976:65) seems to have drawn his concept of schema principally from Bartlett (1932:90) although he cites several others who use the concept in ways related to his own usage, particularly Piaget (1952) and Rumelhart (1975: 175). Bartlett (1932:90), in turn, credits the work of neurologist Henry Head as his own source for the *schema* concept. Inevitably, each time the concept has passed from one theoretical context to another, its meaning has been subtly (and maybe sometimes not so subtly) transformed. According to Bisiach, Luzzatti, and Perani (1979:69) (who themselves use *schema* in a sense related to, but subtly different from, Neisser). Johnson (1987:73) claims his usage of *schema* is inspired directly by Kant (1781:215). Kant's brief remarks about schemata are, notoriously, one of the most obscure (though crucial) parts of his whole, complex philosophical system indeed, Kant himself acknowledged this, describing the "schematism" as "an art concealed in the depths of the human soul, whose real modes of activity nature is hardly likely ever to allow us to discover". Johnson has transformed the Kantian concept radically, elaborating it in ways that Kant himself thought would not be possible, and might very well not have approved.

2.1.2.1 Embodied Schemata or Schemata

The term *embodied schemata* was introduced by Johnson (1987:98). Schemata are interdependent, active, continuous and emergent elements of cognition. No embodied schema can be described independently of other schemata since we can only give meaning to a schema through metaphorical projection from interdependent schemata onto the embodied schema. Embodied schemata are knowledge structures but are also active processes in the construction of knowledge, giving meaning to new experiences as well as structuring cognition in a meaningful way. Consequently, a schema is a continuously active organizer of knowledge structures.

As teachers, we may know what embodied shemata or shemata are but also we need to know what kind of reading strategies students use while reading texts.

2.1.3 Types of Reading Strategies

The main ways of reading are as follows:

1. Skimming: quickly running one's eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.
3. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for details.

These different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is

worth scanning a particular paragraph for the information one is looking for (Grellet, 1985:4).

5. Bottom-up and top-down strategies

First language speakers needed instruction in how to read and write, but not how to listen and speak because these skills were automatically bequeathed to them as native.

The bottom-up processing model assumes that reading is a process of seeing the letters, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are written and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete meaningful texts. In other words, the process is a linear one, in which meaning itself is derived as the last step in the process.

The alternative, top-down view, suggests that the reader actively constructs (or, more accurately, reconstructs) the original meaning of the writer using incoming words as clues. In this reconstruction process, the reader uses prior knowledge of the context and situation within which the reading takes place to make sense of what he or she reads. Context of situation includes such things as knowledge of the topic at hand, the reader or readers, and their relationship to the situation as well as to each other and prior events.

These days, it is generally recognised that both bottom-up and top-down strategies are necessary. Asher (1988:73) claims:

“In developing courses, materials, and lessons, it is important, not only to teach bottom-up processing skills such as the ability to discriminate between minimal pairs, but it is also important to help learners use what they already know to understand what they read.”

Reading strategies should be used in texts and with a particular purpose. For this it is essential to take in to consideration what kind of texts we read.

2.1.4 What do we read?

Here are the main text-types one usually comes across:

- Novels, short stories, tale; other literary texts and passages(e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letter, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press)
- Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts)
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisement, travel brochures, catalogues
- Puzzles, problems, rules for games
- Instructions, directions, notices, rules and regulations, posters, signs, forms, tickets
- Comic strips, cartoons and caricatures, legends (of maps, pictures)

- Statistics, diagrams, flow/pie charts, time tables, maps
- Telephone directories, dictionaries, phrasebooks (Grellet, 1985:3)

It is important to use authentic texts whenever possible. There are several reasons for this:

-Paradoxically, 'simplifying' a text often results in increased difficulty because the system of references, repetition and redundancy as well as the discourse indicators one relies on when reading are often removed or at least significantly altered.

-Getting the students accustomed to reading authentic texts from the very beginning does not necessarily mean a much more difficult task on their part.

-Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper: with the same accompanying picture.

All these aspects convey the message to the reader. Reading texts should be authentic, and of course reader should have reason why s/he reads a particular text.

2.1.5 Why and How do we read?

There are two main reasons for reading:

-Reading for pleasure.

-Reading for information (in order to find out something or in order to do something with the information you get).

- Reading for examination (reading notes or coursebooks in order to pass the exam).

In real life, our reading purposes constantly vary and therefore, when devising exercises, we should vary the questions and the activities according to the type of text studied and the purpose in reading it. When working on a page of classified ads, for instance, it would be highly artificial to propose exercises requiring the detailed comprehension of every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the purpose of their reading.

Reading involves a variety of skills. Royce Adams (1992: 23) stated:

“Skills have to be learned and once learned, have to be maintained. Otherwise, like muscles, they weaken and get out of shape. The skills we master can become lifelong habits that will keep us well informed, keep us from being manipulated by incorrect information, help us see through false political promises and campaign rhetoric, and help us resist biased, lazy, or stagnant thinking.”

The main skills are listed below:

- Identifying the main idea from supporting details
- Scanning to locate specifically required information
- Extracting salient points to summarize (the text, an idea etc.)
- Recognizing the script of language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitely stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value of sentences and utterances
- Understanding relations within the sentence

- Understanding relations between the parts of a text through lexical cohesion devices
- Interpreting text by going outside it
- Recognizing indicators in discourse
- Selective extraction of relevant points from a text
- Basic reference skills
- Transcoding information to diagrammatic display

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions.

This should therefore be taken into consideration when devising reading comprehension exercises (Grellet, 1985:8).

Students receive constructive feedback throughout the exercises, and get a detailed end-of-round summary report after several passages have been completed. The report gives teachers and students a quick assessment of core reading skills. It serves as a foundation for future improvement using the activities on this web site or other methods of instruction.

It is important to remember that many texts are meant to be read and enjoyed; each teacher should know the difference between classroom and everyday reading.

2.1.6 Classroom and Everyday Reading

“Good reading means building frameworks for connecting words to thoughts”. (Grellet, 1985:31)

The purpose of reading is to connect the ideas on the page to what you already know. Grellet (1985:31) stated:

“If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. Similarly, if you like a sport, then reading the sports page is easy. You have a framework

in your mind for reading, understanding and storing information”.

The text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

It is important to remember that many texts are meant to be read and enjoyed, that too many exercises might spoil the pleasure of reading. A balance should be struck between leaving the students without any help and ‘squeezing the text dry’ on the one hand.

The first point to be noted when practising reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. The students themselves should not read aloud. It is an extremely difficult exercise, highly specialized and it would tend to give the impression that all texts are to be read at the same speed. Besides, when we read, our eyes do not follow each word of the text one after the other – at least in the case of efficient readers. On the contrary, many words or expressions are simply skipped; we go back to check something, or forward to confirm some of our hypotheses. Such tactics become impossible when reading aloud, and this reading activity therefore tends to prevent the students from developing efficient reading strategies (Grellet, 1985:21).

Reading should not be separated from parts contained in it. In real life and classroom reading we do not read and then leave and forget about the text. We try to learn important information which a text gives us.

2.1.7 Learning and Memory in Reading

“It's a poor sort of memory that only works backwards', the Queen remarked." Lewis Carroll (1985: 54).

Isn't it everybody's secret wish to just slip through the mirror and enter a world where memory could work both backwards and forwards so we could get a glimpse of the future? In our world we have only been able to agree on one sort of memory which stores events from our past. Even more limiting is a scientific concept in which learning (the process that produces memory) is defined by the alteration of the behavior of an organism that has been subjected to a particular experience.

Young (2000: 42) can be quoted for what he says below:

“Memory is an incredible feat of the human brain. When we remember what we have learned, we have knowledge. Yet memory is far from perfect. How can we improve memory and learn more?”

We know what short- and long-term memories are. There is also a type of memory called Working Memory.

2.1.7.1 What is Working Memory?

Is working memory different from short or long-term memory? How does it affect language and reading ability in children? Two English researchers named Baddeley and Hitch (1974: 8) coined the term "working memory" for the ability to hold several facts or thoughts in memory temporarily while solving a problem or performing a task. Baddeley's research also showed that there is a "central executive" or neural system in the frontal portion of the brain responsible for processing information in the "working memory." He coined the term "articulatory loop" for the process of rapid verbal repetition of the to-be-remembered information, which greatly helps maintain it in working memory.

As an example of working memory, consider the following. Imagine you are lost while driving to a meeting. You stop at a service station and the attendant says, "Make a right at the first red light. Go three blocks until you see a stop sign and make a left turn onto Willow Street. Then look for a large green sign about two and a

half blocks down Willow, and enter the parking lot." Even as you read this, some people imagining repeating the directions over and over, under the breath, as they drive to destination, using their own "articulatory loop". The type of memory needed to hold such information in one's mind while working on it is called working memory. Short-term memory holds information in mind for only a few seconds as it is processed. Long-term memory is where such processed information is permanently stored. Working memory is an intermediary and active memory system in the information processing area of the brain. It is an important memory system and one that most of us use every day (Young, 2000:52).

2.1.7.2 Working Memory and Reading

How do working memory problems interfere with reading comprehension? Reading is a complex skill that requires the simultaneous activation of many different brain processes. When reading a word, the reader must recognize the visual configuration of letters, the letter order, and must engage in segmentation (breaking the word into individual sounds). Then, while being held in working memory, the phonemes (letter sounds) must be synthesized and blended, to form recognizable words.

To comprehend sentences, several more skills are necessary. The reader must not only decode the words, but also comprehend the syntax, retain the sequence of words, use contextual cues, and have adequate vocabulary knowledge. This must be done simultaneously in order for sentences to be understood. At the same time, sentences must be held in working memory and integrated with one another. Each sentence is read, understood, associated and integrated with the previous one and so on. Eventually the entire paragraph is read and the reader continues on. By the end of the chapter both details and main idea need to be retained in working memory. Otherwise, the reader may have retained isolated facts but may not know the sequence of events nor understand the main idea.

Most of us take working memory ability for granted. We use this important memory function throughout the day when speaking, listening and particularly when reading. For the many children and adults who have working memory difficulties, reading may be something that they avoid. These are often the children in school who can read, but who don't like to read. They have difficulty retelling a story in their own words. Even some very bright children may experience school failure or be struggling to keep up, due to limitations in working memory. For them, reading is a necessary activity but certainly not one that they readily engage in. This is, in part, why they choose short stories for book reports and prefer to watch the video of classic books rather than read them.

The above problems may not be so obvious. So what are other indications of problems with working memory? How would a parent or teacher even begin to suspect that such problems exist? Some of the following "red flags" could indicate the presence of working memory problems:

- a) trouble following lengthy directions,
- b) problems understanding long spoken sentences,
- c) difficulty staying on topic in conversations,
- d) difficulty with multistep math problems,
- e) problems with reading comprehension,
- f) memory problems.

If an individual is suspected of having memory problems, there are several tests that can be used to distinguish between weakness with working memory and other difficulties. It is important to determine if there are working memory limitations so that appropriate intervention can be implemented.

This research mostly concentrate on variety of skills such as: deducing the meaning, use of familiar praises and also learning and understanding information from texts, all these skills will work on and in metaphors.

2.2 Metaphor

2.2.1 Definitions of Metaphor

A metaphor is defined as a figure of speech, or something that we use to replace "normal" words in order to help others understand or enjoy our message. For example, we use the phrase "a blanket of snow" to describe a snowfall that covers the ground evenly, as if the snow were a piece of fabric. The popular software "Windows" is named for the rectangular units that show information in much the same way as the windows on our houses allow us to look outside in different directions and see different things. When you see a word that substitutes the real word one would use, it's probably a metaphor.

Sheldon Kopp states:

“Generally, a metaphor is defined as a way of speaking in which one thing is expressed in terms of another, whereby this bringing together throws new light on the character of what is being described.” (Sheldon, 1978: 17)

For example, when learning English for the first time, a student may have trouble knowing that "blanket" is a dying metaphor for "layer". In North America, Sheldon Kopp (1978:19) heard these phrases so often that the phrases “layer of snow” and “blanket of snow” are interchangeable. One language, dialect, region or jargon may accept a metaphor sooner than another, so that the same metaphor may be living in one place while stone dead in another. Untold thousands of metaphors are quietly synonymous with others in the same or other languages.

In language, a metaphor is a rhetorical trope where a comparison is made between two seemingly unrelated subjects. Typically, a first object is described as being a second object. In this way, the first object can be economically described because implicit and explicit attributes from the second object can be used to fill in the description of the first.

Metaphor is not just a poet's tool to express touching feelings. Metaphor is pervasive in our language. "Her life is a nightmare", "My room is a jungle", "She is a snake", "This job is a piece of cake", etc.: we communicate all the time metaphorically. The reason metaphor is so convenient is that it allows us to express a lot starting with very little: metaphor is a linguistic device to transfer properties from one concept to another.

Max Black (1962: 32) stated:

“Metaphor is so pervasive that every single word of our language may have originated from a metaphor. Some thinkers have even suggested that all language may be metaphorical. Given the importance of language among our mental faculties, some thinkers go even beyond and maintain that metaphor is a key element of reasoning and thinking in general.”

In other words, being able to construct and understand metaphors (to transfer properties from a "source" to a "destination", from "nightmare" to "marriage", from "jungle" to "room", etc.) may be an essential part of being a mind.

A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them. Example: He was drowning in money.

Paul Ricoeur (1977:84) stated:

“A figure of speech that expresses an idea through the image of another object. Metaphors suggest the essence of the first object by identifying it with certain qualities of the second object. An example is "But soft, what light through yonder window breaks? It is the east, and Juliet is the sun" in

William Shakespeare's *Romeo and Juliet*. Here, Juliet, the first object, is identified with qualities of the second object, the sun.”

A comparison between two unlike things with the intent of giving added meaning to one of them. Metaphor is one of the most important forms of figurative language. Unlike a simile, a metaphor does not use a connective word such as like, as, than, or resembles to state a comparison.

There were different definitions of metaphors stated by different writers, we understood that a metaphor is a comparison between two unlike things, here other questions raise in our mind as to why people must use especially metaphor in order to compare something.

2.2.2 Why Metaphors are Used

Metaphors may be used to communicate knowledge, the philosophical tradition dominated by the comparison view claims that this knowledge can be reduced to a set of cognitively equivalent literal utterances. The positivists even argued that metaphors can make no truth claims at all, saying that they function only emotively to express feelings, moods or attitudes (Warner, 1973:16). Like Warner, Loewenberg (1975:227) too rejects the view that metaphors can be used to make truth claims, the metaphorical speech act has a special illocutionary force.

Metaphors can have truth values, many writings have rejected the idea that literal assertions are somehow better or more obvious bearers of truth conditions than metaphors are (Johnson, 1981:37). Johnson makes the remark:

“The literal discourse constitutes the ideal medium for the communication of meaning and truth has vanished, and furthermore, it has been acknowledged that metaphors are cognitively meaningful.”

Hoffman (1970:42) stated that metaphors are means of expressing things that are literally inexpressible in the language. Metaphors provides a compact way of

representing the subset of cognitive and perceptual features that are relevant to it: a metaphor allows large information to be converted or transferred from the vehicle to the topic. Metaphors are more image-evoking and more vivid than even their best literal equivalents (Honeck and Hoffman, 1970:79).

2.2.3 Background of Metaphor

Metaphor is present in written language back to the earliest surviving writings. The first writers to discuss metaphor were the Greek philosophers, one of whom is Aristotle, is consideration of metaphor provided the first extended philosophical treatment (Johnson, 1981:6). Aristotle's original definition of metaphor is as follows:

“Metaphor consists in giving the thing a name that belongs to something else; the transference being either from genus to species, or from species to species, or on grounds of analogy.”

According to this definition of Aristotle's (1984: 65), the metaphoric transfer is located at the level of words rather than sentences. Another thing which can be inferred from Aristotle's definition is that metaphor is understood as deviance from literal usage. Aristotle said:

“The greatest thing by far is to be a master of metaphor. It is the one thing that cannot be learned from others; it is also a sign of genius, since a good metaphor implies an eye for resemblance.”

There is evidence that fundamental aspects of human intelligence, pattern recognition and inference drive the human use of metaphor. Another thing, Aristotle argues is that metaphors is not a matter of semantics or pragmatics, but of both: the discourse context and the background knowledge of discourse participants contribute to the meaning of a metaphor (Cameron, 2003:21).

Originally, metaphor was a Greek word meaning "transfer". The Greek etymology is from “*meta*”, implying "a change" and “*pherein*” meaning "to bear, or

carry". Thus, the word metaphor itself has a metaphorical meaning in English, "a transfer of meaning from one thing to another" (Johnson, 1981:7). Amusingly, in modern Greek the word "metaphor" is used to refer to a cart or trolley; thus visitors to Greek airports will find themselves using metaphors to carry their language. Scott Mio and Albert Kartz (1996:39) claimed:

"There are broad categories of figurative language which are classified as metaphorical. The more common meaning of metaphor is a figure of speech that is used to paint one concept with the attributes normally associated with another."

Most theorists separate metaphors from other kinds of figurative language, such as irony or sarcasm, and divide them into three types: nominal, predicative, and sentential (Reyna, 1986:53). The three types differ depending on which part of speech is used metaphorically. For example, the entire sentence is used metaphorically when "The troops are on parade" refers to students processing down a hallway. Most of the research I discuss involves nominal metaphors, as in "Juliet is the sun," although it should be noted that there are psychological differences between nominal metaphors and other types (Reyna, 1987:81).

There is also a psychological difference between so called fresh or novel and frozen metaphors. Although the "arm" of a chair may initially have been a novel expression, this meaning is now listed in dictionaries, along with other conventional usages. Once such metaphorical resemblances become conventional, it is unlikely that they are processed in the same way as novel metaphors. For instance, frozen interpretations are more likely to be retrieved than constructed (Reyna, 1986; Blasko and Connine, 1993).

Of course, metaphors are fresh or frozen by degrees, as in "She is carved out of ice" when used to refer to an emotionally unresponsive person. Although the interpretation of this sentence is not given explicitly in dictionaries, little construction of meaning is involved because the interpreter can rely on conventional interpretations of "icy" and "cold."

To sum up, in Greek thought, metaphor and other rhetorical methods are seen as powerful devices for argumentation but ones which are to be considered with suspicion because of their potential to misuse and for Aristotle, successful metaphor in rhetoric or speech-making combined clarity, pleasantness and unfamiliarity, when used appropriately can produce new understanding (Cameron, 2003:13).

In this chapter, however, the attention is to metaphors at the fresh end of the continuum. This is because it was focused on similarities between reasoning generally and metaphorical interpretation and these are more likely to be observed for metaphors that require active processing. Thus, interpreting metaphors is compared to reasoning involving literal sentences, stories, or numbers. In both instances, correct responses cannot be generated simply by retrieving stored information. Metaphors might bring a lot of new information about itself such as types and parts of metaphors.

2.2.4 Parts of a Metaphor

A metaphor, according to I.A. Richards (1936), consists of two parts: the **tenor** which is the subject to which attributes are ascribed, and the **vehicle**, which is the subject from which the attributes are derived.

All the world's a stage,

And all the men and women merely players

They have their exits and their entrances; - William Shakespeare

This well known quote is a good example of a metaphor. In this example, "the world" is compared to a stage, the aim being to describe the world by taking well-known attributes from the stage. In this case, the world is the tenor and the stage is the vehicle. "Men and women" are a secondary tenor and "players" is the vehicle for this secondary tenor.

The third line begins selecting the attributes to ascribe from the vehicle onto the tenor. The selection of similar attributes is called the *ground*. In the play,

metaphor for another twenty lines beyond what is shown here - making it a good example of an extended metaphor (Lakoff and Johnson, 1980:29).

2.2.5 Types of Metaphor

There are twelve types of metaphor:

-An **extended metaphor** is one that sets up a principal subject with several subsidiary subjects or comparisons. The world is described as a stage and then men and women are subsidiary subjects that are further described in the same context.

-A **mixed metaphor** is one that leaps, in the course of a figure, to a second identification inconsistent with the first one. Example: "Clinton stepped up to the plate and grabbed the bull by the horn". Here, the baseball and the activities of a cowboy are implied. Other examples include: "That wet blanket is a loose cannon"; "Strike while the iron is in the fire"; or (said by an administrator whose government-department's budget was slashed) "Now we can just kiss that program right down the drain".

-A **dead metaphor** is one in which the sense of a transferred image is not present. Example: "money", so called because it was first minted at the temple of Juno Moneta. To most people though, "money" does not evoke thoughts of the temple at Juno Moneta. Dead metaphors, by definition, normally go unnoticed; people are typically unaware of the origin of words. For instance, *consideration* is a metaphor meaning "take the stars into account", *mantel* means "cloak or hood to catch smoke", *gorge* means throat, and so forth for thousands more.

Linguists have identified other types of metaphor too, though the nomenclatures are not universally accepted:

-An **active metaphor** is one which by contrast to a dead metaphor, is not part of daily language and is noticeable as a metaphor. Example: "You are my sun."

-An **absolute or paralogical metaphor** (sometimes called an antimetaphor) is one in which there is no discernible point of resemblance between the idea and the image. Example: "The couch is the autobahn of the living room."

-A **complex metaphor** is one which mounts one identification on another. Example: "That throws some light on the question." Throwing light is a metaphor and there is no actual light.

-A **compound or loose metaphor** is one that catches the mind with several points of similarity. Example: "He has the wild stag's foot." This phrase suggests grace and speed as well as daring.

-A **dormant metaphor** is one in which its contact with the initial idea it denoted has been lost. Example: "He was carried away by his passions." Here, it is not known by what the man was carried away.

-An **implicit metaphor** is one in which the tenor is not specified but implied. Example: "Shut your trap!" Here, the mouth of the listener is the unspecified tenor.

-A **submerged metaphor** is one in which the vehicle is implied, or indicated by one aspect. Example: "my winged thought". Here, the audience must supply the image of the bird.

-A **simple or tight metaphor** is one in which there is but one point of resemblance between the tenor and the vehicle. Example: "Cool it". In this example, the vehicle, "cool", is a temperature and nothing else, so the tenor, "it", can only be grounded to the tenor by one attribute.

-A **root metaphor** is the underlying personal attachments that shape an individual's understanding of a situation. It is different to the previous types of metaphor in that it is not an explicit device in language but merely a part of comprehension. Religion is considered the most common root metaphor since birth, marriage, death and other life experiences can convey a very different meaning to different people based on their level or type of religious adherence. An individual's political affiliations are another root metaphor that may affect the message conveyed

by such terms as conservatism and liberal. In the example: "He is a very conservative politician", "conservatism" is the vehicle, "he" is the tenor and the attributes conveyed are dependent on the root metaphor: is it a good or a bad thing to be considered conservative?(Scott and Kartz, 1996:41).

Lakoff (1980:81) defined three types of metaphor:

- 1) "orientational" (in which we use our experience with spatial orientation)
- 2) "ontological" (in which we use our experience with physical objects)
- 3) "structural" (in which natural types are used to define other concepts).

Every metaphor can be reduced to a more primitive metaphor.

There are explanations and analyses of metaphor; there is also something such as Metaphor Analysis.

2.2.6 Metaphor Analysis

This strategy is particularly helpful when students need to understand an extended metaphor. Often students can grasp either the overall meaning or only one or two of the metaphor's components, but this will help them to construct a detailed analysis of the entire metaphor.

What does it look like?

The three-column chart helps students to establish coherence for the analysis, build an interpretation piece by piece, and organize the evidence they gather from the text to support their interpretation. It is a strategy that helps students "get inside" the metaphors; and by constructing their own meaning, they arrive at an understanding of the writer's intent or message.

How could I use, adapt or differentiate it?

- This can be used to promote a close reading of an extended metaphor for the purposes of a class or small group discussion, to help students develop the skill of elaboration on a writing assignment, or as a tool to inform instruction in regard to critical analysis.
- It can be differentiated by filling in parts of the chart to adjust for difficulty and skill level.

By mid-twentieth century the positivist disapproval of metaphor had been officially demolished (Johnson, 1981:18). The positivists view the metaphor as comparison.

2.2.7 Metaphor is a Comparison

Metaphor can be reduced without cognitive loss to a literal statement of similarities between the compared things or events remained dominant. Ivor A. Richards (1936:96-107) objected to this dominant traditional view and made the following claims:

- 1) Metaphor is not a matter of language alone, nor is it trope at the level of individual words. Instead it is an omnipresent principle of thought.
- 2) Metaphor is not a deviation from “ordinary speech- it permeates all discourse. In so far as our ordinary conceptual system is metaphorically structured, the pretends to do without “is never more than a bluff waiting to be called.”
- 3) As philosophers, linguists, and rhetoricians have missed these two points, they have taken metaphor as a stylistic ornament. However, any adequate treatment of metaphor raises deep metaphysical and epistemological issues- and this becomes evident when we discover the way in which metaphoric thought influences our experience.

- 4) Metaphor is described as “two thoughts of different things active together and supported by a single word or phrase whose meaning is a resultant of their interaction.”
- 5) Metaphors often do not involve images and that they are frequently based just as much on dissimilarities between things as on similarities and argued that metaphors could not be reduced to literal paraphrases because their meaning is a product of a product of a special interaction of contexts.

This view of comparison can influence our research, but there is other challenge to other approaches which we should know in order to continue our research.

2.2.8 The Cognitive Linguistic Approach to Metaphor

The cognitive linguistic approach to metaphor has presented a challenge to other approaches to metaphor, in that it has rejected the notion of metaphor as deviant, merely linguistic, and of peripheral interest (Lakoff, 1979: 70). Instead, metaphor has become conventional, conceptual, and of central importance to the study of language and thought. This challenge has been developed with great success over the past twenty years, and too many researchers has now become identical with 'the contemporary theory of metaphor' (Lakoff, 1979: 72).

“It is the aim of our opening paper to review some of the evidence for the cognitive linguistic theory of metaphor, and to spell out some of its implications for the study of metaphor in language and thought. We will show how the cognitive linguistic approach to metaphor solves some of the long-standing problems with metaphor manifested by the 'old' approaches. These include issues like the relation between linguistic and conceptual metaphor and some of its most important characteristics, systematicity between metaphors, dead versus live metaphor, conventional versus novel metaphor, the definition of literal meaning, polysemy, and the question whether metaphor requires any special processing operations.” (Lakoff, 1979: 78).

More generally, the cognitive linguistic approach provides an entirely new way of explaining why people speak metaphorically in the first place, but does so because they conceptualize of objects, events, and their experiences in terms of metaphor.

In cognitive linguistics, metaphor is often seen as a basic cognitive function, that humans naturally see common traits in subjects which are factually distinct, and such behavior may be required for comprehension and learning. Termed a conceptual metaphor, this trait is exploited in psychotherapy using a therapeutic metaphor where stories unrelated to the patient are used to teach lessons about the patient's situation. Though the word metaphor in linguistic or cognitive areas is analogies, such use falls outside the literary definition of metaphor.

George Lakoff (1980: 92) stated that conceptual metaphors are a subject within cognitive linguistics. In cognitive linguistics, a metaphor is defined as understanding one conceptual domain in terms of another conceptual domain, e.g. one person's life experience versus another's.

One of the influential figures in modern use of metaphor is: George Lakoff, one of America's foremost linguists, the so-called "father of modern hypnotherapy". He has emphasized strongly the crucial place that metaphor holds in human communication and experience.

Max Black (1962:142) was influential in moving metaphor from the level of words to the level of concepts. His "interactionist" theory of metaphor (dating from the 1960s, and inspired by the pioneering work of Ivor Richards in the 1930s) views metaphor not as a game of words, but as a cognitive phenomenon that involves concepts. In literal language, two concepts can be combined to obtain another concept without changing the original concepts. Metaphors act on the organization of the lexicon and the model the world. Finally, Black argued that language is dynamic: over time, what is literal may become metaphoric and viceversa.

2.2.8.1 Metaphorical Thought

A broader analysis of metaphor was carried out during the 1970's and 1980's by linguist George Lakoff. The two fundamental conclusions of his analysis are that:

(1) all language is metaphorical

(2) all metaphors are ultimately based on our bodily or cognitive experience.

Metaphor shapes our language as well as our thought, and it does so by grounding concepts in our body. It provides an experiential framework in which we can accommodate abstract concepts. Thanks to metaphor, we can reduce (and therefore understand) abstract concepts to our physical experiences and to our relationship with the external world. Metaphor is therefore an intermediary between our conceptual representation of the world and our sensory experience of the world (Kants, 1781: 60).

Metaphor is not only ubiquitous in our language, it is also organized in conceptual systems: concepts of love are related to concepts of voyage, concepts of argument are related to concepts of war, and so forth. It is not only one word that relates to another word: it is an entire conceptual system that is related to another conceptual system.

This organization of a conceptual systems forms a "cognitive map". Metaphor projects the cognitive map of a domain (the vehicle) onto another domain (the tenor) for the purpose of grounding the latter to sensory experience via the cognitive map of the former.

Metaphor is a linguistic expression favorite by poets that is not used in the literal sense and expresses a similarity. But he quickly started realizing that we use metaphors all the time, and that we use them in a far more encompassing manner. This led Lakoff to reason that: "Metaphor is not in the words, it is in the ideas; it is

part of ordinary language, not only of poetry; it is used for reasoning. Meaning is in the mind, not in the world.”(Lakoff, 1980: 42)

Once metaphor is defined as the process of experiencing something in terms of something else, metaphor turns out to be pervasive, and not only in language but also in action and thought. The human conceptual system is fundamentally metaphorical in nature, as most concepts are understood in terms of other concepts. Language comprehension always consists in comprehending something in terms of another. All our concepts are of metaphorical nature and are based on our physical experience.

Language was probably created to deal only with physical objects, and later extended to non-physical objects by means of metaphors. Conceptual metaphors transport properties from structures of the physical world to non-physical structures (Kittay, 1985:121).

Even ritual is viewed by Lakoff (1980:96) as a crucial process in preserving and propagating cultural metaphors. And the reason that metaphor is so pervasive is that it is biological: our brains are built for metaphorical thought.

“Our brains evolved with "high-level" cortical areas taking input from "lower level" perceptual and motor areas. As a consequence, spatial and motor concepts are the natural basis for abstract reason. It turns out that "metaphor" refers to a physiological mechanism, to the ability of our brain to employ perceptual and motor inferential processes in creating abstract inferential processes. Metaphorical language is nothing but one aspect of our metaphorical brain.” (Lakoff, 1980:96)

Literary definitions and metaphorical nature of metaphor plays big role in language world, we also can see what is childrens’ and adults’ thought about metaphor in Lim (1993: 43) and in the theory of Reyna and Kiernan (1995:45).

2.2.9 Adults' and Childrens' Differentiations of Metaphors

Lim (1993: 43), Reyna and Kiernan (1995: 45) study metaphors and their interpretations of adults and children.

Lim (1993:46) in recognition test found out that adults have excellent memory for the surface form of metaphors. Indeed, verbatim discrimination was better among adults than among children, consistent with developmental differences for literal sentences (Reyna and Kiernan, 1995:47). On the immediate recognition test, adults were able to differentiate metaphors from all other sentences, true or false. After a delay, misrecognition of sentences with literal synonyms rose, and true sentences generally were affirmed more often than the false ones (once the effects of acquisition were partialled out). These differences were quite small, however. Recognition performance for adults remained at a high level even after 12 days, resembling recognition performance for children tested immediately.

As in the experiments with children, adults in the meaning condition favored the true psychological interpretations over types. True perceptual interpretations, however, were affirmed at a relatively high rate 40%, roughly comparable to the rate for children, 47%. (False perceptual interpretations were accepted only 8% of the time). Consistent with previous results with children and previous results with literal sentences, dependencies among true sentences (including presented metaphors) were generally positive in the meaning condition (Lim, 1993:46, Reyna and Kiernan, 1995: 47).

In summary, response to metaphors and their interpretations generally resembled responses to literal sentences and their semantically related sentences, with some interesting exceptions. The “gist” of metaphors was misrecognized more often than false interpretations. Also adults were less prone than children to misrecognize metaphorical gist. Children independently recognized presented

metaphors and their interpretations, but this relation meant to be negative for adults. (Scott and Kartz, 1996:53).

Children and adults favored the psychological interpretations of metaphors, but the ability to discriminate true from false interpretations steadily increased with age.

As researcher stated, this study is aimed at identifying whether metaphor is culture specific or not. The metaphor was interpreted and explained by the researcher so we would move on to the discussion of and what the relationship between metaphor and culture are.

2.3 Culture

At the end of the twentieth century, culture once again has become a central focus of sociological theorizing. This return to culture in sociology occurs at a time when culture is an increasingly important concept. Mary Jo Neitz (1993:8) stated:

“For anthropologist, historians, literary critics, and philosophers, as well as for a wide range of sociologists, culture has come to be something of missing link. Increasingly, “cultural studies” are seen as ways of linking our understanding of history, texts, and social life.”

Yet how to understand culture? Is it centered on religion, art, literature, music? Or does it include TV and soccer? Our own view is that we must cast an even wider net.

Those who write about culture sometimes define it in very different terms, and they thereby fit “culture” into alternative theories that offer radically different ways of analyzing culture. Anthropologists at the beginning of this century defined culture as the way of life of people, or as what an individual needed to know in a society. With a word that covers as much as “culture”. We can never hope to capture reality simply through careful definition. It would be a mistake to define “culture”

thereby making it into a “thing” different than all the range of cultural subtleties in the world; we should dismiss such an approach as reifying culture (Jo Neitz, 1993: 4).

When you start to study any topic or subject it is always useful to think about how that topic or subject has been defined by others and what questions are raised about the subject in the process of attempting to define it. Culture is no exception: Raymond Williams famously asserted that “culture is one of the two or three most complicated words in the English language” (Williams, 1976: 87). It is undoubtedly one of the central concepts in our understanding of how modern societies work, and for this reason it is worth spending some time considering the different ways in which the term “culture” has been and is used.

By the twentieth century, there were three broad categories of definition of culture in general usage. Williams identifies these as follows:

- a general process of intellectual, spiritual and aesthetic development;
 - a particular way of life, whether of a people, a period, a group or humanity in general;
 - the works and practices of intellectual and especially artistic activity
- (Williams, 1976: 90).

What is important for our purposes is not to select one of these definitions as the true meaning of the concept culture, but to begin to think about the ways which these varied definitions overlap and the points of emphasis that are of interest to contemporary social and cultural theorists.

Anthropologists and other social scientists offer many different definitions of “culture.” Most people understand that culture has something to do with the customs and beliefs of group of people. It is common to explain a holiday tradition, a spiritual belief or a child-rearing practice as part of someone’s cultural background.

An individual's culture strongly influences his or her behavior, beliefs, attitudes and values. This is not a surprising statement; we all have an understanding that many of our present-day beliefs and behaviors have their roots in what we learned growing up in our own particular cultures.

A useful definition of culture is:

“The body of learned beliefs, traditions, principles and guides for behavior, that are commonly shared among members of a particular group. Culture serves as a road map for both perceiving and interacting with the world.”
(Harrison, 1990: 98)

We hope, here, to outline some of the broad-ranging debates which have gone on about the concept of culture during the past century. Furthermore, we hope to offer some insight into what the culture debate means in our own lives and to provide some examples of how cultural meanings are formed, maintained, and changed.

These pages focus on the concept of culture as it has been articulated in Western scientific and philosophical traditions. The English word "culture" is similar to words in other Romance like languages, and indeed the concept has a similar history in many Western countries. In other parts of the world, however, the elements of learned behaviors and meanings systems which we identify as representing something called "culture" might not be grouped together the same way.

People learn culture. Culture, as a body of learned behaviors common to a given human society, acts rather like a template, shaping behavior and consciousness within a human society from generation to generation. So culture resides in all learned behavior and in some shaping template or consciousness prior to behavior as well (that is, a "cultural template" can be in place prior to the birth of an individual person).

This primary concept of a shaping template and body of learned behaviors might be further broken down into the following categories, each of which is an important element of cultural systems:

- systems of meaning, of which language is primary
- ways of organizing society, from kinship groups to states and multi-national corporations
- the distinctive techniques of a group and their characteristic products

Several important principles follow from this definition of culture:

- If the process of learning is an essential characteristic of culture, then teaching also is a crucial characteristic. The way culture is taught and reproduced is itself an important component of culture.
- Because the relationship between what is taught and what is learned is not absolute (some of what is taught is lost, while new discoveries are constantly being made), culture exists in a constant state of change.
- Meaning systems consist of negotiated agreements - members of a human society must agree to relationships between a word, behavior, or other symbol and its corresponding significance or meaning. To the extent that culture consists of systems of meaning, it also consists of negotiated agreements and processes of negotiation.
- Because meaning systems involve relationships which are not essential and universal (the word "door" has no essential connection to the physical object -- we simply agree that it shall have that meaning when we speak or write in English), different human societies will inevitably agree upon different relationships and meanings; this a relativistic way of describing culture.

Clifford Geertz (1973: 31) refers to the important anthropological work, Clyde Kluckhohn's *Mirror for Man*, in which the following meanings are suggested:

“Clifford Geertz (1926-present) is best known for his ethnographic studies of Javanese culture (Java is an Indonesian island south of Borneo) and for his writings about the interpretation of culture. The most influential aspect of Geertz's work has been his emphasis on the importance of the symbolic - of systems of meaning - as it relates to culture, cultural change, and the study of culture.”

Culture, in the sense of the best that has been thought and known, is the conduit through which real thought and real beauty will be given to the masses. It is not the end about the culture; models for describing culture for the purpose of language teaching give very important information.

2.3.1 Models for Describing Culture

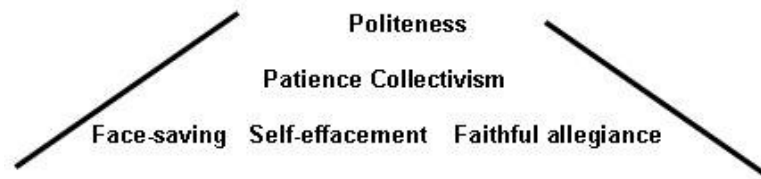
There are two models describing culture for the purpose of language teaching: prototype, stereotype. The prototype model will be looked at as the most typical representation of the target culture, that which makes it recognisable.

Stereotypes and values, as a set of conventions, are shared by members of community and are used for self-identification with a particular social group as a sign of belonging to it. The behavioural patterns of a social group which arise (such as a community) will be referred to as social culture (Tomalin and Stempleski 1993; Millrood 2002).

2.3.1.1 Prototypes of Culture

A prototype is a typical case, usually a generalisation. A culture can be described as a ‘prototype’ when it has a number of features that make this culture recognisable. Social culture can be represented by a ‘pyramid’ metaphor with a certain feature found on top of the pyramid and others found at lower levels down to

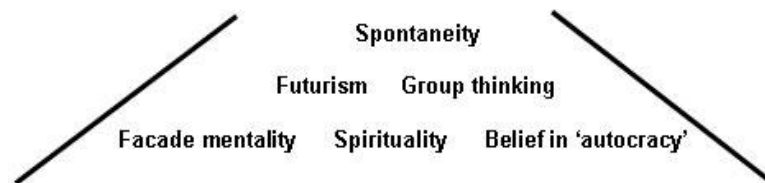
the foundation of the pyramid (Lewis, 1998:53). An attempt to build the Asian (Japanese) 'cultural pyramid' is shown below:



An Anglo-Saxon cultural pyramid is different. Instead of the 'politeness' found on top of the Japanese pyramid, there is the concept of action that is typical in many ways of the Western mentality (e.g. the USA). Silence and rituals give way to intervention and law-abidance as important principles. The place of 'belonging' is taken by individualism. Face-saving is substituted by integrity, self-effacement by self-assertion etc.:



A comparison can be made with the Slavonic (Russian) 'pyramid' (Shikhirev 2000:82):



The diagrams show that on top of the 'Japanese pyramid' there is politeness, the 'American pyramid' is crowned with pragmatism, while the 'Russian pyramid'

features spontaneity as a highly observable feature in social behaviour, with less social constraints than in an orderly Western mentality.

Japanese patience is contrasted in the 'pyramid' to American rationalism, and Russian 'futurism' i.e. hope for a happy solution to problems in the future, investment of resources in children, and a belief that virtue will eventually overpower evil. Russian fairy-tales are often centred on the battle of virtue and evil, with virtue winning over evil after a series of physical and moral tests. Virtue is destined to win because it is 'good', while evil is doomed to failure for being 'bad'. Virtue is rewarded simply for being virtuous. There is some mysticism lying behind any attempt to explain why virtue is destined to be the winner in Russian myths.

Interestingly, American pragmatism dictates a different scenario. American cartoons create characters that are strong, not always intelligent, but decisive and quick. Being noble is important for a victory but not enough to achieve much in life. Decisiveness, action, initiative and taking risks matter more.

Japanese collectivism and faithful allegiance i.e. a strong sense of belonging to a team that is viewed as one's 'family', is contrasted to American individualism, and Russian 'group thinking', with less dependence on a team, but a tendency in individuals to conform to decisions.

The foundation of the 'Japanese pyramid' consists of face-saving, self-effacement, and faithful allegiance. At the basis of the 'American pyramid' lie integrity (fair play), self-assertion, and leadership. 'Russian pyramid' rests upon mentality, spirituality, and a belief in 'autocracy' i.e. in an authoritative leader capable of effective decision-making. A failing leader quickly becomes the butt of humour and criticism. A 'tsar' can be either good or bad, but needed.

These and other features of social culture have relative meaning and significance because any culture, interacting with the broader cultural context, absorbs features that are more or less typical. This is the property of any prototype, within which there always is a room for general and particular, permanent and variable, stable and transitive.

A prototype is a Platonic ideal. It's either something that exists in heaven or inside of us. It's a way of understanding human nature. No human being can at any time grasp the totality of human nature. We can grasp pieces of it. And we need to slow down this complexity and understand how the parts have certain value. What writers do, especially creative writers, is try to capture parts of the human psyche and encapsulate them and give them meaning in terms of what I would call "prototypes." In most plays, you have a hero and a villain. There is some conflict created by these two prototypical characters. And even the most humanly drawn, complex characters have a certain "typical" quality to them. Even Hamlet, who is extraordinarily complex, is the typical ambivalent person. He's also many other things. The man of ambivalence becomes the man of action ultimately. And he's also the prototypical hero--a person on a search to find out something hidden from his awareness, and willing to risk what might happen as he proceeds along that path. So I'd say these are all prototypes: heroes, villains, fools, wise people, and so forth. And I think we all have a need for prototypes in order to understand certainly who we are and how the world works.

If you happened to watch the two most newsworthy events on television or in the press--the trial of O. J. Simpson and the drama in the government of the United States as President Clinton gives his State of the Union Message to a pretty hostile Republican House that is controlled by this perhaps-fool, perhaps-genius Newt Gingrich. These are very interesting dramas that are being played out. The prosecution wants the public to believe that O.J. Simpson is a murderer and a dark, demonic figure. A type of bad guy. The defense wants the public to believe that the alleged victimizer is actually the victim, someone who has been framed, someone who is a fall guy--another Black unjustly accused. The reason why everybody is so excited by this trial is that the prototypes are in the spotlight. However, it is also exciting for people to subliminally indulge in stereotypical thinking--that is, that all Blacks are violent or all rich and famous people can buy justice, or all lawyers are manipulators of the truth.

Culture can be regarded as a system of meaning that is produced and maintained through the dynamic production and reproduction of meanings in the

social activities of individuals. To illustrate such a process, this paper examined the changes to a story when it is transmitted between several individuals and contains information relevant to cultural stereotypes. It was argued that people favor the reproduction of stereotype-consistent over stereotype-inconsistent information in communication, rendering the story increasingly more stereotypical and therefore maintaining the cultural stereotype. A story about a football player, who exhibited stereotype-relevant behaviors of his occupation, was transmitted through 20 four-person communication chains. Stereotype-consistent information was reproduced more than stereotype-inconsistent information, with the latter progressively screened out of the story over the course of the chain. Moreover, when the story content was compared across the chains, a divergence occurred when the story was initially transmitted but a convergence toward similar story content appeared through collective transmission. These findings are discussed with respect to the maintenance of cultural stereotypes and the reproduction of culture through the activities of individuals in a social network.

Emotion theorist Scherer, K. R. (1992) claims that self report data of emotions and emotional experiences might reflect "nothing but stereotypes or social representations of the emotions" attempt in this paper to evaluate the merits of this claim and to inquire more generally into the status of verbal reports of emotional experiences suggest that verbal reports of emotion experiences are affected by three types of cognitive representations-archetypes, prototypes, and stereotypes: emotion archetypes correspond to the cognitive representation of phylogenetically continuous and interculturally universal mechanisms/emotion prototypes encompass archetypes but in addition, reflect culture-specific emotion-eliciting situations and values, as well as culturally controlled ways of emotion expression and feeling/emotion stereotypes are mostly characterized by beliefs about emotion processes that are specific to individuals and groups.

The stereotyping literature within physiology has grown considerably over the past decade. In large part, this growth can be attributed to progress in understanding the individual mechanisms that give rise to stereotypic thinking. In the current review, the recent psychological literature on stereotypes is reviewed, with

particular emphasis given to the cognitive and motivational factors that contribute to stereotype formation, maintenance, application, and change. In addition, the context-dependent function of stereotypes is highlighted as are the representational issue that various models of stereotypes imply.

2.3.1.2 The Context-Dependent Function of Stereotypic Thinking

Why do people engage in stereotypic thinking? Should stereotypes be seen as the inevitable by-products of a miserly cognitive style, for example, or do they result from deep-seeded personality and motivational variables? Do stereotypes emerge in response to frustration, or do they stem from a need to go beyond the information given? Are stereotypes a consequence of our revolutionary heritage, or a product of our particular culture?

We devote relatively little attention to this interesting question of why stereotypes exist. We believe stereotypic thinking typically services multiple purposes that reflect a variety of cognitive and motivational processes. Sometimes, for example, stereotyping emerges as a way of simplifying the demands on the perceiver. Stereotypes make information processing easier by allowing the perceiver to rely on previously stored knowledge in place of incoming information. Stereotypes also emerge in response to environmental factors, such as different social roles, group conflicts, and difference in power (Fiske, 1993:121). Other times stereotypes emerge as a way justifying the status quo, or in response to a need for social identity (Hogg and Abrams, 1988:85). Thus, when it comes to the question of “why,” we think the answer can most often be found in the notion of context-dependent functionality. Put simply, stereotyping emerges in various contexts to serve particular contexts.

After we learned why stereotyping is so important, we should know how and when we should use stereotypic thinking.

2.3.1.3 The “How” and “When” of Stereotypic Thinking

In this review, we address the more limited questions of “how” and “when” stereotypic thinking emerges, organising it into sections devoted to the representation, formation, application and change of stereotypes. It is important to note how motivational factors traditionally considered as key ingredients in answering the “why” of stereotyping. We consider motivation in a more limited way, assuming that stereotypes are not only formed and maintained for a variety of motivational reasons but through a variety of motivational factors as well. That is, considerable research shows that motivation and emotion play just as important a role in the “when” and “how” of stereotyping as they do in the “why” of stereotyping.

We highlight a variety of affective and motivational factors that influence when and how stereotypes manifest themselves. As will be evident, motivation frequently determines when stereotyping emerges, but more often than not cognitive processes serve as mechanism for these motivational effects, determining how motivational processes influence perception, judgment and behavior. For example, people typically require more evidence to convince them that a disliked person is intelligent rather than unintelligent (Lopez, 1993:91). In terms of stereotyping, this finding suggests that motivational factors can lead to rapid confirmation yet slow or begrudging disconfirmation of a negative expectancy, even when the stereotype concerns a dimension that is irrelevant to the root of the disfavor. In contrast, motivation to like a particular person can have the opposite effect, bringing about a generalized reduction in negative stereotypes concerning the particular person’s group.

In a related vein, demonstrated that motivation can have an impact on stereotyping by increasing the likelihood that certain cognitive processes will take place. Lopez (1993:97) stated:

“They hypothesized that subjects who had experienced a threat to their self-esteem would be motivated to activate

their stereotypes as a means of making themselves feel better through downward social comparison.”

Consistent with this logic, subjects who had experienced a threat to their self-esteem showed evidence of stereotype activation even when they were cognitively busy, a circumstance under which nonthreatened subjects did not show evidence of activation.

Affect can also has opposite effects on stereotyping, as a function of the type of information processing with which it is associated. For example, affect can inhibit stereotype formation by interfering with the development of illusory correlations, or it can facilitate stereotype formation, maintenance, and application by increasing perceptions of group homogeneity. That deviant group members will be assimilated to the group stereotype, and reliance on stereotypes as a cognitive shortcut. Thus the outcomes of affective processes differ dramatically as a function of the mental operations in which the perceiver is engaged.

Taken together, these studies suggest that motivation and affect play significant roles in stereotyping through their impact on cognition. Although preferences influenced judgments in Ditto and Lopez’s experiment, for example, they did so through a cognitive mechanism. Subjects did not simply decide that the more likeable person was also more intelligent. Rather, they selectively set high or low standards of evidence that had to be obtained before they could be convinced of who the more intelligent person was. Similarly, subjects in Klein and Kunda’s (1993) experiment allowed their desires to influence their beliefs. Finally, in Spencer and Fein (1994:94), although a threat to subjects’ self-esteem caused them to stereotype an out-group member, again the mechanism was a cognitive one: Motivation facilitated stereotype activation, which in turn served to bolster subjects’ self-esteem.

Not only are people directly concerned with culture, but also there are links between culture and language. There are things to forms of language and we help readers to see the things as they are in everyday life.

2.3.2 Links between Culture and Language

Most attention will be directed to parallel and analogous developments in linguistics and anthropology- to descriptive methods in both fields, to structuralist approaches used by linguists and anthropologists, to the generativist view in linguistics and its relevance to the study of Culture as well as of Language. In this part the focus will be on efforts to ascertain the relationship between language and culture, with culture defined generally as a system of meaningful symbols.

How language and culture are connected to thought? The idea is that language structure may structure reality. Studies of color perception cross-linguistically indicate that reality is actually the same for all people, but how different societies segment and label that reality is culture-specific. Such linguistic relativity holds that one's language adapts to the situation in which it is used: if we need a word for something, our language will provide one.

The field of cognitive anthropology is concerned with how different societies categorize elements within various semantic domains. Language use also reveals how people in particular society enact culture-specific routines. Such studies indicate that the way language and thought and culture relate is a matter of the interaction of common human thought in the context of a particular culture. Language use is the expression of thought in context. Brogger (1992:49) stated:

“Language and culture are seen to meet in discourse-in conversation, for one example. The meaning that occurs at this juncture may be discerned by analyzing speech acts. Various approaches are taken to such analysis, known variously as pragmatics and semiotics.”

Structuralist looked at language as a system in and of itself and at meaning as derived from a series of binary oppositions interrelating within that system, discourse-oriented scholars see meaning as a matter of understanding how the item itself refers to something, is something in and of itself, and receives an interpretation

in context . Such a triadic approach to meaning sees meaning as a matter of both language and culture (Carol, 1990:142).

There is an immediate contradiction, for ideology restricts the authentic presentation of the culture of other lands and languages. In the teaching of English, the goal is to give technical, linguistic accuracy. The theories of the language, phonetics, intonation, grammar, vocabulary are very thoroughly presented and the proficiency of language achieved by students specializing in English in Higher Education is outstanding. But no matter the level of technical excellence, the students, from the youngest to the most senior, do not have access to a representative picture of the English-speaking world. The consequence is frequently knowledge without understanding.

The substance of the conclusions is based on classroom observation, both at school and at higher education levels in Kazakhstan, and on personal interviews with both students and graduates from several Kazakhstan higher educational establishments.

The dilemma for the teachers, created by these ideological goals, is that there cannot be, concurrently, faithful representation of the culture they are teaching. In other words, integrity towards the subject matter is clearly, and seriously, in question (Brian, 1992:101).

Here, in interview, G. V. Rogova, who in the 1950's had devised her own black and white visual aids album for (school) Classes 9 and 10, specified that its purpose was "to help people to understand each other". She reiterated her conviction, held over decades in relation to language teaching, that "Each word carries the culture". She felt there was a need to recognize the "cumulative function of the language in preserving the culture" and her desire was "to try to reflect (these aspects) in our textbooks". She felt that the aspect which is interesting for students is to "feel the culture in the material they work with" (Rogova, 1983: 67).

Over the last two decades, however, the discipline of linguistics has been systematically carried far beyond the formal study of the individual sentence. In particular, developments within the fields of functional linguistics, sociolinguistics, pragmatics, and discourse analysis have opened up possibilities for a rapprochement between the studies of language and culture (Brogger, 1992:47).

This view is formulated by, Giles and Middleton as follows:

“Language, of course, is central to any theory of communication. Language is the medium through which shared meaning or structures of feeling are communicated. Verbal language is not the only medium of communication; we also use visual, musical and body language, often in conjunction with words.”

Recent developments in sociology and cultural studies have developed Giles’s emphasis on the links between culture, language and meaning (Giles and Middleton, 1999:59).

Cultural and linguistic diversity among America's children reflects the variations within the communities and homes in which they live and is manifest in differences in their dispositions towards knowledge about topics, language, and literacy. Effective instruction includes assessment, integration, and extension of relevant background knowledge and the use of texts that recognize these diverse backgrounds. The language of children's homes is especially critical for schools to build on when children are learning to speak, listen to, write, and read in their mother tongue. There is considerable evidence that the linguistic and orthographic knowledge students acquire in speaking and reading their first language predicts and transfers to learning to read a second language. When teachers capitalize on the advantages of bilingualism or biliteracy, second language reading acquisition is significantly enhanced.

2.3.3 Communicating Meaning of Members of Different Culture

Members of the same culture share sets of concepts, images and ideas which enable them to think and feel about the world, and thus to interpret the world, in roughly similar ways. They must share, broadly speaking, the same cultural codes. In this sense, thinking and feeling are themselves system of representation, in which our concepts, image and emotions stand for or represents our mental life, things which are or may be out there in the world. Similarly, in order to communicate these meanings to other people the participants to any meaningful exchange must also be able to use the same linguistic codes they must, in a very broad sense, speak the same language.

They must all interpret body language and facial expressions in broadly similar ways. And they must know how to translate their feelings and ideas into these various languages. Meaning is a dialogue- always only partially understood, always an unequal exchange (Hall, 1997: 6).

In order to interpret the world we inhabit, we need a framework of meanings that will enable us to place people, objects and events in ways that make sense for us. It is true of less tangible things, like love, loyalty, justice or cruelty, and even of things that we never experienced or seen, such as dragons, fairies or prehistoric cavemen. This ability to conceptualize mentally even abstract things allows us to represent the world to ourselves in ways which are meaningful, and to communicate those meanings to others who share broadly similar systems of representation. Try explaining Father Christmas to someone from a culture in which this figure does not exist. In order to understand Father Christmas we need a shared concept and a way of communicating this or, if we belong to a culture which does not have Father Christmas, we will try to relate the concept of Father Christmas to something similar in our own culture in order to classify it as similar to/different from. The concepts we use to make sense of the world are arrived at by a process of categorization and classification (Giles, 1999:59).

The views of Carol and Sharp have been taken to mean that people who speak different languages segment their world differently. For example, the French language structures French reality by constructing what French speakers pay attention to, Swahili does the same for the Swahili “world”-if there is a word for “it” in the language we see “it”, if not, we do not. In languages where the choice of a verb has to do with the shape of its object, shape is a more distinctive cultural category than it is in languages where verbs do not change in response to their objects. In English no such distinction is involved in saying “Mary hit the baseball with the bat” and “Mary hit the window with a rock,” or the like (Carol, 1990: 103).

2.3.4 Metaphor and Culture Relationship

To what extent and what ways is metaphorical thought relevant to an understanding of culture and society? What does metaphor have to do with culture? A short (and vague) answer may be that metaphor and culture are related in many ways. For example, one way in which metaphor and culture are connected in our mind arises from what we have learned about metaphor in school: Creative writers and poets commonly use metaphors, and because literature is a part of culture, metaphor and culture can be seen as intimately linked. After all, metaphor can be viewed as the ornamental use of language. Thus, metaphor and culture may be seen as being related to each other because they are combined in literature- an exemplary manifestation of culture. This is a possible way of thinking of the relationship.

When we think of culture in this way, the connection between metaphor and culture emerges in a straightforward manner within the cognitive linguistic framework initiated by George Lakoff and Mark Johnson’s (1980) work *Metaphors We Live By*. One of Lakoff and Johnson’s main points is that a metaphor does not occur primarily in language but in thought. In other words, they argued that we actually understand the world with metaphors and do not just speak with them. Thus, the shared understanding suggested by anthropologists as a large part of the definition of culture can often be metaphorical understandings. They can be

metaphorical when the focus of understanding is on some intangible entity, such as time, our inner life, mental processes, emotions, abstract qualities, moral values, and social and political institutions. In such cases, the metaphors we use to understand these intangibles may become crucially important in the way we actually experience the intangibles in a culture. In short, on this view of metaphor, metaphors may be an inherent part of culture. Given this way of thinking about the connection between metaphor and culture, we can ask, to what extent do people share their metaphors? This seemingly trivial question becomes much more interesting and significant.

Metaphor and culture are related in many ways. One way in which metaphor and culture are connected is that of literature as part of culture and metaphor can be viewed in literature.

Not only are the great traditional systems caught up in the action of metaphorical interpretations, but the cultural concepts and institutions dominating the beliefs and values of ordinary men are impregnated with them (Philip, 1980: 54).

Given this way of thinking about the connection between metaphor and culture, we can ask “To what extent do people share their metaphors? This seemingly trivial question becomes much more interesting and significant if we ask the larger and more significant question of which it forms a part: To what extent do people or children around the world share their understandings of aspects of the world in which they live?

2.3.5 Children in Culture

Children's culture as an object of critical analysis opens up a space in which children become an important dimension of social theory. While youth culture, especially adolescence, has been a strong component of cultural studies, children's culture has been largely ignored, especially the world of animated films. An examination of children's culture unsettles the notion that the battles over knowledge, values, power, and what it means to be a citizen are to be located exclusively in the

schools or in privileged sites of high culture. It provides a theoretical referent for "remembering" that the individual and collective identities of children and youth are largely shaped politically and pedagogically in the popular visual culture of videogames, television, film, and even in leisure sites such as malls and amusement parks. Lacking an interest in children's culture, cultural studies and other progressive forms of social theory not ignore the diverse spheres in which children become acculturated. Giroux (1985:91) claimed:

“Children also surrender the responsibility to challenge increasing attempts by corporate moguls and conservative evangelicals to reduce generations of children to either consumers for new commercial markets or Christian soldiers for the evolving Newt Gingrich world order.”

Though it appears to be a commonplace assumption, the idea that popular culture provides the basis for persuasive forms of learning for children was impressed with an abrupt urgency during the last few years.

“As a single father of three eight year old boys, I found myself somewhat reluctantly being introduced to the world of Hollywood animation films, and in particular those produced by Disney. Before becoming an observer of this form of children's culture, I accepted the largely unquestioned assumption that animated films stimulate imagination and fantasy, reproduce an aura of innocence and wholesome adventure, and, in general, are "good" for kids.”
Henry A. Giroux

In other words, such films appeared to be vehicles of amusement, a highly regarded and sought after source of fun and joy for children. However, within a very short period of time, it became clear to me that the relevance of such films exceeded the boundaries of entertainment. Needless to say, the significance of animated films operates on many registers, but one of the most persuasive is the role they play as the new teaching machines.

“I soon found that for my children, and I suspect for many others, these films to inspire at least as much cultural authority and legitimacy for teaching specific roles, values, and ideals than more traditional sites of learning such as the public schools, religious institutions, and the family.”

Disney films combine an ideology of enchantment and aura of innocence in narrating stories that help children understand who they are, what societies are about, and what it means to construct a world of play and fantasy in an adult environment. The commanding legitimacy and cultural authority of such films, in part, stems from their unique form of representation. (Henry A. Giroux, 1985: 94)

In the television and Hollywood versions of children culture, cartoon characters become prototypes for a marketing and merchandizing blitz, and real life dramas, whether fictionalized or not, become a vehicle for pushing the belief that happiness is synonymous with living in the suburbs with an intact white middle class family.

We have seen three important parts which are related and belonged to the cognitive and cultural aspects of metaphor in the comprehension of columns. These three parts were: Reading Comprehension, Metaphor and Culture. These parts had several subparts which gave to us detailed and important information related with the idea of the research. The information which we have learnt from these parts is not only stored in our mind but it also helped us in data collection, data analysis and interpretation of results. We will relate already learned information with the student responses to the questions, and in this way we will have chance to compare what we have and what we will get from the research.

CHAPTER III

METHOD OF DATA COLLECTION, DATA ANALYSIS AND INTERPRETATION OF RESULTS

Presentation

The aim of this chapter is to present the method of data collection, analysis and interpretation of the results of the data collected through questionnaires. Section 3.1 has the description of the subjects to whom the questionnaires were administered. Section 3.2 briefly discusses the data collection process. This process describes data collection instruments with section also presenting the search for columns and has the preparation of texts from columns. Also data collection process deals with the preparation of questions related to texts and discusses preparation of the second questionnaire. Section 3.3 has data analysis and its sub-section, it has the evaluation of data collected through the questions related to texts, and also it has the evaluation of data collected through the second questionnaire. Section 3.3 there are also some steps which explain how conclusion part was written.

3.1 Subjects

The subjects to whom the questionnaires were administered are 201 students. This is the number of students from two countries Turkey and Kazakhstan. They are all young adults (with an age range of 16 to 17).

The students in Kazakhstan start to learn English at the age of 10. These students have six hours of general English classes a week. Their levels range from pre-intermediate to intermediate. The native languages of these students are Kazak and Russian, these students are bilingual students. The name of the school where the

research was conducted was “Abay School”. In each class there were 26 learners, and the research was conducted in four classes of Abay school.

The students in Turkey start to learn English at the age of 9 years. These students have eight hours of general English classes a week. Their levels range from pre-intermediate to intermediate. The native language of these students is Turkish. The names of schools where research was were “Şule” and “Petek”. In each class there were 20 learners, and the research was conducted in 5 classes of these schools (Three classes in Şule and two classes in Petek school).

These students were chosen because the study is cross-cultural, the Kazak (translated to English) and English versions of the texts were given to the students who did not have cultural concept of metaphors of Turkish. The questionnaire which consisted 15 questions was given to Kazak students in their native (Russian) language. The other group has English and Turkish (translated to English) versions of the texts this group did not have cultural concept of metaphors of Russian, the corresponding group in Turkey.

3.2 Data Collection

The first text was administered in September 2005 to the group in Kazakhstan (See Appendix 1 for the original column and 2 for the questionnaire). The second text (See Appendix 8 for the original column and 9 for the questionnaire) was administered to the Kazakhstan students after two days with the questionnaire which consists from 15 questions (See Appendix 11 for the questionnaire). Students asked to give full answer to the question about their feeling related with the metaphor.

The first text was administered in December 2005 to the students in Turkey (See Appendices 4 for the original column and 6 for the questionnaire). The second text (See Appendix 8 for the original column and 9 for the questionnaire) was

administered to the Turkish students after two days with the questionnaire which consists from 15 questions (See Appendix 12 for the questionnaire).

Two groups of students were chosen for this cross-cultural study, the Russian (translated into English) and English versions of the questionnaires given to students who do not have cultural concept of metaphors of Turkish-to students in Kazakhstan, another group has English and Turkish (translated into English) input, the corresponding group in Turkey.

The students had their own code number from A1, A2, A3 ... A89. The second questionnaire distributed to students in order to find out strategies that students use while reading texts with metaphors, also whether metaphors are culture specific (See appendices 10, 11 and 12). Before presenting questionnaires to the students the researcher gave information about metaphors to students. The information about the metaphor was not long; it was a paragraph, which researcher tried to write in a simple way in order to give to students a chance to understand what metaphor is. In the questionnaire the paragraph was written before the text.

There is section mainly deals with the essentials and particulars of the instruments of data collection utilized in the study, and also introduce the structures of the questionnaires and the tests.

The most popular newspapers in three languages were scanned and analyzed for this research. The newspaper in Russian language, one in English and one in Turkish language were examined carefully one event to find out which and how metaphors used in columns. The name of Russian newspaper was Caravan, the name of English newspaper was Daily News and the name of Turkish newspaper was Sabah. All columns were published on 12 September. The event on which the researcher worked was "11th September". In each column there were nearly five or seven metaphors.

The researcher prepared a text by using metaphors from the original column. From Russian column researcher took only metaphors, translated them in to English language and prepared her own text in English language. From Turkish column researcher took only metaphors, translated them in to English language and prepared her own text in English language. From English column researcher choose only metaphors and prepared her own text with them in English language. The researcher tried to write the same (the size) passages as original columns. The researcher tried to write not very difficult text in order to concentrated students attention on metaphors. Metaphors from columns were translated word by word.

There are three passages which the researcher wrote by using metaphors from original columns. The researcher wrote the same questions for each metaphor. The questions were prepared in such way that the researcher would have a compyhough understanding of the most important area for what this research was designed. The most important was to see how and what students had understood from metaphors and then to determine students' problematic areas in understanding these metaphors.

There is the second questionnaire in the study. It was given to all students in Turkey and Kazakhstan. The questionnaire consists of fifteen questions aiming at determining students' problematic areas. This questionnaire was prepared to find out differences in meanings assigned by two languages. The researcher also tried to find strategies and interpretations of students while reading texts with metaphors.

After data analyses were collected the researcher did interpretation of data after each text. Each metaphor from the text was interpreted and explained according to Lakoff and Johnson's theory and then the most suitable answers of the students were written. The same process was repeated with each data collected from each text.

Data collected from questionnaires was interpreted and shown in diagrams. After the interpretation of students' answers the researcher tried to find out what the students common strategies are in reading metaphors.

In conclusion, the researcher compared Turkish students' answers and Russian students' answers. During comparison researcher combined and reminded us the important points which we have seen from three important parts in Literature Review; they were Reading Comprehension, Metaphor and Culture.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter the data obtained from the instruments are analysed and interpreted. There are data analysis and interpretation through the questions based on the Russian, Turkish and English texts.

4.1 Data Analysis and Interpretation through the Questions Based on the Texts

This part will explain data analysis and interpretation through the questions related to the texts. There are three texts prepared for students: in English, Turkish and Russian languages. In each text there are 6-7 metaphors. For each metaphor the researcher prepared questions. Each student tried to give an answer to each question. Each text with the answers were analysed and interpreted separately.

4.1.1 Data Analysis of the Russian Text

The passage was distributed to 103 students. The reading passage included 6 metaphors, each metaphor had several questions. Below are the examples of the questions and answers. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions are analyzed and shown in brackets “(...)” near the questions.

1) “Shocked to the bottom of heart”

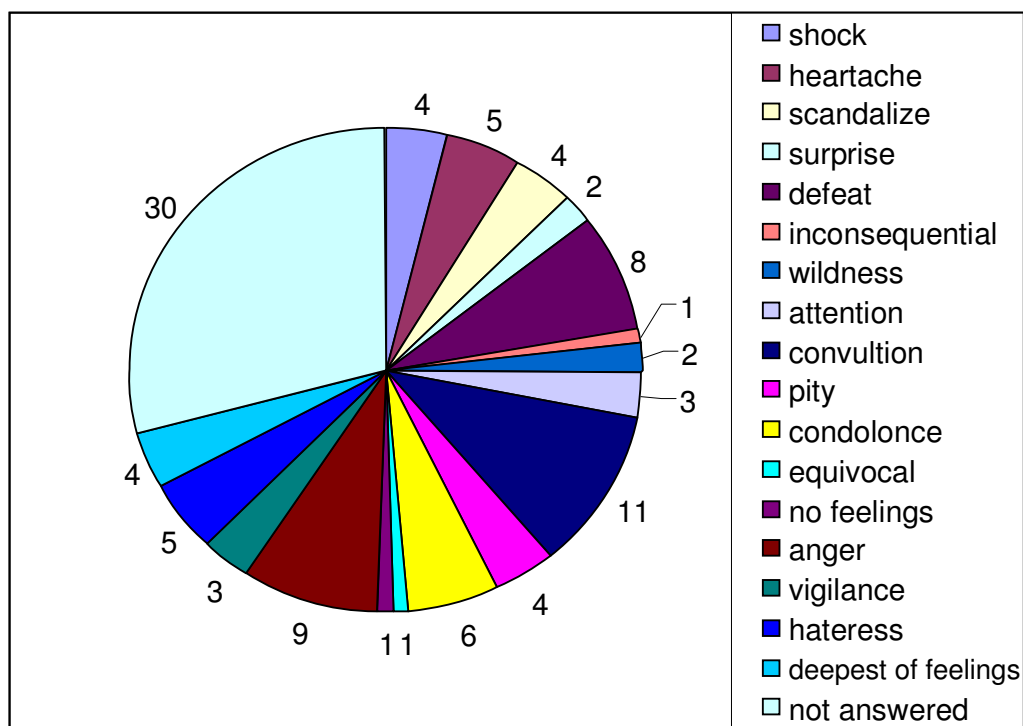
-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (23)
- b) this metaphor is familiar to you in written or spoken languages (35)
- c) in both version (14)

d) do not know this metaphor

(31)

-What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance(0), war (89), love (0), friendship (14))

-What can you say about that metaphor?

a) this is comparison (72)

b) think that this similarity is a reason of incorrect idea (31)

-What influenced you in order to have these kind of feelings?

a) culture, people around me (49)

b) education in school (54)

When asked about metaphor "Shocked to the bottom of heart", different answers were obtained. 23 of the students stated that they often used that metaphor

in written or spoken languages. In contrast, 35 of the students claimed that this metaphor was familiar to them in the written or spoken languages. There are only 14 of the students pointing out that they were familiar with this metaphor in both versions, such as they often use that metaphor in the written or spoken languages and also this metaphor was familiar to them both in the written or spoken languages. The number of last answers is different from the previous one, because 31 of the students stated that they do not know this metaphor.

When students were asked about feelings that they have when they hear or read "Shocked to the bottom of heart" metaphor, 30 of the students gave no answer to this question. 11 of the students felt convulsion, only 9 of the students felt anger and 8 of the students related defeat to this metaphor. Condolence was stated by 6 of the students. According to 5 of the students the metaphor brought the feeling of hatred, and also 5 of the students said that they felt heartache when they read that metaphor. 4 of the students expressed their feeling to that metaphor as pity while the other 4 expressed as shock. On the other hand, 4 of the students stated that this metaphor activated scandalize associations, and other 4 of the students claimed that this metaphor expressed the deepest of the feelings. 3 students said that this metaphor attracted their attention, and also 3 of the students assigned vigilance to this metaphor. Only 2 of the students felt surprise, and only 2 of the students felt wildness. 1 of the students was inconsequent when he read that metaphor. Only 1 of the students felt equivocal, and 1 of the students claimed that this metaphor brought no feeling to him/her.

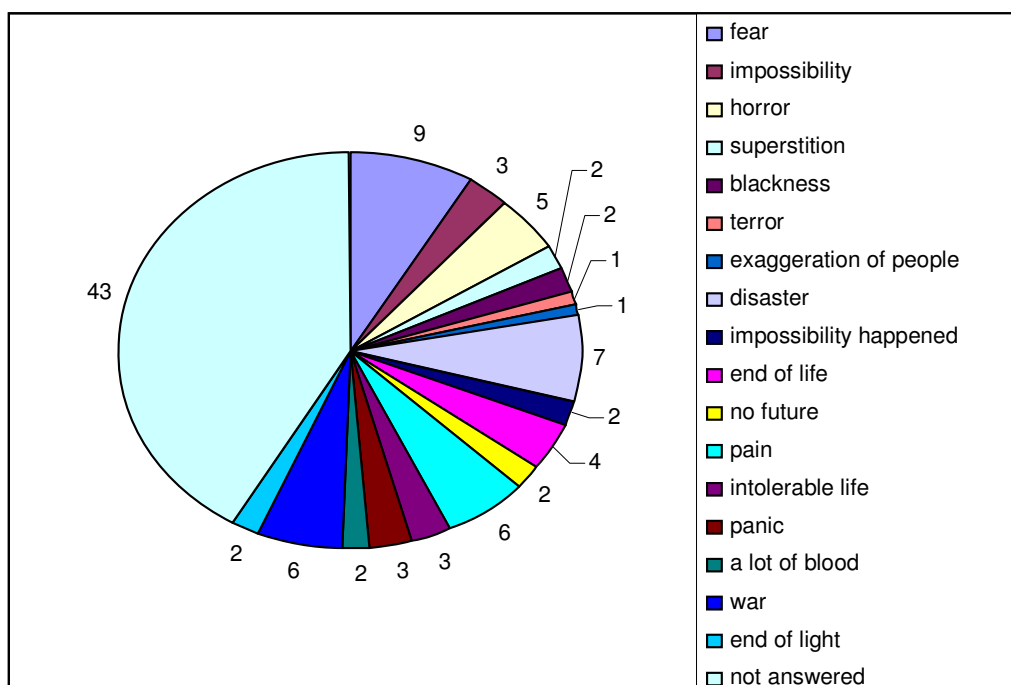
86 of the students added this metaphor to war category and only 14 of the students said that this metaphor had a relationship to friendship. In addition to this 72 of the students claimed that this metaphor is comparison, while only 31 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced on them in order to have feelings that were mentioned above, 49 of the students believe that it is culture, people around them, and 54 of the students claimed that it was an education in schools.

2) “Stay a pandemonium.”

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (9)
- b) this metaphor is familiar to you in written or spoken languages (48)
- c) in both version (13)
- d) do not know this metaphor (19)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (74), love (1), friendship (12))

-What can you say about that metaphor?

- a) this is comparison (51)
- b) think that this similarity is a reason of incorrect idea (20)

-What influenced you in order to have that kind of feelings?

- a) culture, people around me (69)

b) education in school

(24)

When asked about the metaphor “Stay a pandemonium”, different answers were obtained. 9 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 48 of the students claimed that this metaphor was familiar to them in the written or spoken languages. There are only 13 of the students who pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in the written or spoken languages and also this metaphor was familiar to them in the written or spoken languages. The number of last answers is very close to the previous one because 19 of the students stated that they do not know this metaphor.

When students were asked about feelings that they experience when they hear or read “Stay a pandemonium.” metaphor, 43 of the students did not answer this question. 9 of the students felt fear, only 7 of the students felt disaster and 6 of the students related war to this metaphor. Pain was stated by 6 of the students. According to 5 of the students the metaphor brought horror, and 4 of the students said that it was the end of life. 3 of the students attached impossibility to the metaphor, the other 3 of the students intolerable life. Only 3 of the students stated that this metaphor brought panic associations. 2 of the students claimed that this metaphor expressed superstition. 2 students said that this metaphor attracted blackness, and also 2 of the students related impossibility to this metaphor. Only 2 of the students felt no future, and only 2 of the students said that this metaphor was associated with a lot of blood. 2 of the students claimed that they saw the end of light when they read or heard that metaphor. Only 1 of the students saw terror, and 1 claimed that this metaphor showed exaggeration.

74 of the students added this metaphor to war category, 12 of the students said that this metaphor had a relationship to friendship, and only 1 of the students added this metaphor to love. In addition to this 51 of the students claimed that this metaphor is comparison, in contrast only 20 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order

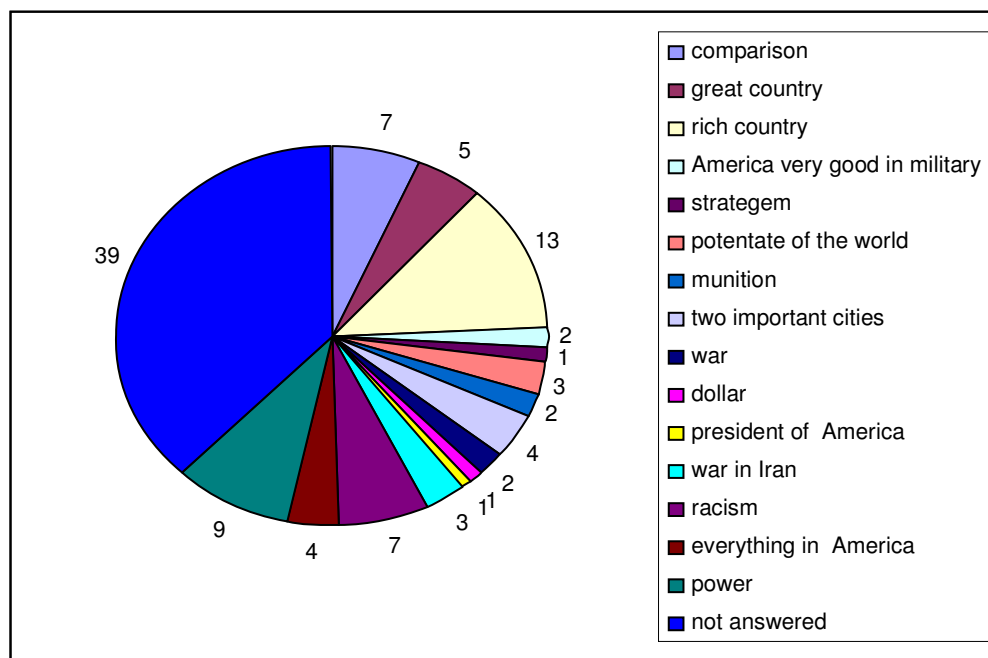
to have feelings that were mentioned above, 69 of the students believe that it is culture, people around them, and only 24 of the students claimed that it was an education in schools.

3) “Washington-is cash desk of United State of America. Pentagon-is a war car.”

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (5)
- b) this metaphor is familiar to you in written or spoken languages (28)
- c) in both version (12)
- d) do not know this metaphor (52)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance (0), war (91), love (0), friendship (10))

-What can you say about that metaphor?

a) it is a comparison (61)

b) think that this similarity is a reason of incorrect idea (39)

-What influenced you in order to have that kind of feelings?

a) culture, people around me (57)

b) education in school (42)

When asked about the metaphor “Washington-is cash desk of United State of America. Pentagon-is a war car.” different answers were obtained. 5 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 28 of the students claimed that this metaphor was familiar to them in the written or spoken languages. There are only 12 of the students who pointed out that they were familiar with this metaphor in both versions, in that they often used that metaphor in the written or spoken languages. 52 of the students stated that they did not know this metaphor.

When students were asked about feelings that they experienced when they heard or read “Washington-is cash desk of United State of America. Pentagon-is a war car” metaphor, 39 of the students did not answer this question. 13 of the students said that rich country America associated with this metaphor, only 9 of the students felt power and 7 of the students related comparison to this metaphor. “Racism” was stated by 7 of the students. According to 5 of the students the metaphor was related with a great country, and also 4 of the students said that this metaphor was related with important cities. 4 of the students assigned pity to the metaphor, the other 4 of the students expressed their feelings by saying that “Everything in America”. On the other hand 3 of the students stated that this metaphor brought potentate of the world, and other 3 of the students claimed that when they heard that metaphor, it associated war in Iran military feelings. 2 of the students said that this metaphor aroused such as good in military, and also 2 of the students related munition to this metaphor. Only 1 of the students felt stratagem, and only 1 of the students related this metaphor to dollar. 1 of the students claimed that this metaphor associated with the president of USA.

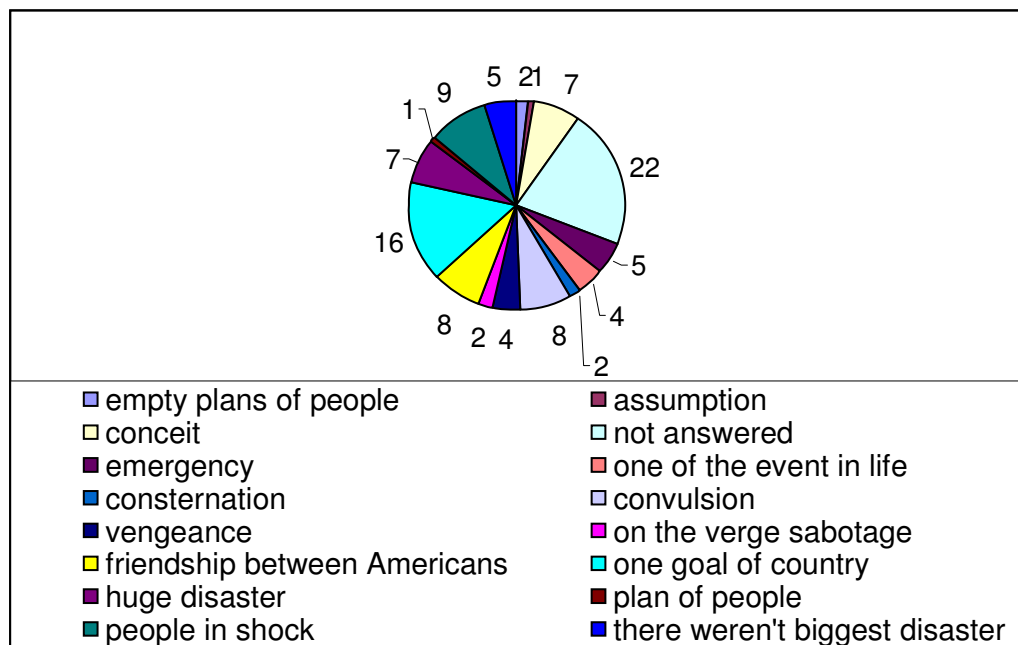
91 of the students added this metaphor to war category, and only 10 of the students said that this metaphor had a relationship to friendship. In addition to this 61 of the students claimed that this metaphor is comparison, while only 39 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 57 of the students believed that it is culture, people around them, and only 42 of the students claimed that it was an education in schools.

4) “Each American, wherever he be, whole country-on the verge.”

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (3)
- b) this metaphor is familiar to you in written or spoken languages (24)
- c) in both version (11)
- d) do not know this metaphor (63)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance (0), war (41), love (7), friendship (33))

-What can you say about that metaphor?

a) this is comparison (28)

b) think that this similarity is a reason of incorrect idea (59)

-What influenced you to have that kind of feeling?

a) culture, people around me (71)

b) education in school (21)

When asked about metaphor “Each American, wherever he be, whole country-on the verge” different answers were obtained. 3 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 24 of the students claimed that this metaphor was familiar to them in written or spoken languages. There were only 11 of the students who pointed out that they were familiar with this metaphor in both versions, in that they often used that metaphor in the written or spoken languages. 63 of the students stated that they did not know this metaphor.

When students were asked about feelings that they experienced when they heard or read “Each American, wherever he be, whole country-on the verge” metaphor, 22 of the students did not answer this question. 16 of the students saw one goal of country, only 8 of the students stated friendship between Americans and 8 of the students associated convulsion to this metaphor. “People in shock” was stated by 9 of the students. According to 7 of the students the metaphor brought the conceit feelings, and also 7 of the students said that they saw the huge disaster when read that metaphor. 5 of the students added that there weren’t biggest disaster; the other 5 of the students expressed their feelings by emergency. 4 of the students stated that this metaphor brought association such as one of the event of life, and other 4 of the students claimed that this metaphor expressed vengeance. 2 of the students said that this metaphor means empty plans of people, and also 2 of the students related consternation to this metaphor. Only 2 of the students said that this

metaphor associated with the verge of sabotage. 1 of the students stated that the plan of people was the idea of this metaphor. Only 1 of the students felt emergency.

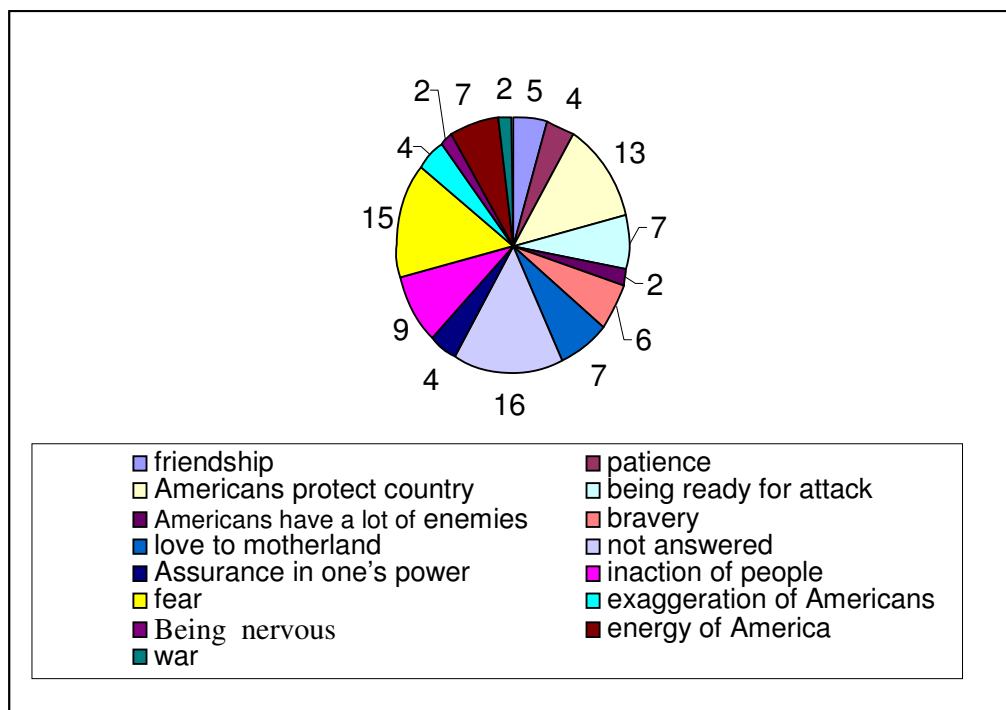
41 of the students added this metaphor to war category, 33 of the students said that this metaphor had a relationship to friendship and only 7 of the students added this metaphor to love. In addition to this 28 of the students claimed that this metaphor was comparison, in contrast 59 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 71 of the students believed that it was culture, people around them, and only 21 of the students claimed that it was an education in schools.

5) “We all just sit here and behave here, and do not give anyone to tread on us. “

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (17)
- b) this metaphor is familiar to you in written or spoken languages (13)
- c) in both version (9)
- d) do not know this metaphor (54)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance (0), war (72), love (0), friendship (30))

-What can you say about that metaphor?

a) this is comparison (25)

b) think that this similarity is a reason of incorrect idea (72)

- What influenced you to have that kind of feeling?

a) culture, people around me (41)

b) education in school (49)

When asked about the metaphor “We all just sit and behave here, and do not give anyone to tread on us.” different answers were obtained. 17 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 13 of the students claimed that this metaphor was familiar to them in the written or spoken languages. There are only 9 of the students who pointed out that they were familiar with this metaphor in both versions, in that they often used that metaphor in

the written or spoken languages. 54 of the students stated that they did not know this metaphor.

When students were asked about their feelings related to that metaphor- “We all just sit and behave here, and do not give anyone to tread on us” 16 of the students did not answer this question. 15 of the students felt fear, only 13 of the students saw protection of country by Americans and 9 of the students associated metaphor with inaction of people. “Be ready for attack” was stated by 7 of the students. According to 7 of the students, metaphor associated with the energy of America, and also 7 of the students said that they saw love to motherland when read that metaphor. 6 of the students assigned bravery to the metaphor, the other 5 of the students expressed their feelings by friendship. Only 4 of the students stated that this metaphor brought patient associations, and other 4 of the students claimed that this metaphor expressed the exaggerations of Americans. 4 of the students said that this metaphor showed how Americans sure in own power, and also 2 of the students related war to this metaphor. Only 2 of the students felt nerve, and 2 of the students claimed that this metaphor explained that Americans have a lot of enemies.

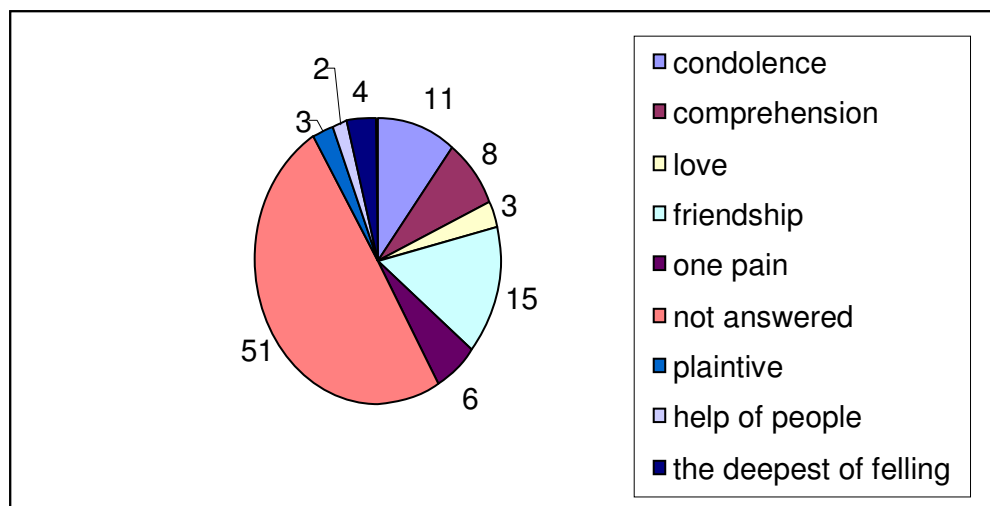
72 of the students added this metaphor to war category, and 33 of the students said that this metaphor had a relationship to friendship. In addition to this 25 of the students claimed that this metaphor is comparison, in contrast 72 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 41 of the students believed that it is culture, people around them, and only 49 of the students claimed that it was an education in schools.

6) “My heart with all these people”

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (9)
- b) this metaphor is familiar to you in written or spoken languages (17)
- c) in both version (14)
- d) do not know this metaphor (61)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (1), dance (0), war (26), love (15), friendship (51))

-What can you say about that metaphor?

a) this is comparison (32)

b) think that this similarity is a reason of incorrect idea (70)

- What influenced you to have these kind of feelings?

a) culture, people around me (38)

b) education in school (61)

When asked about metaphor “My heart with all these people” different answers were obtained, 9 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 17 of the students claimed that this metaphor was familiar to them in written or spoken language. There are only 14 of the students who pointed out that they were familiar with this metaphor in both versions, in that they often used that metaphor in written or spoken language. 61 of the students stated that they did not know this metaphor.

When students were asked about their feelings that they have when they hear or read “My heart with all these people” metaphor, 51 of the students did not answer this question. 15 of the students felt friendship, only 11 of the students felt condolence and 8 of the students related comprehension to this metaphor. “One pain” was stated by 6 of the students. According to 4 of the students the metaphor brought the deepest of feeling, and also 3 of the students said that they felt plaintive when read that metaphor. 2 of the students assigned help of people to the metaphor.

26 of the students added this metaphor to war category, 15 of the students added this metaphor to love, and 51 of the students said that this metaphor had a relationship to friendship. In addition to this 32 of the students claimed that this metaphor is comparison, in contrast 70 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 38 of the students believed that it was culture, people around them, and only 61 of the students claimed that it was an education in schools.

4.1.2 Interpretation of the Russian Text

As I stated before, this questionnaire part includes six metaphors and questions related to each metaphor. The students were asked to interpret each metaphor and choose one of the answers. In this section, the most used answers were written and also the correct interpretation of metaphors was written. The numbers of the students who did not answered the questions is also shown.

The metaphor is “Shocked to the bottom of heart” means “Physical and emotional states, which are entities within a person”. This metaphor was familiar to fifty five of students in written and spoken languages. It is quite natural that eleven of the students felt convulsion when read this metaphor, and nine of the students felt anger and only eight of the students felt defeat. The number of students who did not

give answers to question is thirty. The metaphor is called orientational metaphor, meaning that it does not structure one concept in terms of another but instead organizes a whole system of concepts with respect to each other. We understand ourselves and other objects as having certain orientations relative to the environments we function in (up-down, in-out, front-back, on-off etc). (Lakoff and Johnson: 1980: 25). The best answers which four students gave were “deepest of feelings of Americans” other four of the students stated that they felt “pity” and other four of the students expressed their feelings by “shock”. The metaphor explains how deep feeling of people might be so if take into consideration the best answers of students it is shown that there is a small number of Kazak students who could understand the metaphor correctly. Also getting the meaning of metaphor from the text eighty nine of the students wrote that this metaphor related to war, and may be because of deep feeling which was expressed in metaphor only fourteen of the students stated that they added this metaphor to the friendship category. There were only thirty one of the students who thought that this similarity was a reason of incorrect idea. Only forty nine of the students stated that in order to have feelings about that metaphor, culture and people around influenced on them.

The metaphor is “Stay a pandemonium” means “Life is a gambling game”. This metaphor is called a dead metaphor. There are some more suitable answers of students which can explain the main idea and feelings of metaphor. Only nine of the students felt fear when heard this metaphor, “pain” was stated by six of the students and the more appropriate and related answer was panic, in explanation of this answer three of the students described the place of tragedy and to liven up it in front of eyes. The other four of the students gave wrong answers, and forty five of the students did not give answers. Fifty one of students stated the correct answer such as: comparison and the other twenty of the the students stated that this similarity is a reason of incorrect idea. Thirty two of the students did not give any answers. Sixty nine of the students said that culture influenced on them in order to have those feelings to the metaphor.

The metaphor is “Washington-is cash desk of United State of America. Pentagon-is a war car” means “Understanding is seeing: ideas are light-sources; discourse is a light-medium”. This metaphor is ontological metaphor. Anthological metaphor serve various purposes. Ontological metaphors serve a very limited range of purposes one of which is our metaphor referring (Lakoff and Johnson: 1980: 52). Only five of the students stated that they often use that metaphor in written and spoken languages, and fifty two of the students did not know this metaphor. The most appropriate answers were: thirty of the students said that rich country phrase associate with this metaphor, and only nine of the students felt power of America. Students understood with what metaphor relate and seventy four of the students added this metaphor to war category. In order to this fifty one of the students claimed that this metaphor presented comparison. When asked what influenced them in order to have the feelings that were mentioned above, sixty nine of the students believe that it is culture, people around them.

The metaphor is “Each American, wherever he be, whole country-on the verge” means “Physical and emotional states are entities within a person.” Here we are using one entity to refer to another that is related to it. This is a case of what we will call metonymy. Metaphor and metonymy are different kinds of processes. Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy, on the other hand, has primarily a referential function, that is, it allows us to use one entity to stand for another. It also serves the function of providing understanding. We are including as a special case of metonymy what traditional rhetoricians have called synecdoche, where the part stands for the whole, as in our metaphor. (Lakoff and Johnson: 1980: 132-133). More than half of the students (sixty three) said that they did not know this metaphor. Only nine of the students said that “People in shock is one of the best explanation of this metaphor” and five of the students expressed their feelings by “emergency”. The other answers were not correct. Twenty two of the students did not give answers. Fourty one of the students added this metaphor to war category, in contrast with fifty nine of the students thought that this similarity is a reason of incorrect idea. When asked what influenced them in order to have feelings about the

metaphor, seventy one of the students believed that it is culture, people around them, and only 21 of the students claimed that it was an education in schools.

The metaphor is “We all just sit here and behave here, and do not give anyone to tread on us. “ means “Physical and emotional states are entities within a person”. Here we are using one entity to refer to another that is related to it. This expression we call metonymy. There are differences between metonymy and metaphor. For example metaphor is a way of conceiving of one thing in terms of another. Metonymy has primarily a referential function, that is, it allows us to use one entity to stand for another. It also serves the function of providing understanding (Lakoff and Johnson: 1980: 132). It was surprise that half of the students (fifty four) stated that they did not know these metaphors and only thirteen of the students were familiar with these metaphors in written and spoken languages. Only thirteen of the students gave correct answers as: they felt protection of country, and six of the students added bravery to the metaphor. Sixteen of the students did not give answer and seventy of the students gave wrong answers. When asked the students to which category they added these metaphors the answers were different, seventy two of the students added these metaphors to war category, and thirty two of the students said that these metaphors has relationship to friendship. It was surprised that seventy two of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, forty one of the students believed that it is culture, people around them, and only forty nine of the students claimed that it was an education in schools.

The metaphor is “My heart with all these people” means “Physical and emotional states, which are entities within a person”. The word with indicates accompaniment in English. The fact that it is with and not some other word that indicates accompaniment is an arbitrary convention of English. But given the fact that indicates instrument in English, it is no accident that with also indicates instrumentality. It is a systematic, not an accidental, fact about English that the same word also indicates accompaniment also indicates instrumentality. (Lakoff and

Johnson: 1980: 52). Only seventeen of the students stated that they were familiar with this metaphor in written and spoken languages and sixty one of the students claimed that they did not know this metaphor. When students were asked about their feelings related to that metaphor only eleven of the students felt condolence and four of the students stated that this metaphor expressed the deepest of feeling. These answers were the most appropriate to the meaning of metaphor. Fifty of the students said that this metaphor had a relationship to friendship. Seventy of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, only sixty one of the students claimed that it was an education in schools.

4.1.3 Data Analysis of the English Text written by Kazakhstan Students

The passage was distributed to 103 students in Kazakhstan. The reading passage included 6 metaphors, each metaphor had several questions. Below are the examples of the questions and answers. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions are analyzed and shown in brackets “(…)” next to each question.

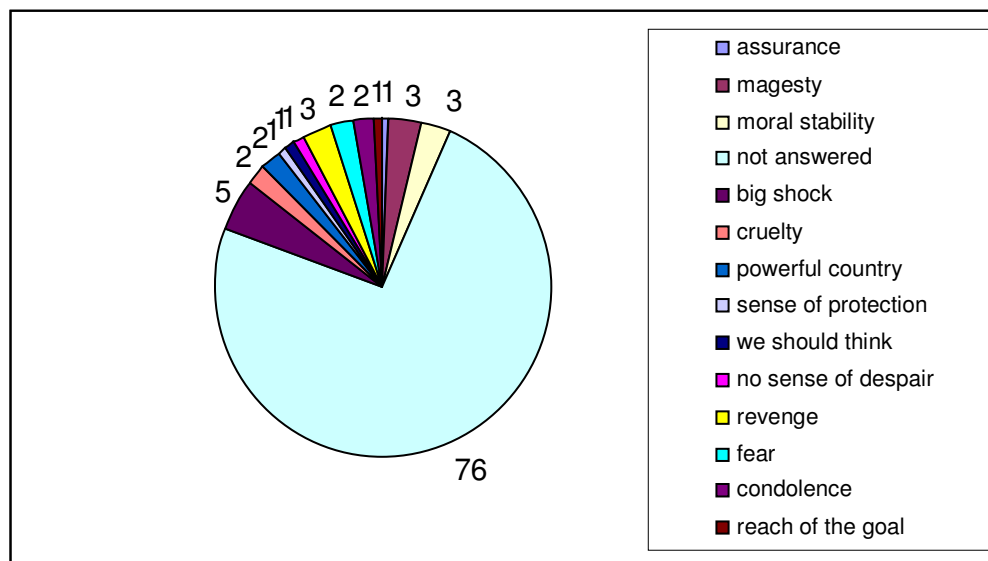
1) “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (4)
- b) this metaphor is familiar to you in written or spoken languages (11)
- c) in both version (3)
- d) do not know this metaphor (65)

What kind of feelings do you experience when you read or hear that metaphor?

(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (54), love (0), friendship (13))

-What can you say about that metaphor?

a) this is comparison (12)

b) think that this similarity is a reason of incorrect idea (72)

-What influenced you to have these kind of feelings?

a) culture, people around me (37)

b) education in school (57)

When students were asked about their opinions and feelings about metaphor such as: "Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America" 4 of the students stated that they often used that metaphor in written and spoken languages. In contrast, 11 of the students claimed that this metaphor was familiar to them in the written language. There were only 3 of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written and spoken languages. 65 of the students stated that they did not know this metaphor.

When students were asked about their feelings related to that metaphor “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America” 76 of the students gave not answer to this question. 5 of the students felt big shock, only 3 of the students said that it was moral stability and 3 of the students related majesty to this metaphor. “Revenge” was stated by 3 of the students. According to 2 of the students the metaphor brought the condolence feelings, and also 2 of the students said that they felt fear when they read that metaphor. 2 of the students expressed their feeling to that metaphor as powerful country while the other 2 expressed as cruelty. On the other hand, 1 of the students stated that this metaphor activated assurance associations, and other 1 of the students claimed that this metaphor expressed how Americans reach of the goal. 1 of the students said that this metaphor showed no sense of despair. Only 1 of the students said that we should think, and 1 of the students claimed that this metaphor brought sense of protection.

54 of the students added this metaphor to war category and only 13 of the students said that this metaphor had a relationship to friendship. In addition to this 12 of the students claimed that this metaphor is comparison, while 72 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 37 of the students believed that it was culture, people around them, and only 57 of the students claimed that it was an education in schools.

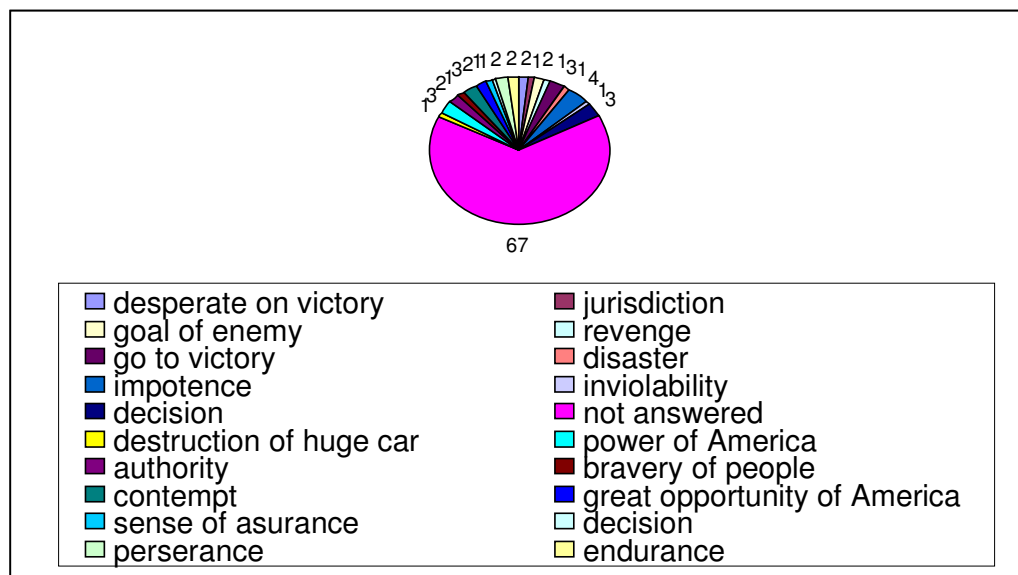
2) “These acts shattered steel, but they cannot dent the steel of American resolve”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (2)
- b) this metaphor is familiar to you in written or spoken languages (6)
- c) in both version (0)
- d) do not know this metaphor (82)

What kind of feelings do you experience when you read or hear that metaphor?

(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance (0), war (61), love (), friendship (9))

-What can you say about that metaphor?

a) this is comparison (29)

b) think that this similarity is a reason of incorrect idea (41)

-What influenced you to have these kind of feelings?

a) culture, people around me (59)

b) education in school (19)

When students were asked about their opinions and feelings about metaphor such as: “These acts shattered steel, but they cannot dent the steel of American resolve”, different answers were obtained. Only 2 of the students stated that they often used that metaphor in written or spoken languages, also 6 of the students claimed that this metaphor was familiar to them in written or spoken languages. None of the students was pointing out that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this

metaphor was familiar to them in written and spoken languages. 82 of the students stated that they did not know this metaphor.

When students were asked about feelings that they have when they hear or read “These acts shattered steel, but they cannot dent the steel of American resolve”, 67 of the students gave no answer to this question. 4 of the students felt impotence, only 3 of the students said “decision” and 3 of the students related authority to this metaphor. “Contempt” was stated by 3 of the students. According to 3 of the students the metaphor brought the feeling of power, and also 2 of the students said that they saw the goal of Americans when they read that metaphor. 2 of the students expressed their feeling to that metaphor as desperate on victory, while the other 2 of the students expressed their feelings by endurance. On the other hand, 2 of the students stated that this metaphor activated perserance associations, and other 2 of the students claimed that this metaphor expressed great opportunity. 2 students said that this metaphor showed authority, and also 1 of the students related destruction of huge car to this metaphor. Only 1 of the students saw bravery of people, and 2 of the students claimed that this metaphor brought power to him/her. 1 of the students related this metaphor to revenge, and 1 of the students said that this metaphor expressed jurisdiction. Only 1 of the students associated this metaphor with decision. “Disaster” was stated 1 of the students and 1 of the students related this metaphor with inviolable.

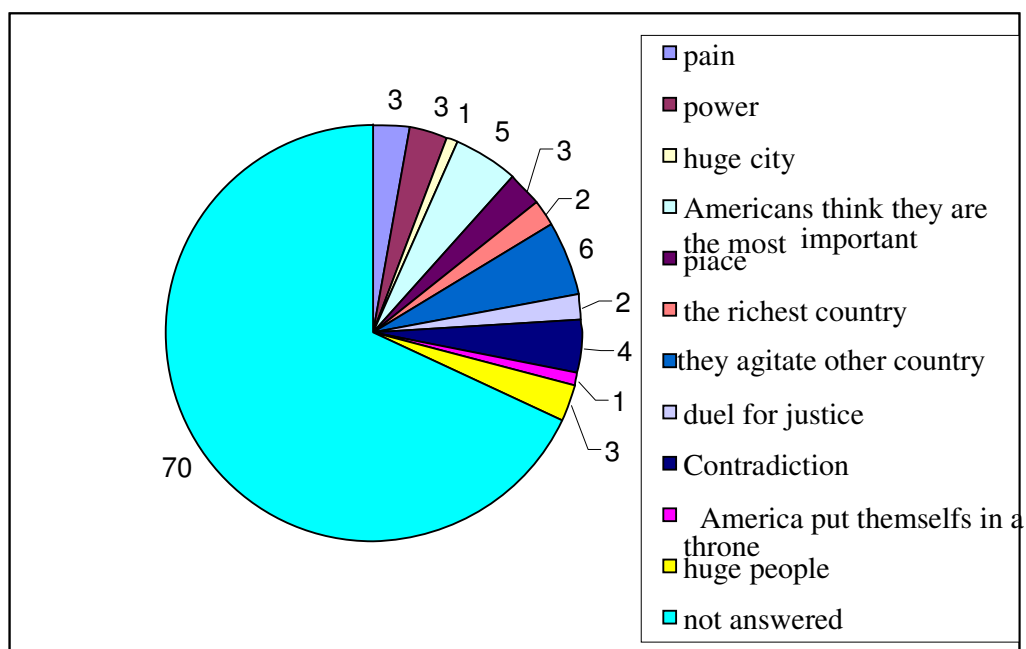
61 of the students added this metaphor to war category, and only 9 of the students said that this metaphor had a relationship to friendship. In addition to this 29 of the students claimed that this metaphor is comparison, while 41 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 59 of the students believed that it is culture, people around them, and only 19 of the students claimed that it was an education in schools.

3) “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (8)
- b) this metaphor is familiar to you in written or spoken languages (12)
- c) in both version (5)
- d) do not know this metaphor (62)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category you can add this metaphor?

(kitchen (0), sport (0), dance (0), war (82), love (0), friendship (2))

-What can you say about that metaphor?

- a) this is comparison (66)
- b) think that this similarity is a reason of incorrect idea (29)

-What influenced you to have these kind of feelings?

- a) culture, people around me (58)

b) education in school

(31)

When students were asked about their opinions and feelings about metaphor such as: “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”, 8 of the students stated that they often used that metaphor in written languages, also 12 of the students claimed that this metaphor was familiar to them in the written and spoken languages. There were only 5 of the students were pointing out that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written and spoken languages. 62 of the students stated that they did not know this metaphor.

When students were asked about their feelings related to that metaphor “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”, 70 of the students gave no answer to this question. 6 of the students stated that Americans agitate other countries, only 5 of the students expressed “Americans think that they are the most important” and 4 of the students related contradiction to this metaphor. “Pain” was stated by 3 of the students. According to 3 of the students, this metaphor brought power, and also 3 of the students said that they felt peace when they read that metaphor. 3 of the students expressed their feeling to metaphor as huge people, while the other 2 expressed their feelings as “America is the richest country”. On the other hand, 2 of the students stated that this metaphor showed duel for justice. 1 of the students said that this metaphor showed how Americans put themselves in a throne, and also 1 of the students assigned huge city to this metaphor.

82 of the students added this metaphor to war category, and only 2 of the students said that this metaphor had a relationship to friendship. In addition to this 66 of the students claimed that this metaphor is comparison, while 29 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 58 of the students believed that it is culture, people around them, and only 31 of the students

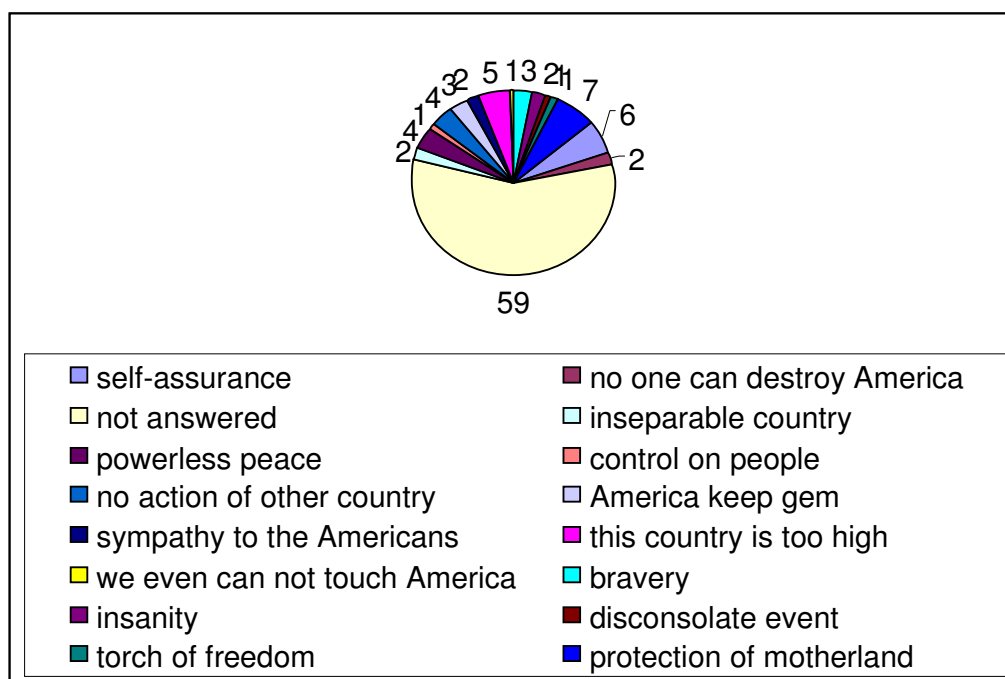
claimed that it was an education in schools.

4) “And no one will keep that light from shining”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (7)
- b) this metaphor is familiar to you in written or spoken languages (18)
- c) in both version (3)
- d) do not know this metaphor (71)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (62), love (23), friendship (10))

-What can you say about that metaphor?

- a) this is comparison (5)
- b) think that this similarity is a reason of incorrect idea (81)

- What influenced you to have these kind of feelings?

a) culture, people around me (49)

b) education in school (51)

When students were asked about their opinions and feelings about metaphor such as: “And no one will keep that light from shining”, only 7 of the students stated that they often used that metaphor in written or spoken languages, also 18 of the students claimed that this metaphor was familiar to them in written and spoken languages. There are only 3 of the students who pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written and spoken languages. 71 of the students stated that they did not know this metaphor.

When students were asked about their feelings related to that metaphor “And no one will keep that light from shining”, 59 of the students did not answer this question. 7 of the students said that this metaphor related to protection of motherland, only 6 of the students felt self-assurance and 5 of the students stated that this country is too high. “No action of other countries” was stated by 4 of the students. According to 4 of the students the metaphor expressed powerless peace feelings, and also 3 of the students said that America keep gem. 3 of the students attacked bravery to the metaphor, the other 2 of the students “no one can destroy America”. On the other hand 2 of the students stated that this metaphor brought insanity associations, and other 2 of the students claimed that this metaphor expressed sympathy to the Americans. 1 students said that this metaphor showed torch of freedom, and also 1 of the students related disconsolate event to this metaphor. Only 1 of the students said that “We even can not touch the America” and 1 of the students claimed that this metaphor was associated with control on people.

62 of the students added this metaphor to war category, 10 of the students said that this metaphor had a relationship to friendship, and only 23 of the students added this metaphor to love category. In addition to this only 5 of the students claimed that this metaphor is comparison, while 81 of the students thought that this similarity was

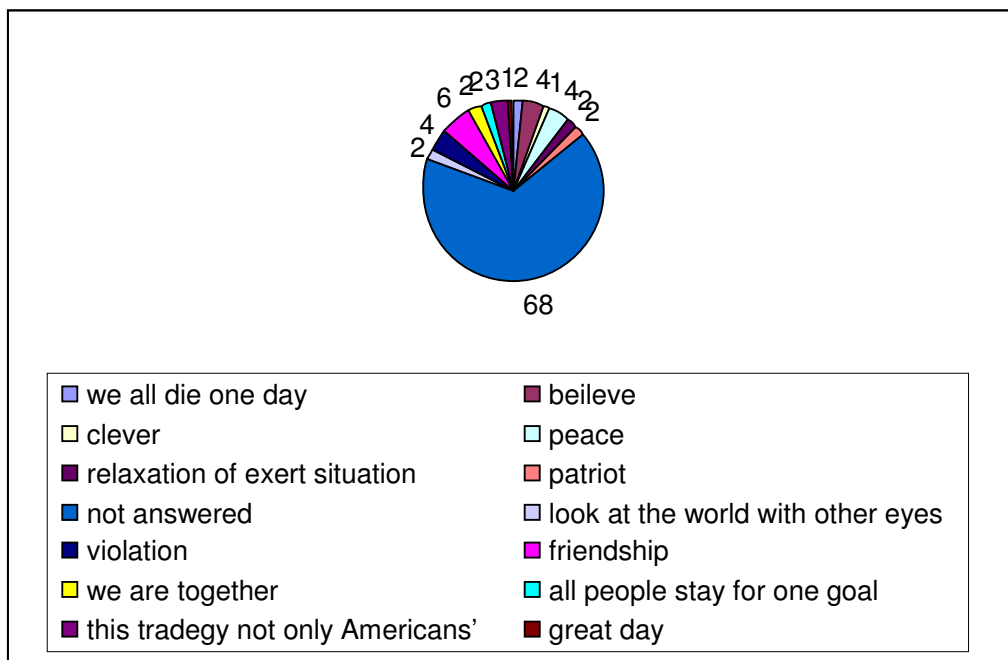
a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 49 of the students believed that it was culture, people around them, and only 51 of the students claimed that education at schools helped them a lot.

5) “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (1)
- b) this metaphor is familiar to you in written or spoken languages (7)
- c) in both version (0)
- d) do not know this metaphor (89)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (61), love (3), friendship (19))

-What can you say about that metaphor?

- a) this is comparison (24)
- b) think that this similarity is a reason of incorrect idea (71)

-What influenced you in order to have that kind of feelings?

- a) culture, people around me (62)
- b) education in school (25)

When students were asked about their opinions and feelings about metaphor such as: “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”, only 1 of the students stated that they often used that metaphor in written or spoken languages, also 7 of the students claimed that this metaphor was familiar to them in written or spoken languages. None of the students was pointing out that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 89 of the students stated that they did not know this metaphor.

When students were asked about their feelings related to that metaphor “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”, 68 of the students gave no answer to this question. 6 of the students said that this metaphor expressed friendship, only 4 of the students felt violation and 4 of the students stated that this metaphor associated with believe of people. “Peace” was stated by 4 of the students. According to 3 of the students the metaphor showed that this tragedy is not only Americans’, and also 2 of the students said that they saw patriots in this metaphor. 2 of the students expressed their feeling to that metaphor as relaxation of exert situation, the other 2 students expressed as “we all die one day”. On the other hand 2 of the students stated that this metaphor activated associations that all people stay for one goal, and other 2 of the students claimed that this metaphor expressed how Americans are together. 2 of the students said that this metaphor showed how to look at the world with other eyes, “clever” was stated by 1 of the students. Only 1 of the students said that this metaphor brought “Relaxation of exert situation”.

61 of the students added this metaphor to war category, 19 of the students said that this metaphor had a relationship to friendship, and only 3 of the students added this metaphor to love category. In addition to this only 24 of the students claimed that this metaphor is comparison, while 71 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 62 of the students believed that it was culture, people around them, and only 25 of the students claimed that it was an education in schools.

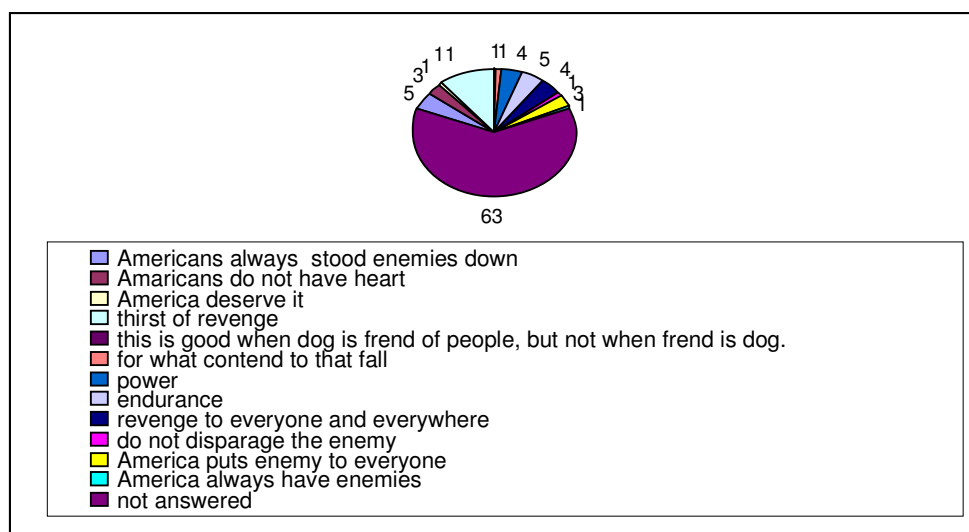
6) “America has stood down enemies before and we will do so this time”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (17)
- b) this metaphor is familiar to you in written or spoken languages (5)
- c) in both version (3)
- d) do not know this metaphor (81)

What kind of feelings do you experience when you read or hear that metaphor?

(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (91), love (0), friendship (3))

-What can you say about that metaphor?

a) this is comparison (39)

b) think that this similarity is a reason of incorrect idea (54)

-What influenced you in order to have that kind of feelings?

a) culture, people around me (31)

b) education in school (60)

When students were asked about their opinions and feelings about the metaphor such as: “America has stood down enemies before and we will do so this time”, only 17 of the students stated that they often used that metaphor in written or spoken languages, also 15 of the students claimed that this metaphor was familiar to them in written or spoken languages. There are only 3 of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written and spoken languages. 81 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “America has stood down enemies before and we will do so this time”, 63 of the students did not answer this question. 11 of the students said that this metaphor related to thirst to revenge, only 5 of the students claimed that Americans always has stood down enemies and 5 of the students stated that this metaphor associated with endurance. “Revenge to everyone and everywhere” was stated by 4 of the students. According to 4 of the students the metaphor brought power, and also 3 of the students said that America puts enemy to everyone. 3 of the students stated that “Americans do not have heart”, the other 1 expressed as “America always have enemies”. On the other hand 1 of the students stated that this metaphor brought “Americans do not disparage the enemy” associations, and other 1 of the students claimed that this metaphor expressed for what contend to that fall. The statement of 1 of the students

was “This is good when dog is friend of people, but not when friend is dog”, and also 1 of the students explained that Americans deserve it.

91 of the students added this metaphor to war category, 3 of the students said that this metaphor had a relationship to friendship. In order to this only 39 of the students claimed that this metaphor is comparison, while 54 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 31 of the students believed that it was culture, people around them, and only 60 of the students claimed that was an education in schools.

4.1.4 Interpretation of the English Text written by Kazakhstan Students

As I stated before, this part of the questionnaire includes six metaphors and questions related to each metaphor. The students were asked to interpret each metaphor and choose one of the answers. In this section, the most used answers were written and also the correct interpretations of metaphors were written. The numbers of the students who did not answer the questions is also shown.

The metaphor is “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America” means “Theories (and arguments) are buildings”. This example shows what we will call metonymy. Metaphor and metonymy are different kinds of processes. Metaphor is conceiving of one thing in terms of another. Metonymy, on the other hand, has primarily a referential function, that is, it allows us to use one entity to stand for another. It also serves the function of providing understanding (Lakoff and Johnson: 1980: 132). It was surprise that only three of the students pointed that they familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and more than half of the students (sixty five) of the students stated that they do not know this metaphor. The correct answers were: one of the students claimed that this metaphor showed no sense of despair and one of the students

pointed that this metaphor brought sense of protection. The other twenty five of the students did not understand that metaphor and gave wrong answers. Seventy six of the students did not give interpretation to the metaphor. Fifty four of the students understood that this metaphor related to the war and only twelve of the students claimed that this metaphor presents comparison. When asked what influenced them in order to have feelings that were mentioned above, thirty three of the students believed that it is culture, people around them, and only fifty seven of the students claimed that it was an education in schools.

The metaphor is “These acts shattered steel, but they cannot dent the steel of American resolve” means “Theories (and arguments) are buldings”. Here we are using one entity to refer to another that is related to it. This is metonymy. Metaphor and metonymy are different kinds of processes. Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy has primarily a referential function, that is, it allows us to use one entity to stand for another. (Lakoff and Johnson: 1980: 132). Only two of the students stated that they often used that metaphor in written or spoken languages, also six of the students claimed that this metaphor was familiar to them in written and spoken language. Eighty two of the students stated that they did not know this metaphor. When students were asked about their feelings related to that metaphor sixty of the students gave no answer this question. There were a lot of variants of answers but the most appropriate to the meaning of metaphor were given by three of the students: “metaphor brings the power feeling”, two of the students expressed their feelings by endurance, and one of the students said that inviolability is the best interpretation of metaphor. Most of the students knew to which topic this metaphor relate, sixty one of the students added this metaphor to war category. Howether only twenty nine of the students claimed that this metaphor presents comparison. When asked what influenced them in order to have feelings that were mentioned above, only fifty nine of the students believed that it is culture and people around them.

The metaphor is “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world” means “Significant is big”. This

metaphor is called an ontological metaphor. Ontological metaphors serve various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. Ontological metaphors are necessary for even attempting to deal rationally with our experiences. The range of ontological metaphors that we use for purposes is enormous. (Lakoff and Johnson: 1980: 53). Only eight of the students stated that they often used that metaphor in written and spoken languages, sixty two of the students stated that they did not know this metaphor. When students were asked about their feelings related to that metaphor seventy of the students did not answer this question. Most of the students instead to concentrate only on the metaphor concentrate on all sentence because of this different answers were obtained such as: six of the students stated that Americans agitate other country, four of the students related contradiction to this metaphor, "Pain" was stated by three of the students, and also three of the students said that they saw peace when read that metaphor. The most suitable description of the metaphor were: two of the students expressed their feelings by saying "the richest country", also one of the students related huge city to this metaphor, only five of the students said that Americans think that they are the most important. As in other metaphors also here most of the students (eighty two) connected metaphor with war category. In order to this sixty six of the students gave correct answer, they claimed that this metaphor was comparison. When asked what influenced them in order to have feelings that they mentioned, fifty eight of the students believed that it is culture, people around them.

The metaphor is "And no one will keep that light from shining" means "Physical and emotional states are entities within a person". Only seven of the students stated that they often used that metaphor in written and spoken languages. There were only three of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. Seventy one of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor fifty one of the students did not answer this question. It was surprise that seven of the students understood metaphor and said that this metaphor related to protection of motherland, two of the

students expressed their feelings by “no one can destroy us”. Most of the students (sixty two) added this metaphor to war category. In order to this only five of the students gave correct answer, they claimed that this metaphor is comparison, in contrast eighty one of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned, fifty one of the students claimed that it was an education in schools.

The metaphor is: “This is a day when all Americans from every walk of life unite in our resolve for justice and peace” means “Life is a container”. We understand ourselves and other objects as having certain orientations relative to the environments we function in, since most of them have to do with spatial orientation: (up-down, front-back, on-off) These spatial orientations arise from the fact that we have bodies of the sort we have and that they function as they do in our physical environment (Lakoff and Johnson: 1980: 24). Only one of the students stated that they often used that metaphor in written or spoken languages. None of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. Eighty of the students stated that they do not know this metaphor. When students were asked about their feelings related to metaphor sixty eight of the students did not answer this question. The correct answers were: six of the students said that this metaphor relates to friendship, and other two of the students claimed that this metaphor expressed how Americans are together. Sixty one of the students added this metaphor to war category. In order to this only seventy one of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned, sixty two of the students believe that it is culture, people around them.

The metaphor is “America has stood down enemies before and we will do so this time” means “Emotional effect is physical contact”. This metaphor is ontological metaphor. Ontological metaphor serves various purposes. Ontological metaphors are necessary for even attempting to deal rationally with our experiences. The range of ontological metaphors that we use for purposes is enormous. This metaphor also

Personification metaphor. Most obvious ontological metaphors are those. Where the physical objects are further specified as being a person. This allows us to comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities. The point here is that personification is a general category that covers a very wide range of metaphors, each picking out different aspects of a person or ways of looking at a person. (Lakoff and Johnson: 1980: 25-53). Only seventeen of the students stated that they often used that metaphor in written or spoken languages, and eighty one of the students claimed that they do not know this metaphor. When students were asked about their feelings related to that metaphor sixty three of the students did not answer this question. Only eleven of the students said that this metaphor relate to thirst to revenge. Ninety one of the students gave correct answer, they added this metaphor to war category. In order to this fifty four of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that they mentioned, thirty one of the students believed that it is culture, people around them, and sixty of the students claimed that it was education in schools.

4.1.5 Data Analysis of the English Text written by Turkish Students

The passage was distributed to 98 students. The reading passage included 6 metaphors, each metaphor had several questions. Below are the examples of the questions and answers. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions is analyzed and shown in brackets “(…)” next to each question.

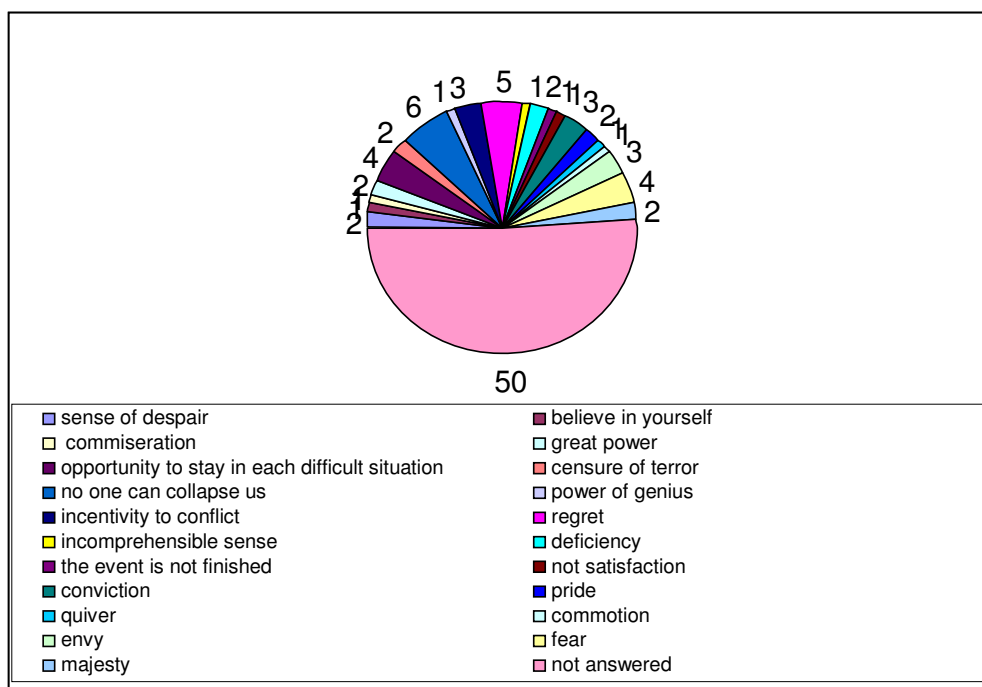
1) “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (2)
- b) this metaphor is familiar to you in written or spoken languages (6)

- c) in both version (7)
- d) do not know this metaphor (83)

What kind of feelings do you experience when you read or hear that metaphor?(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (1), dance (0), war (40), love (0), friendship (28))

-What can you say about that metaphor?

-
- a) this is comparison (37)
- b) think that this similarity is a reason of incorrect idea (42)

-What influenced you in order to have that kind of feelings?

- a) culture, people around me (50)
- b) education in school (21)

When students were asked about their opinions and feelings about metaphor such as: “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America” 2 of the students stated that they often used that metaphor in written or spoken languages. In contrast, 6 of the students claimed that this metaphor was familiar to them in written or spoken languages. There are only 7 of the students who pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken language. 83 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America”, 50 of the students did not answer this question. 6 of the students said that this metaphor brought association that no one can collapse Americans, only 5 of the students felt regret and 4 of the students stated that the event is not finished. “Fear” was stated by 4 of the students. According to 3 of the students the metaphor brought envy, and also 3 of the students said that they saw conviction in this metaphor. 3 of the students attached incentive to conflict to the metaphor, the other 2 of the students “majesty”. On the other hand 2 of the students stated that this metaphor brought commotion association, and other 2 of the students claimed that this metaphor expressed censure of terror. 2 of the students said that this metaphor showed quiver, and also 2 students stated that this metaphor explained “pride”. Only 2 of the students said that this metaphor brought “sense of despair”. 1 of the students claimed that this metaphor brought commotion feeling; also 1 of the students stated that deficiency one of the most appropriate description or explanation of this metaphor. On the other hand 1 of the students said that this metaphor explains opportunity to stay in each difficult situation and 1 of the students expressed his opinion such as incomprehensible sense. According to 1 of the students this metaphor showed how Americans believe in yourself, and 1 of the students stated that they felt

commiseration. 1 of the students claimed that this metaphor explained power of genius.

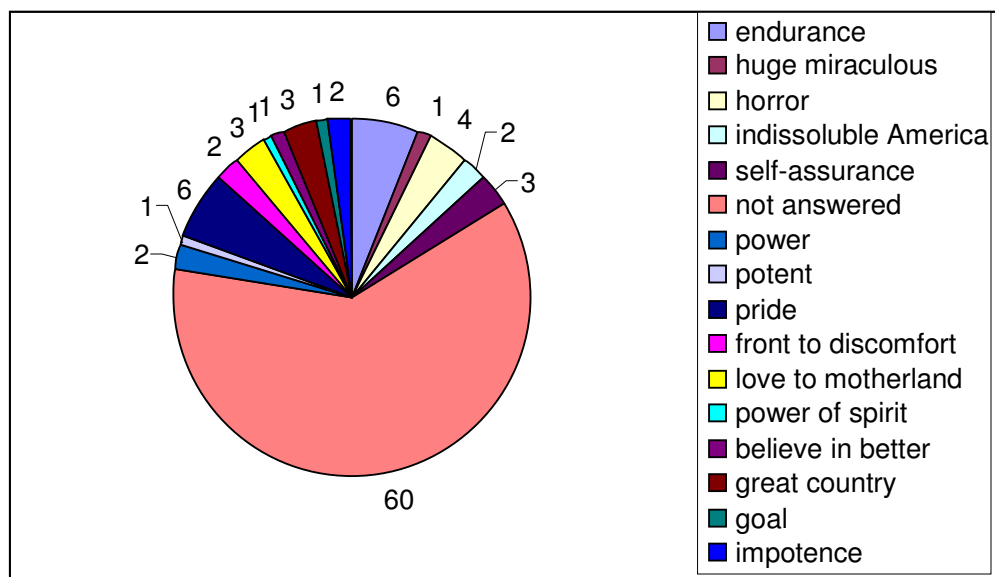
40 of the students added this metaphor to war category, only 28 of the students said that this metaphor had a relationship to friendship, and 1 of the student stated that he/she added this metaphor to sport category. In addition to this 37 of the students claimed that this metaphor represents comparison, in contrast 42 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 50 of the students believed that it is culture, people around them, and only 21 of the students claimed that it was an education in schools.

2) “These acts shattered steel, but they cannot dent the steel of American resolve”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (14)
- b) this metaphor is familiar to you in written or spoken languages (6)
- c) in both version (0)
- d) do not know this metaphor (72)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (59), love (0), friendship (12))

-What can you say about that metaphor?

a) this is comparison (21)

b) think that this similarity is a reason of incorrect idea (61)

-What influenced you in order to have that kind of feelings?

a) culture, people around me (32)

b) education in school (44)

When students were asked about their opinions and feelings about the metaphor such as: “These acts shattered steel, but they cannot dent the steel of American resolve”, 14 of the students stated that they often used that metaphor in written or spoken languages, only 6 of the students claimed that this metaphor was familiar to them in written or spoken languages. None of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them

in written or spoken languages. 72 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “These acts shattered steel, but they cannot dent the steel of American resolve”, 60 of the students did not answer this question. 6 of the students said that this metaphor related to endurance, only 6 of the students felt pride and 4 of the students stated that this metaphor brings horror. “Power” was stated by 2 of the students. According to 3 of the students metaphor brought information such as: love to motherland, and also 3 of the students said that they felt great country in this metaphor. 3 of the students added self-assurance to the metaphor, the other 2 of the students expressed their feelings by “front to discomfort”. On the other hand 2 of the students stated that this metaphor brought indissoluble of America, and other 2 of the students claimed that this metaphor expressed impotence. 1 of the students said that this metaphor showed potent, and also 1 of the students stated that this metaphor explains “power of spirit”. Only 1 of the students said that this metaphor brought “Believe in better”. 1 of the students said that this metaphor explained goal, and 1 of the students huge miraculous.

59 of the students added this metaphor to war category, and only 12 of the students said that this metaphor had a relationship to friendship. In addition to this 21 of the students claimed that this metaphor presents comparison, while 61 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 32 of the students believed that it was culture, people around them, and only 44 of the students claimed that it was education in schools.

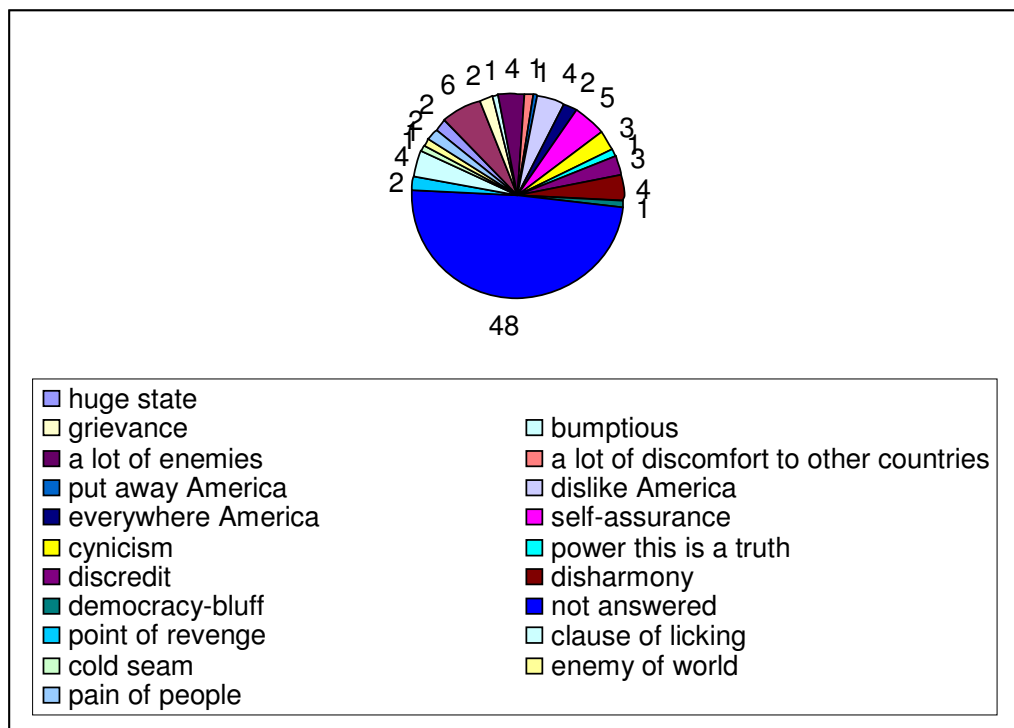
3) “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (3)
- b) this metaphor is familiar to you in written or spoken languages (5)

- c) in both version (5)
- d) do not know this metaphor (56)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (71), love (0), friendship (10))

-What can you say about that metaphor?

- a) this is comparison (47)
- b) think that this similarity is a reason of incorrect idea (31)

-What influenced you to have that kind of feelings?

- a) culture, people around me (51)
- b) education in school (14)

When students were asked about their opinions and feelings about the metaphor such as: “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”, only 3 of the students stated that they often used that metaphor in written or spoken languages, also 5 of the students claimed that this metaphor was familiar to them in written or spoken languages. There are only 5 of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 56 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”, 48 of the students did not answer this question. 10 of the students said that this metaphor brought association that Americans have a lot of enemies, only 5 of the students felt self-assurance and 4 of the students stated that this metaphor brought disharmony. “Dislike America” was stated by 4 of the students. According to 4 of the students the metaphor brought clause of licking, and also 3 of the students said that they saw discredit in this metaphor. 3 of the students added their feeling to metaphor such as cynicism; the other 2 of the students expressed their feelings by “Everywhere America”. On the other hand 2 of the students stated that this metaphor brought grievance, and other 2 of the students claimed that this metaphor presented huge state. 2 of the students expressed that this metaphor showed pain of people, and also 2 of the students stated “point of revenge”. Only 1 of the students said that this metaphor showed “democracy-bluff”. 1 of the students claimed “Power this is the truth”; also 1 of the students stated that “Put away America” one of the most appropriate description or explanation of this metaphor. On the other hand 1 of the students said that this metaphor explains a lot of discomfort of other countries and 1 of the students stated his/her opinion such as bumptious sense. According to 1 of the students this metaphor showed enemy of world, and 1 of the students stated that they felt cold seam.

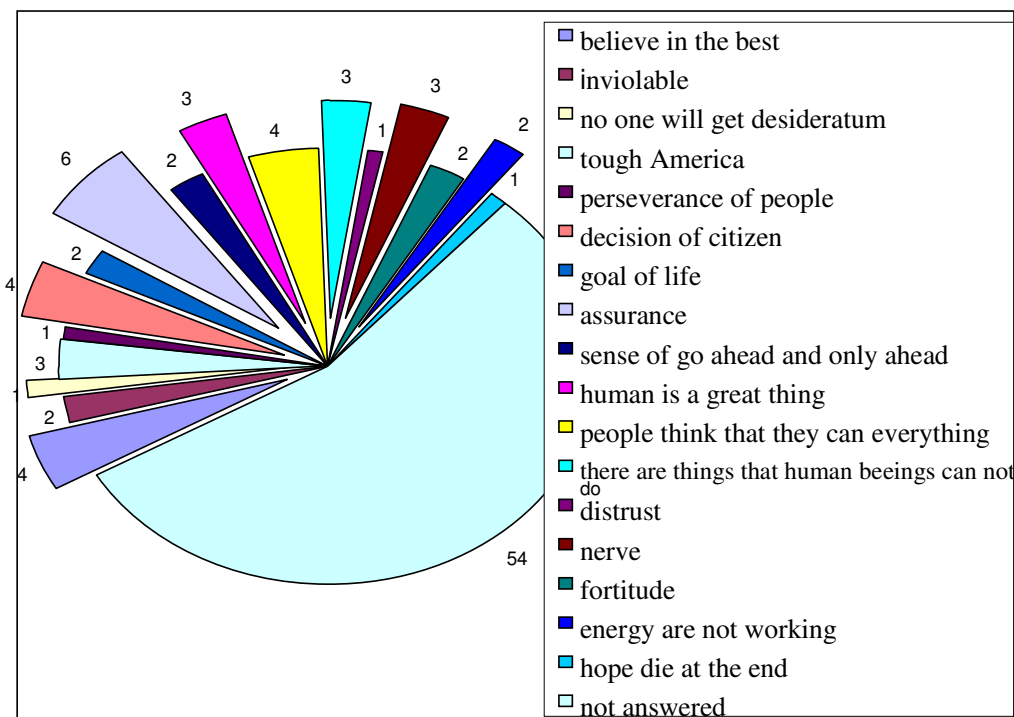
71 of the students added this metaphor to war category, and only 10 of the students said that this metaphor had a relationship to friendship. In addition to this 47 of the students claimed that this metaphor is comparison, while 31 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 51 of the students believed that it was culture, people around them, and only 14 of the students claimed that it was an education in schools.

4) “And no one will keep that light from shining”.

-Metaphor at the top

- e) you often use that metaphor (in written or spoken languages) (16)
- f) this metaphor is familiar to you in written or spoken languages (2)
- g) in both version (0)
- h) do not know this metaphor (62)

What kind of feelings do you experience when you read or hear that metaphor?(write)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (81), love (7), friendship (5))

-What can you say about that metaphor?

a) this is comparison (16)

b) think that this similarity is a reason of incorrect idea (69)

-What influenced you to have that kind of feelings?

a) culture, people around me (31)

b) education in school (42)

When students were asked about their opinions and feelings about the metaphor such as: “And no one will keep that light from shining”, only 16 of the students stated that they often used that metaphor in written or spoken languages, also 2 of the students claimed that this metaphor was familiar to them in written or spoken languages. None of the students pointed out that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor familiar to them both in written or spoken languages. 62 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor-“And no one will keep that light from shining”, 54 of the students did not answer this question. 6 of the students said that this metaphor brought assurance, only 4 of the students said that people think that they can everything and 3 of the students stated that this metaphor brought nerve. “There are things that people can not do” was stated by 3 of the students. According to 3 of the students human is a great thing, and also 3 of the students said that they saw tough America in this metaphor. 4 of the students added their feeling to metaphor such as believe in the best; the other 4 of the students expressed their feelings as “Decision of citizens”. On the other hand 2 of the students stated that this metaphor expressed inviolable, and other 2 of the students claimed that this metaphor expressed goal of life. 2 of the students said that this metaphor showed sense of go ahead and only ahead, and also 2 of the students stated that this metaphor

explains “fortitude”. Only 1 of the students said “hope to die at the end”. 1 of the students claimed that “Distrust” could explain the idea of this metaphor; also 1 of the students stated that “Perseverance of people” one of the most appropriate description or explanation of this metaphor. On the other hand 1 of the students said that this metaphor explained that no one will get desideratum.

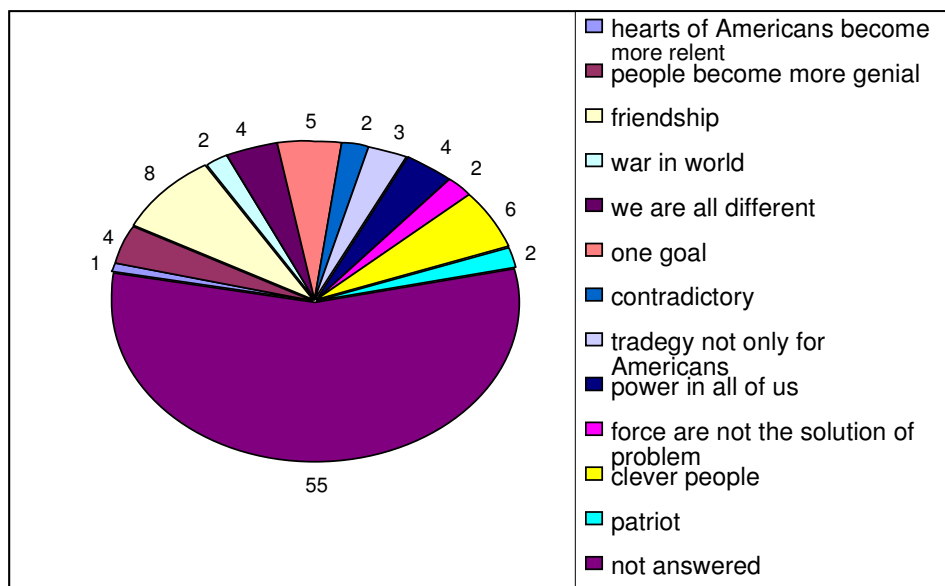
81 of the students added this metaphor to war category, 5 of the students said that this metaphor had a relationship to friendship, and only 7 of the students added this metaphor to love category. In addition to this only 16 of the students claimed that this metaphor represents comparison, while 69 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 31 of the students believed that it was culture, people around them, and only 42 of the students claimed that it was an education in schools.

5) “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”.

-Metaphor at the top

- e) you often use that metaphor (in written or spoken languages) (12)
- f) this metaphor is familiar to you in written or spoken languages (1)
- g) in both version (0)
- h) do not know this metaphor (77)

What kind of feelings do you experience when you read or hear that metaphor?
(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (55), love (8), friendship (20))

-What can you say about that metaphor?

a) this is comparison (30)

b) think that this similarity is a reason of incorrect idea (51)

-What influenced you to have that kind of feelings?

a) culture, people around me (47)

b) education in school (29)

When students were asked about their opinions and feelings about metaphor such as: "This is a day when all Americans from every walk of life unite in our resolve for justice and peace", 12 of the students stated that they often used that metaphor in written or spoken languages, also 1 of the students claimed that this metaphor was familiar to them in written and spoken languages. None of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 77 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”, 55 of the students did not answer this question. 8 of the students said that this metaphor brought friendship association, only 6 of the students saw clever people in this metaphor and 5 of the students stated that this metaphor expressed “one goal”. “People become more genial” was stated by 4 of the students. According to 4 of the students the metaphor brought meaning that we are all different, and also 4 of the students said that power in all of us. 3 of the students added their feeling to metaphor such as tragedy not only for Americans, the other 2 of the students expressed their feelings as “Patriot”. On the other hand 2 of the students stated that this metaphor explains that force is not the solution of problem, and other 2 of the students claimed that this metaphor expressed war in world. 1 of the students said that this metaphor showed how hearts of Americans become more relent.

55 of the students added this metaphor to war category, 20 of the students said that this metaphor had a relationship to friendship, and only 8 of the students added this metaphor to love category. In addition to this only 30 of the students claimed that this metaphor represents comparison, while 51 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 47 of the students believed that it was culture, people around them, and only 29 of the students claimed that it was an education in schools.

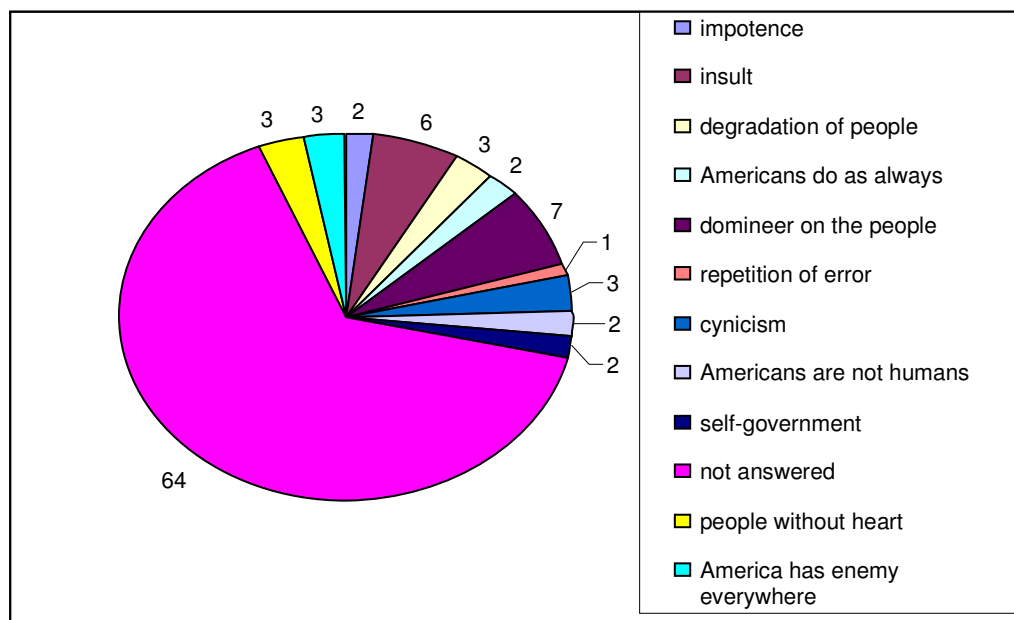
6) “America has stood down enemies before and we will do so this time”.

-Metaphor at the top

- e) you often use that metaphor (in written or spoken languages) (8)
- f) this metaphor is familiar to you in written or spoken languages (16)
- g) in both version (0)
- h) do not know this metaphor (72)

What kind of feelings do you experience when you read or hear that metaphor?

(write it)



-To which category can you add this metaphor?

(kitchen (0), sport (0), dance (0), war (78), love (0), friendship (9))

-What can you say about that metaphor?

a) this is comparison (24)

b) think that this similarity is a reason of incorrect idea (61)

-What influenced you to have that kind of feelings?

a) culture, people around me (47)

b) education in school (29)

When students were asked about their opinions and feelings about metaphor such as: “America has stood down enemies before and we will do so this time”, only 8 of the students stated that they often used that metaphor in written or spoken languages, also 16 of the students claimed that this metaphor was familiar to them in written or spoken languages. None of the students pointed that they were familiar with

this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 72 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “America has stood down enemies before and we will do so this time”, 64 of the students did not answer this question. 7 of the students said that this metaphor brought association as domineer on the people, only 6 of the students felt insult and 3 of the students stated that this metaphor showed people without heart. “America has enemy everywhere” was stated by 3 of the students. According to 3 of the students, the metaphor brought the meaning of degradation of people, and also 3 of the students said that they saw cynicism in this metaphor. 2 of the students added their feeling to metaphor as self-government; the other 2 of the students expressed their feelings by “They are not humans”. On the other hand 2 of the students stated that this metaphor showed that Americans do as always, and other 2 of the students claimed that this metaphor expresses impotence. 1 of the students said that this metaphor showed repetition of error wich Americans do.

78 of the students added this metaphor to war category, 9 of the students said that this metaphor had a relationship to friendship. In order to this only 24 of the students claimed that this metaphor presents comparison, in contrast 61 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 47 of the students believed that it was culture, people around them, and only 29 of the students claimed that it was an education in schools.

4.1.6 Interpretations of the English Text written by Turkish Students

As I stated before, this part of the questionnaire includes six metaphors and questions related to each metaphor. The students were asked to interpret each metaphor and choose one of the answers. In this section, the most used unswers were

written and also the correct interpretation of metaphors was written. The numbers of the students who did not answered the questions is also shown.

The metaphor is “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America” means “Theories (and arguments) are buildings”. Here we are using one entity to refer to another that is related to it. This is a case of what we will call metonymy. (Lakoff and Johnson: 1980: 132). There are only seven of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken language and also this metaphor was familiar to them in written or spoken languages. Eighty three of the students stated that they do not know this metaphor. When students were asked about their experiences related to that metaphor fifty of the students gave no answer to this question. The suitable answers were given by six of the students, they said that this metaphor brought association that no one can collapse Americans and two of the students claimed that this metaphor expresses censure of terror. However in categorisation part most of the students gave correct answers such as: forty of the students added this metaphor to war category, only twenty eight of the students said that this metaphor had a relationship to friendship. In order to this only thirty seven of the students claimed that this metaphor represent comparison, in contrast forty two of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned, fifty of the students believed that it is culture, people around them.

The metaphor is “These acts shattered steel, but they cannot dent the steel of American resolve” means “Theories (and arguments) are buildings”. In this metaphor we are using one entity to refer to another that is related to it. This is a case of what we will call metonymy. Metaphor is a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy has a referential function, that is, it allows us to use one entity to stand for another. It also serves the function of providing understanding (Lakoff and Johnson: 1980: 132). Only fourteen of the students stated that they often used that metaphor in written and spoken

languages. None of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages, and seventy two of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor: sixty of the students did not answer this question. Six of the students could correctly interpret metaphor by saying “endurance of America”, and also “Power” was stated by two of the students. Three of the students added their feeling to metaphor such as self-assurance, only one of the students said that this metaphor brought “Believe in better”. Fifty nine of the students added this metaphor to war category. In order to this only twenty one of the students gave correct answers claimed that this metaphor represents comparison, in contrast sixty one of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, only thirty two of the students believed that it was culture, people around them.

The metaphor is: “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world” means “Significant is big”. This is ontological metaphor. Anthological metaphor serve various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. The range of ontological metaphors that we use for purposes is enormous. (Lakoff and Johnson: 1980: 53). Only three of the students stated that they often used that metaphor in written or spoken languages, and fifty six of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor forty eight of the students did not answer this question. Only two of the students gave suitable answers as “Everywhere America” also two of the students claimed that this metaphor expresses huge state. Seventy one of the students did correct choice by adding this metaphor to war category, and only ten of the students said that this metaphor had a relationship to friendship. In order to this the correct answer was received from forty seven of the students, they claimed that this metaphor is comparison. When asked what influenced them in order to have feelings that were mentioned, fifty one of the students believed that it was culture, people around them.

The metaphor is “And no one will keep that light from shining” means “Physical and emotional states are entities within a person”. Only sixteen of the students stated that they often used that metaphor in written or spoken languages. None of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken language and also this metaphor was familiar to them in written or spoken languages. It was surprised that sixty two of the students stated that they do not know this metaphor, when students were asked about their feelings related to that metaphor. A lot of the students (fifty four) did not answer this question. Only two of the students understood and gave suitable answers to the question, they stated that this metaphor explained “fortitude”. Eighty one of the students added this metaphor to war category. In order to this sixty nine of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, thirty one of the students believed that it was culture, people around them, and only forty two of the students claimed that it was an education in schools.

The metaphor is “This is a day when all Americans from every walk of life unite in our resolve for justice and peace” means “Life is a container”. We understand ourselves and other objects as having certain orientations relative to the environments we function in, since most of them have to do with spatial orientation: (up-down, front-back, on-off) These spatial orientations arise from the fact that we have bodies of the sort we have and that they function as they do in our physical environment (Lakoff and Johnson: 1980: 24). Twelve of the students stated that they often used that metaphor in written or spoken languages. None of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken language and also this metaphor was familiar to them in written or spoken languages. Seventy seven of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor fifty five of the students did not answer this question. The suitable answer was: six of the students said that this metaphor brought friendship association. Fifty five of the students added this metaphor to war category, and twenty of the students said that this metaphor had a relationship to friendship, it can be said that answers of both of the

groups were correct because metaphor contains war and friendship meaning. Also only thirty of the students gave correct answers by saying that this metaphor represented comparison. In contrast fifty one of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, forty seven of the students believed that it was culture, people around them.

The metaphor is “America has stood down enemies before and we will do so this time” means “Emotional effect is a physical contact”. This is ontological metaphor. Anthological metaphor serve various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. Ontological metaphors are necessary for even attempting to deal rationally with our experiences. The range of ontological metaphors that we use for purposes is enormous. This metaphor also Personification metaphor. Most obvious ontological metaphors are those. Where the physical objects are further specified as being a person. This allows us to comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities. The point here is that personification is a general category that covers a very wide range of metaphors, each picking out different aspects of a person or ways of looking at a person. (Lakoff and Johnson: 1980: 25-53). Only eight of the students stated that they often used that metaphor in written or spoken languages, also sixteen of the students claimed that this metaphor was familiar to them in written or spoken language. None of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. Seventy two of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor sixty four of the students did not answer this question. The suitable answer was: seven of the students said that this metaphor brought association such as domineer on the people. Six of the students felt insult, and according to 3 of the students, metaphor brought the meaning of degradation of people. Seventy eight of the students added metaphor correctly to war category. Also twenty four of the students gave correct answer claimed that this metaphor is comparison, in contrast sixty one of the students thought

that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned, forty seven of the students believed that it was culture, people around them.

4.1.7 Data Analysis of the Turkish Text

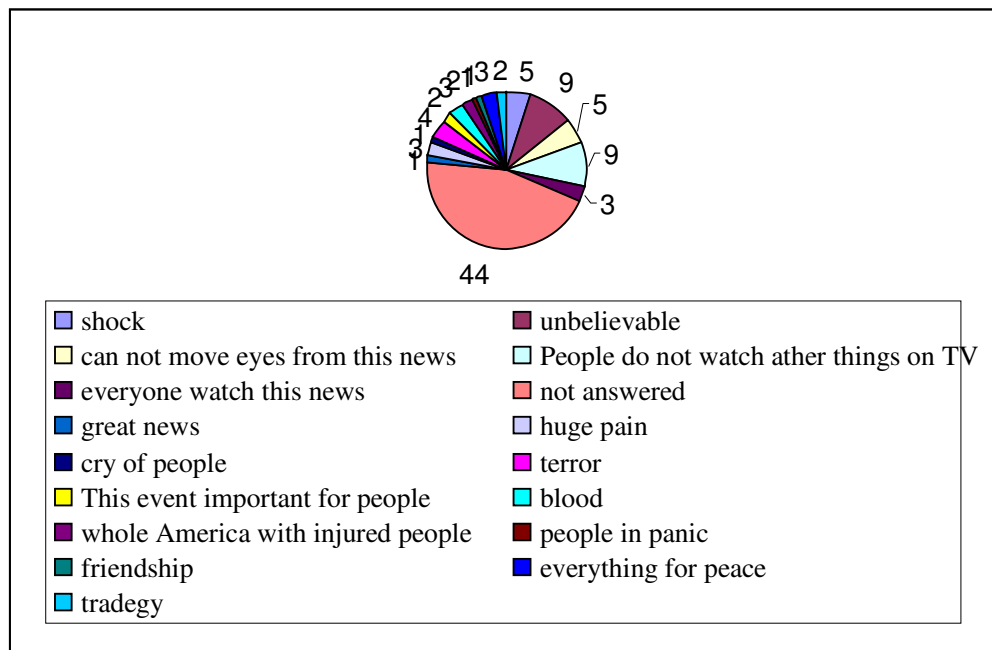
The passage was distributed to 98 students. The reading passage included 6 metaphors, each metaphor had several questions. Below are the examples of the questions and answers. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions is analyzed and shown in brackets “(…)” next to each question.

1) In order to understand what happened thousands of people attacked the TV.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (4)
- b) this metaphor is familiar to you in written or spoken languages (17)
- c) in both version (3)
- d) do not know this metaphor (69)

- What kinds of feeling do you experience when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(32) love,(0) friendship (50))

-What can you say about that metaphor?

a) this is comparison (40)

b) think that this similarity is a reason of incorrect idea (38)

-What influenced you to have that kind of feelings?

a) culture, people around me (48)

b) education in school (23)

When students were asked about their opinions and feelings about the metaphor such as: "In order to understand what happened thousands of people attacked the TV" only 4 of the students stated that they often used that metaphor in written or spoken languages, also 17 of the students claimed that this metaphor were familiar to them in written or spoken languages. 3 of the students pointed that they were familiar with this metaphor in both version, such as they often used that

metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 69 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor “In order to understand what happened thousands of people attacked the TV” 44 of the students did not answer this question. 9 of the students said that this metaphor brings association that people do not watch other things on TV, and 9 of the students stated that it is unbelievable and 5 of the students claimed that people can not move eyes from this news. “Shock” stated by 5 of the students. According to 4 of the students metaphor explains terror, and also 3 of the students said that they see huge pain in this metaphor. 3 of the students added “blood”, the other 3 of the students expressed their feelings as “everything for peace”. On the other hand 3 of the students stated that this metaphor showed that everyone watch this news, and other 2 of the students claimed that this metaphor expressed how this event important for people. 1 of the students said that this metaphor showed cry of people, and also 2 of the students stated that this metaphor explains “people in panic”. Only 2 of the students said that this metaphor explains “tragedy”. 1 of the students claimed that this metaphor was an example of great news, also 1 of the students stated that this metaphor’s idea was “whole America with injured people”. On the other hand 1 of the students said that this metaphor explained friendship.

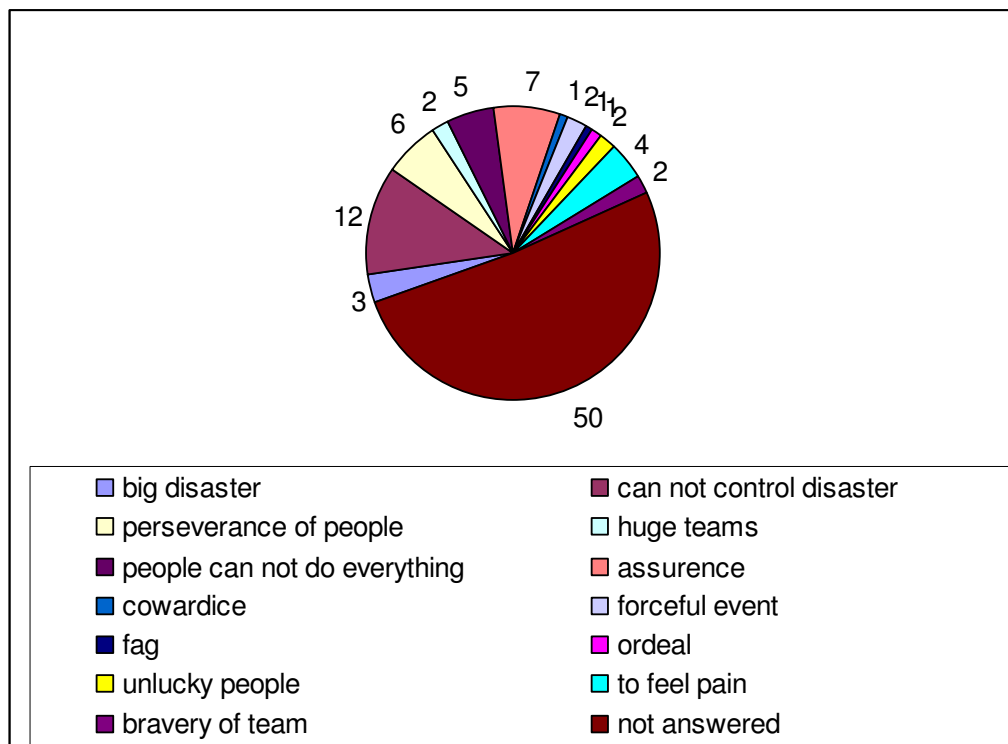
32 of the students added this metaphor to war category, and 50 of the students said that this metaphor had a relationship to friendship. In order to this only 40 of the students claimed that this metaphor presents comparison, while 38 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 48 of the students believed that it was culture, people around them, and only 23 of the students claimed that it was education in schools.

2) ...in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (17)
- b) this metaphor is familiar to you in written or spoken languages (21)
- c) in both version (7)
- d) do not know this metaphor (49)

- What kinds of feeling do you experience when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen, (0) sport, (0) dance, (0) war, (41) love, (0) friendship (43))

-What can you say about that metaphor?

- a) this is comparison (14)
- b) think that this similarity is a reason of incorrect idea (63)

-What influenced you to have that kind of feelings?

a) culture, people around me (38)

b) education in school (32)

When students were asked about their opinions and feelings about the metaphor such as: "...in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams", only 17 of the students stated that they often used that metaphor in written or spoken languages, also 21 of the students claimed that this metaphor was familiar to them in written or spoken languages. 7 of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 49 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor "...in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams", 50 of the students did not answer this question. 12 of the students said that this metaphor brought association that people can not control the disaster; only 7 of the students felt assurance when read/hear this metaphor and 6 of the students stated that this metaphor related with perseverance of people. "People can not do everything" was stated by 5 of the students. According to 4 of the students this metaphor explains how people felt pain, and also 3 of the students said that they saw big disaster in this metaphor. 2 of the students expressed their feeling to that metaphor as huge teams work, while the other 2 expressed as "forceful event". On the other hand 2 of the students stated that this metaphor showed that there were unlucky people, and other 2 of the students claimed that this metaphor expressed bravery of team. 1 of the students said that this metaphor expressed cowardice, and also 2 of the students assigned that this metaphor explained "ordeal". Only 1 of the students said that this metaphor presented "fag".

41 of the students added this metaphor to war category, 43 of the students said that this metaphor has relationship to friendship. In addition to this only 14 of the students claimed that this metaphor presents comparison, while 63 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 38 of the students believed that it was culture, people around them, and only 32 of the students claimed that it was education in schools.

3) USA's unpaired columns collapsed...

- Metaphor at the top

a) you often use that metaphor (in written or spoken languages) (18)

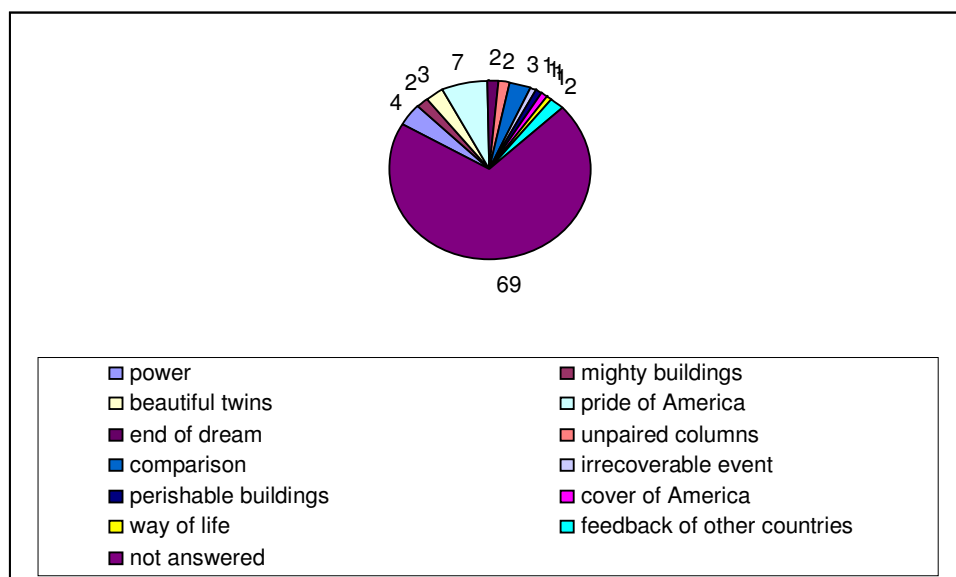
b) this metaphor is familiar to you in written or spoken languages (11)

c) in both version (8)

d) do not know this metaphor (40)

- What kinds of feeling do you experience when you read or hear that metaphor?

(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(62) love,(0) friendship(6))

-What can you say about that metaphor?

a) this is comparison (54)

b) think that this similarity is a reason of incorrect idea (36)

-What influenced you to have that kind of feelings?

a) culture, people around me (54)

b) education in school (19)

When students were asked about their opinions and feelings about the metaphor such as: “USA’s unpaired columns collapsed...”, only 18 of the students stated that they often used that metaphor in written or spoken languages, also 11 of the students claimed that this metaphor was familiar to them in written or spoken languages. 8 of the students pointed that they were familiar with this metaphor in both version, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 40 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor- “USA’s unpaired columns collapsed...”, 68 of the students gave no answer to this question. 7 of the students said that this metaphor brought association such as pride of America, only 4 of the students felt power and 3 of the students stated that this metaphor describes beautiful twins. “Comparison” was stated by 3 of the students. According to 2 of the students, this metaphor assigned feedback of other countries, and also 2 of the students said that they saw description of unpaired columns in this metaphor. 2 of the students expressed their feeling to metaphor as end of dream; the other 2 expressed as “mighty buildings”. On the other hand, 1 of the students stated that this metaphor activated irrecoverable event, and other 1 of the students claimed that this metaphor expressed perishable buildings. 1 of the students said that this metaphor showed cover of America, and also 1 of the students stated that this metaphor explained “way of life”.

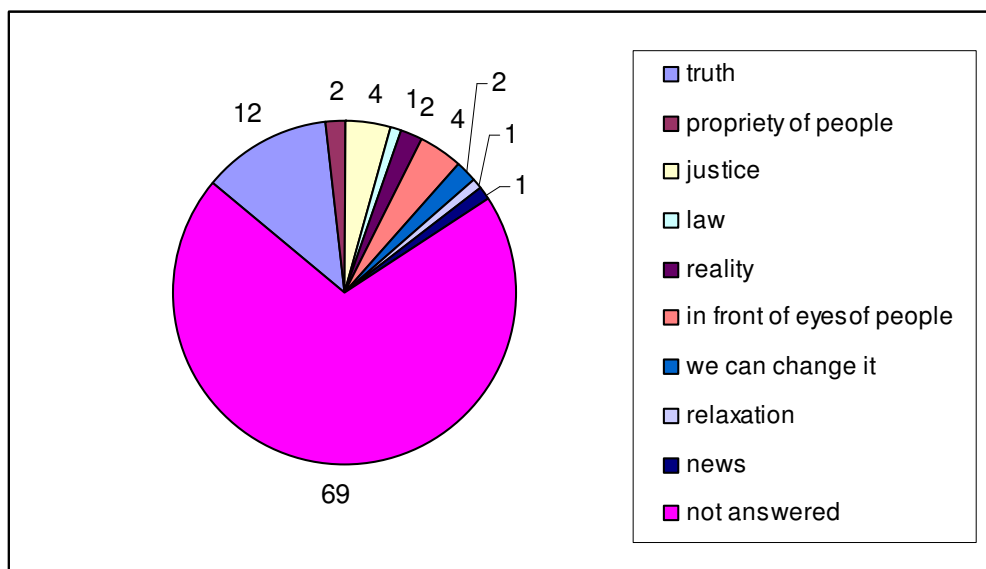
62 of the students added this metaphor to war category, 6 of the students said that this metaphor had a relationship to friendship. In addition to this only 54 of the students claimed that this metaphor expressed comparison, in contrast 36 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 54 of the students believed that it was culture, people around them, and only 19 of the students claimed that it was education in schools.

4) ...of this with whole nakedness was reality.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (32)
- b) this metaphor is familiar to you in written or spoken languages (17)
- c) in both version (14)
- d) do not know this metaphor (27)

- What kinds of feeling do you experience when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(38) love,(0) friendship(22))

-What can you say about that metaphor?

a) this is comparison (44)

b) think that this similarity is a reason of incorrect idea (29)

-What influenced you to have that kind of feelings?

a) culture, people around me (57)

b) education in school (19)

When students were asked about their opinions and feelings about the metaphor such as: "...of this with whole nakedness was reality", only 32 of the students stated that they often used that metaphor in written or spoken languages, also 17 of the students claimed that this metaphor was familiar to them in written or spoken languages. 14 of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 27 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor "...of this with whole nakedness was reality", 69 of the students gave no answer to this question. 12 of the students said that this metaphor expressed "truth" association, only 4 of the students claimed that justice was one of the best explanation of this metaphor and 4 of the students stated that metaphor described the event in front of eyes of people. "Propriety of people" was stated by 2 of the students. According to 2 of the students this metaphor associated with reality, and also 2 of the students said that they could change the event. 1 of the students expressed their feeling to metaphor as law, the other 1 expressed as "relaxation". On the other hand 1 of the students stated that this metaphor presented news.

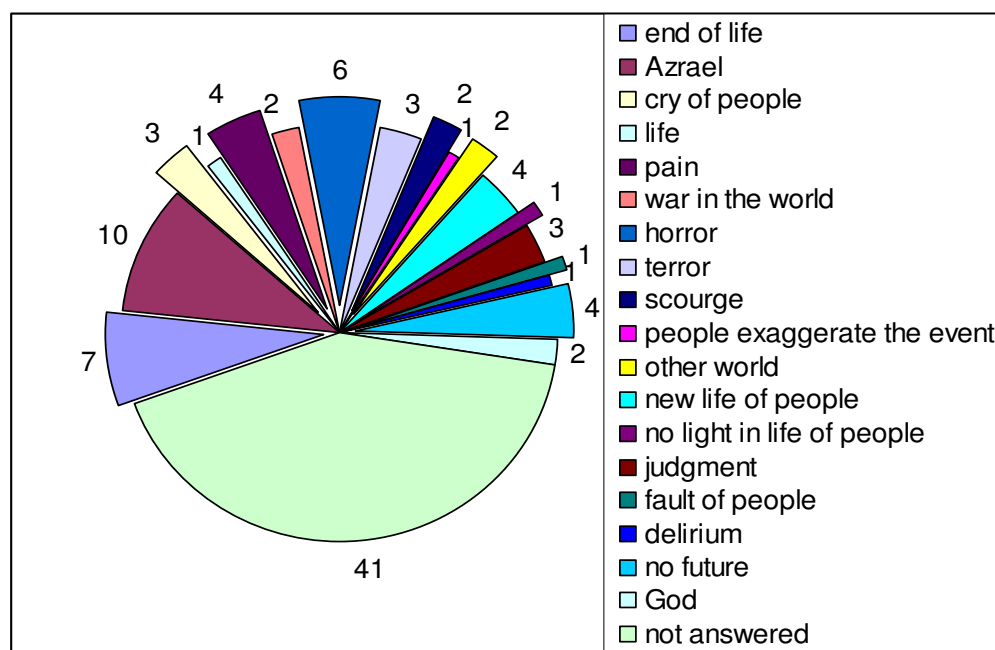
38 of the students added this metaphor to war category, 22 of the students said that this metaphor had relationship to friendship. In addition to this only 44 of the students claimed that this metaphor presented comparison, while 29 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 57 of the students believed that it was culture, people around them, and only 19 of the students claimed that it was education in schools.

5) After the Doomsday, we will not give permission to terrorist to change our life.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (18)
- b) this metaphor is familiar to you in written or spoken languages (31)
- c) in both version (2)
- d) do not know this metaphor (26)

- What kinds of feeling do you experience when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(72) love,(2) friendship(11))

-What can you say about that metaphor?

a) this is comparison (49)

b) think that this similarity is a reason of incorrect idea (23)

-What influenced you to have that kind of feelings?

a) culture, people around me (37)

b) education in school (32)

When students were asked about their opinions and feelings about metaphor such as: "After the Doomsday, we will not give permission to terrorist to change our life" only 18 of the students stated that they often used that metaphor in written or spoken languages, also 31 of the students claimed that this metaphor was familiar to them in written or spoken languages. 2 of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 26 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor "After the Doomsday, we will not give permission to terrorist to change our life", 41 of the students did not answer this question. 10 of the students said that this metaphor brought association as: Azrael, only 7 of the students stated that this metaphor describes end of life and 6 of the students stated that metaphor activated horror. "No future" was stated by 4 of the students. According to 4 of the students the metaphor aroused new life of people, and also 4 of the students said that they felt pain in this metaphor. 3 of the students added their experience to metaphor as cry of people, the other 3 expressed as "terror". On the other hand, 2 of the students stated that this metaphor brought association as "God", and other 2 of the students claimed that this metaphor expressed other world. 2 of the students said that this metaphor showed war

in the world, and also 1 of the students stated that this metaphor explained “delirium”. Only 1 of the students said that this metaphor expressed “fault of people”. 1 of the students claimed that this metaphor expressed no light in life of people; also 3 of the students stated that judgment was one of the most appropriate description or explanation of this metaphor. On the other hand 1 of the students said that this metaphor activated people exaggerate the event and 1 of the students stated his/her opinion such as “life”.

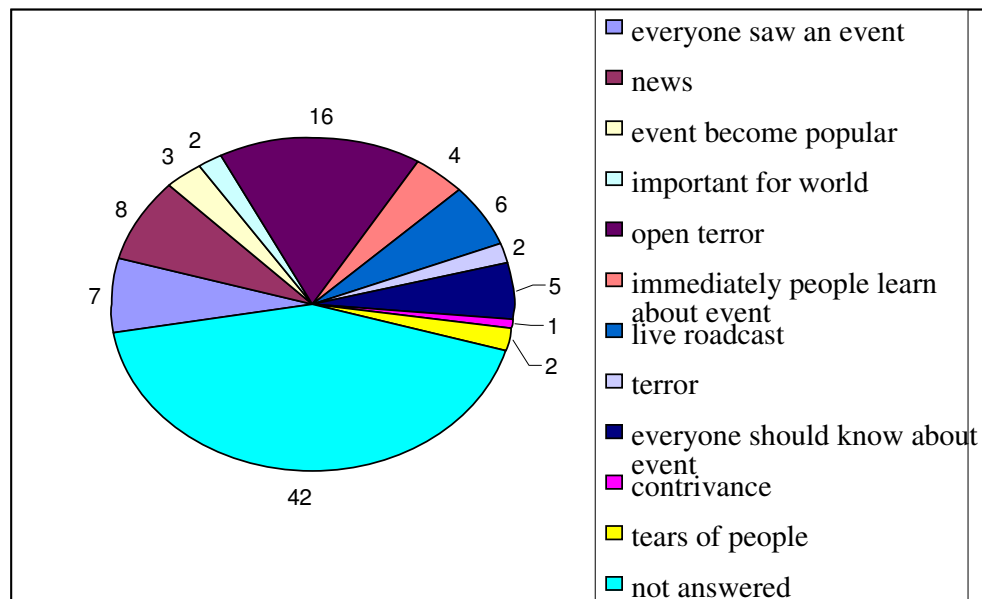
72 of the students added this metaphor to war category, 11 of the students said that this metaphor had a relationship to friendship, and 2 of the students related this metaphor to love category. In addition to this only 49 of the students claimed that this metaphor presented comparison, while 23 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 37 of the students believed that it was culture, people around them, and only 32 of the students claimed that it was an education in schools.

6) After the attack on the television screens in front of eyes of whole world, no one can guess the number of dead and injured under the ruins.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (12)
- b) this metaphor is familiar to you in written or spoken languages (25)
- c) in both version (6)
- d) do not know this metaphor (34)

- What kinds of feeling do you experience when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(45) love,(13) friendship(12))

-What can you say about that metaphor?

a) this is comparison (61)

b) think that this similarity is a reason of incorrect idea (17)

-What influenced you to have that kind of feelings?

a) culture, people around me (27)

b) education in school (41)

When students were asked about their opinions and feelings about metaphor such as: “After the attack on the television screens in front of eyes of whole world no one can guess of the number of dead and injured under the ruins”, only 12 of the students stated that they often used that metaphor in written or spoken languages, also 25 of the students claimed that this metaphor was familiar to them in written or spoken languages. 6 of the students pointed that they was familiar with this metaphor

in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken language. 34 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor “After the attack on the television screens in front of eyes of whole world no one can guess of the number of dead and injured under the ruins”, 42 of the students gave no answer to this question. 16 of the students said that this metaphor expressed open terror, 8 of the students stated that this metaphor represented news and 7 of the students stated that everyone saw an event in this metaphor. “Live roadcast” was stated by 6 of the students. According to 5 of the students this metaphor aroused that everyone should know about event, and also 4 of the students said that they recieved mesage that people immediately learn about event. 3 of the students expressed their feeling to that metaphor as event become popular while the other 2 expressed as “tears of people”. On the other hand 2 of the students stated that this metaphor assigned terror, and other 2 of the students clamed that this metaphor expressed how event important for world. 2 of the students said that this metaphor showed contrivance.

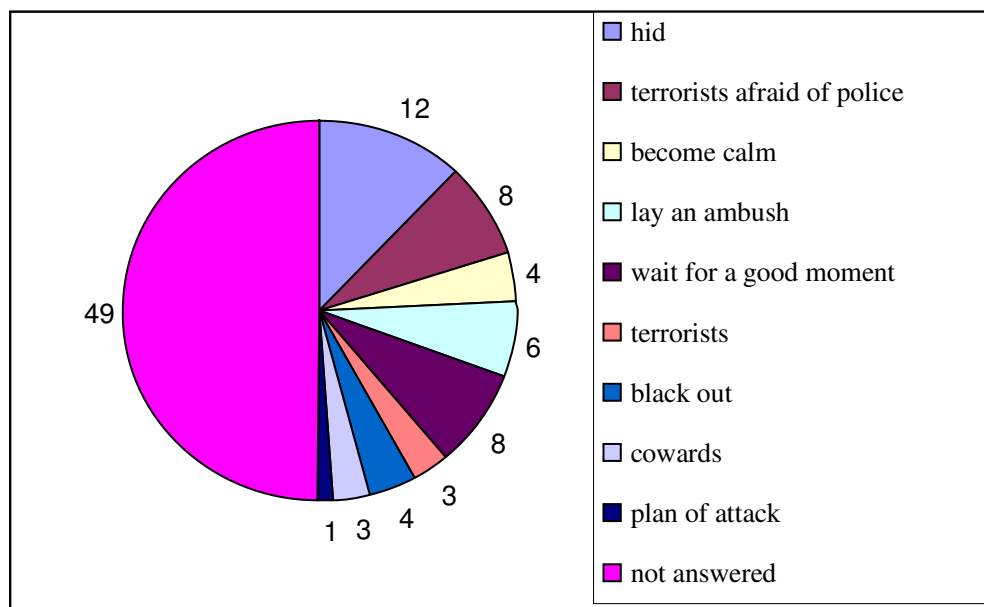
45 of the students added this metaphor to war category, 12 of the students said that this metaphor had a relationship to friendship, and 13 of the students related this metaphor to love category. In addition to this only 61 of the students claimed that this metaphor is comparison, while 17 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned above, 27 of the students believed that it was culture, people around them, and only 41 of the students claimed that it was an education in schools.

- 7) ...after the attack in a moment they get shut of rude attitude and wrap in lamb skin.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages) (9)
- b) this metaphor is familiar to you in written or spoken languages (25)
- c) in both version (3)
- d) do not know this metaphor (40)

- What kinds of feeling do experience you when you read or hear that metaphor?
(Write it)



-To which category can you add this metaphor?

(kitchen,(0) sport,(0) dance,(0) war,(63) love,(0) friendship(9))

-What can you say about that metaphor?

- a) this is comparison (82)
- b) think that this similarity is a reason of incorrect idea (6)

-What influenced you to have that kind of feelings?

a) culture, people around me (51)

b) education in school (26)

When students were asked about their opinions and feelings about metaphor such as: “after the attack in a moment they get shut of rude attitude and wrap in lamb skin”, only 9 of the students stated that they often used that metaphor in written or spoken languages, also 25 of the students claimed that this metaphor was familiar to them in written or spoken languages. 3 of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. 40 of the students stated that they do not know this metaphor.

When students were asked about their feelings related to that metaphor “...after the attack in a moment they get shut of rude attitude and wrap in lamb skin”, 49 of the students did not answer this question. 12 of the students said that this metaphor brought association as hid, only 8 of the students stated that it is description of how terrorists afraid of police and 8 of the students assigned that the terrorists wait for a good moment. “Lay an ambush” was stated by 6 of the students. According to 4 of the students this metaphor brought association of becoming calm, and also 4 of the students said that they saw black out in this metaphor. 3 of the students expressed their feeling to metaphor as terrorists, the other 3 of the students expressed as “cowards”. On the other hand 1 of the students stated that this metaphor associated plan of attack.

63 of the students added this metaphor to war category, and 9 of the students said that this metaphor had a relationship to friendship. In addition to this only 82 of the students claimed that this metaphor presented comparison, while 6 of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned above, 51 of the students believed that it was culture, people around them, and only 26 of the students claimed that education in schools helped them a lot.

4.1.8 Interpretation of the Turkish Text

This part of the questionnaire includes seven metaphors and questions related to each metaphor. The students were asked to interpret each metaphor and choose one of the answers. In this section, the most used answers were written and also the correct interpretations of metaphors were written. The numbers of the students who did not answer the questions is also shown.

The metaphor is “In order to understand what happened thousands of people attacked the TV” means “Emotional effect is physical contact.” The purpose of this metaphor is for identifying causes. This is ontological metaphor. Anthological metaphor serve various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. The range of ontological metaphors that we use for purposes is enormous (Lakoff and Johnson: 1980: 25-53). Only four of the students stated that they often used that metaphor in written or spoken languages. Sixty nine of the students stated that they do not know this metaphor. When students were asked about their experiences related to that metaphor, forty four of the students gave no answer to this question. The correct answers were given by five of the students, they claimed that people could not move eyes from this news, three of the students stated that this metaphor showed that everyone watch this news and one of the students expressed that this metaphor’s idea was as whole America with injured people. Thirty two of the students made correct choice, they added this metaphor to war category, but fifty of the students said that this metaphor has relationship to friendship. In order to this only forty of the students gave correct answer, they claimed that this metaphor is comparison, in contrast thirty eight of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned, forty eight of the students believed that it was culture, people around them.

The metaphor is “...in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams” means “Physical and emotional states are entities a person.” This is ontological metaphor. Anthological metaphor serve various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. The range of ontological metaphors that we use for purposes is enormous (Lakoff and Johnson: 1980: 25-53). Only seventeen of the students stated that they often used that metaphor in written or spoken languages. Fourty nine of the students claimed that they do not know this metaphor. When students were asked about their feelings related to that metaphor fifty of the students gave no answer to this question. The correct answers were: twelve of the students said that this metaphor brought association that people can not control the disaster, also “People can not do everything” was stated by five of the students. Fourty two of the students added this metaphor to war category, and fourty three of the students said that this metaphor had a relationship to friendship. In addition to this sixty three of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned, only thirty eight of the students believed that it was culture, people around them, and only thirty two of the students claimed that it was an education in schools, the other twenty seven of the students did not give answer on this question.

The metaphor is “USA’s unpaired columns collapsed...” means “Theories (and argumants) are buildings.” This is ontological metaphor. We use that metaphor for identifying aspects. Anthological metaphor serves various purposes, and this metaphor is necessary for even attempting to deal rationally with our experiences. We use enormous range of ontological metaphor (Lakoff and Johnson: 1980: 25-53). Only eighteen of the students stated that they often used that metaphor in written or spoken languages, eight of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken language and also this metaphor was familiar to them in written or spoken language. Fourty of the students stated that they do not know this metaphor. When students were

asked about their feelings related to that metaphor sixty eight of the students gave no answer to this question. The best answers were: seven of the students said that this metaphor assigned pride of America, three of the students stated that this metaphor explained beautiful twins and two of the students expressed their feelings as “mighty buildings”. Sixty two of the students added this metaphor to war category, only six of the students said that this metaphor had a relationship to friendship. In addition to this only fifty four of the students gave correct answer claimed that this metaphor is comparison, in contrast thirty six of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned, fifty four of the students believe that it was culture, people around them.

The metaphor is “...of this with whole nakedness was reality” means “Understanding is seeing: ideas are light-sources; discourse is a light-medium”. This metaphor is used for identifying causes. Anthological metaphor serves various purposes, and the various kinds of metaphors there are reflect the kinds of purposes served. Ontological metaphors are necessary for even attempting to deal rationally with our experiences. The range of ontological metaphors that we use for purposes is enormous (Lakoff and Johnson: 1980: 25-53). Only thirty two of the students stated that they often used that metaphor in written or spoken language, and fourteen of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken language and also this metaphor was familiar to them in written or spoken language. Twenty two of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor sixty nine of the students did not answer this question. The suitable answers were: twelve of the students said that this metaphor brought “truth” association and according to two of the students metaphor contained reality. Thirty of the students added this metaphor to war category, and only twenty of the students said that this metaphor had a relationship to friendship. In addition to this only forty four of the students gave correct answers claimed that this metaphor is comparison, in contrast twenty of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned, fifty

seven of the students believed that it was culture, people around them, and only nineteen of the students claimed that it was an education in schools.

The metaphor is: “After the Doomsday, we will not give permission to terrorist to change our life” means “Physical and emotional states are entities within a person”. Only eighteen of the students stated that they often used that metaphor in written or spoken languages, only two of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. Twenty six of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor forty one of the students gave no answer to this question. Only three of the students could give correct answer as “terror”, and two of the students said that this metaphor assigned war in the world. Seventy two of the students added this metaphor to war category. In order to this only forty nine of the students gave correct answer, they claimed that this metaphor presented comparison, but twenty three of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned, thirty three of the students believed that it was culture, people around them, and only thirty two of the students claimed that it was an education in schools and thirty three of the students did not give answers on this question.

The metaphor is: “After the attack on the television screens in front of eyes of whole world no one can guess of the number of dead and injured under the ruins” means “The eyes containers for the emotions.” Here we are using one entity to refer to another that is related to it. This is a case of what we will call metonymy. Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy has primarily a referential function, that is, it allows us to use one entity to stand for another. It also serves the function of providing understanding (Lakoff and Johnson: 1980: 132). Only twelve of the students stated that they often used that metaphor in written or spoken languages, six of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar

to them in written or spoken languages. Thirty two of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor forty two of the students did not answer this question. There were suitable answers such as: sixteen of the students said that this metaphor describes open terror and seven of the students stated that everyone saw an event. Forty five of the students gave correct answer by adding this metaphor to war category. Also sixty one of the students gave correct answer, they claimed that this metaphor is comparison; in contrast seventeen of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them to have feelings that were mentioned above, twenty seven of the students believed that it is culture, people around them, and only forty one of the students claimed that it was an education in schools.

The metaphor is "...after the attack in a moment they get shut of rude attitude and wrap in lamb skin" means "Physical and emotional states are entities within a person". Only nine of the students stated that they often used that metaphor in written or spoken languages, three of the students pointed that they were familiar with this metaphor in both versions, such as they often used that metaphor in written or spoken languages and also this metaphor was familiar to them in written or spoken languages. Forty of the students stated that they do not know this metaphor. When students were asked about their feelings related to that metaphor forty nine of the students did not answer this question, there were correct answers such as: twelve of the students said that this metaphor brought association as hid and eight of the students stated that it is afraid of police. Sixty three of the students added this metaphor to war category. In order to this only eighty two of the students gave correct answer, they claimed that this metaphor is comparison, but six of the students thought that this similarity was a reason of incorrect idea. When asked what influenced them in order to have feelings that were mentioned, fifty one of the students believed that it was culture, people around them, and only twenty six of the students claimed that it was an education in schools.

4.2 Data Analysis and Interpretations of the Questionnaires

This part will be concentrated on data analysis and interpretation of the questionnaires. This is the second questionnaire in the study. There are questionnaires prepared for students: in Turkish and Russian languages. In each questionnaire there are 15 questions aiming at determining students' problematic areas. This questionnaire was prepared in a case of difference between meanings assigned by two languages to find out strategies which students used while reading texts with metaphors and interpret these metaphors. Each student tried to give answer to each question.

4.2.1 Data Analysis and Interpretation of Kazakhstan Students' Questionnaire

The questionnaire was distributed to 103 students. The questionnaire included 15 questions. Below are the examples of the questions and answers. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions are analyzed and shown with tables and charts next to each question.

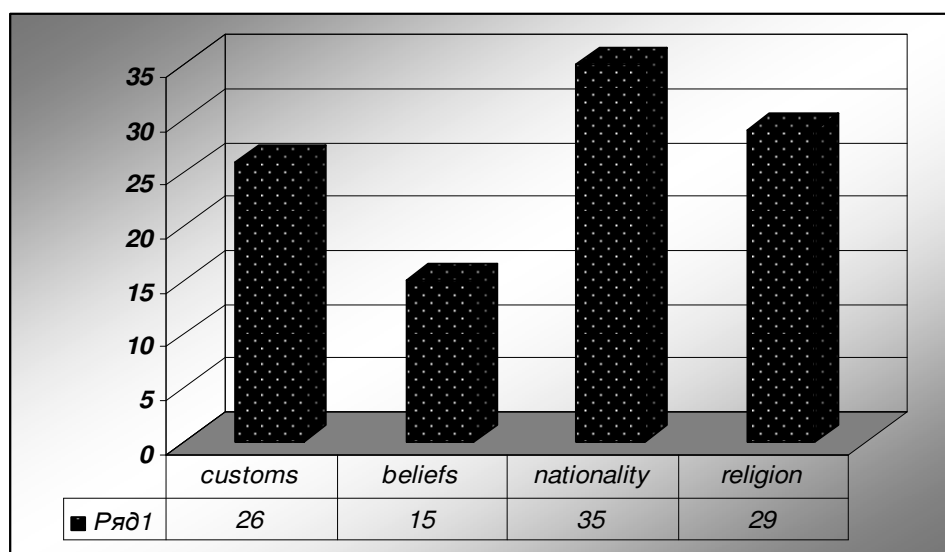
1) With which aspect do you think metaphor work? Indicate the importance by numbering (1 of the must frequent use)

(....) 1. Customs

(....) 2. Beliefs

(....) 3. Nationality

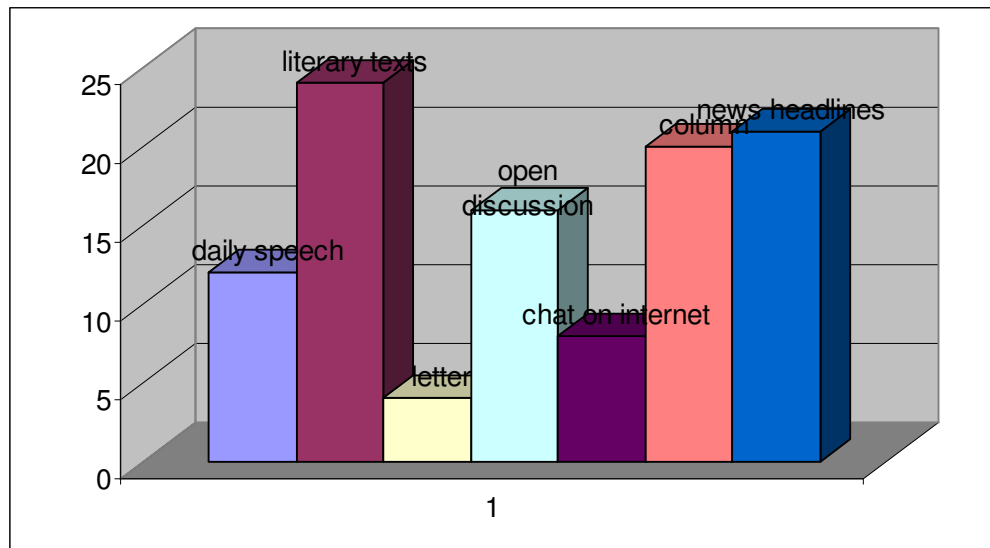
(....) 4. Religion



When asked with which aspects metaphor works, different answers were obtained. 26 of the students believed that metaphor worked with customs and only 15 of the students stated that metaphor worked with beliefs. 35 of the students claimed that metaphor had a relation only with nationality, and 29 of the students said that metaphor worked with religion.

2) In which passages are metaphors used more? Write numbers according to the importance.

- (12) 1. Daily speech
- (24) 2. Literary texts
- (4) 3. Letter
- (16) 4. Open discussion
- (8) 5. Chat on internet
- (20) 6. Column
- (21) 7. News headlines



When asked in which passages metaphors are more used, different answers were obtained. 12 of the students believed that metaphors were used in daily speech and 24 of the students stated that metaphors were used in literary texts. Only 4 of the students claimed that metaphors were mostly used in letter, and 16 of the students said that metaphors were used in open discussion. There are 8 of the students who said that metaphors were used in chat on internet. 20 of the students claimed that metaphors were mostly used in columns and 21 of the students stated that metaphors were used in news headlines.

	Yes	No	Sometimes
3) Do you think that metaphors explain ideas easily?	24	19	26
4) Do you translate each word in metaphors?	12	58	25
5) Do you read text with metaphors fast?	29	34	42
6) Do you have difficulties in understanding metaphors?	34	42	29
7) Do you think that in written language there are a lot of useful metaphors?	30	55	20
8) Do you think that with metaphor we can differentiate one culture from another?	20	31	47

9)	Can you learn new metaphors from the written text and then use it in your spoken or written language?	55	34	16
10)	Do you use metaphors in your spoken language in order to compare something?	38	42	25
11)	Do you use metaphors often in written language?	30	25	50
12)	Can you easily understand a person with a different cultural background when she/he talks to you?	24	33	48
13)	Do you think that author can freely express his/her emotions in text by using metaphors?	48	38	19
14)	Do you agree with the thought “We actually understand the world with metaphors and do not just write or speak with them.”	25	47	33
15)	Do you agree with the idea that metaphor involves not only language, but also social-cultural structure and neural and bodily activity?	22	45	38

As we see from answers which students gave, they did not find metaphors very difficult in understanding. Also most of the students did not agree with the idea that metaphor involved not only language but also social-cultural structure and neural and bodily activity, it may show that most of the students could not understand metaphors with the all senses of body and neural activity. From the texts analysis we saw that students could not understand and also interpret metaphors correctly and here in answers given to the questionnaire most of the students claimed that they did not translate each word from metaphors, that means that students tried to understand metaphors as it was given or as the whole statement. Most of the students did not agree with the thought that “We actually understand the world with metaphors and do not just write or speak with them.” Mostly students thought that author can freely express his/her emotions in text by using metaphors. Sometimes students could easily understand a person with a different cultural background when she/he talks to them. Most of the students stated that they did not use metaphors in spoken language in order to compare something. Many students thought that it is possible to differentiate one culture from another with the help of the metaphor, students wanted to say that

they could differentiate other cultures from their own culture. From the answers of the students there was the result that in written language there are a lot of useless metaphors, that means that students did not know or did not use metaphors a lot in written language.

4.2.2 Data Analysis and Interpretation of Turkish Students' Questionnaire

The questionnaire was distributed to 98 students. The questionnaire included 15 questions. There are examples of questions and answers on each question. The answers of the students were analyzed comparatively. In this section, the data obtained from the questions are analyzed and shown with tables and charts next to the questions.

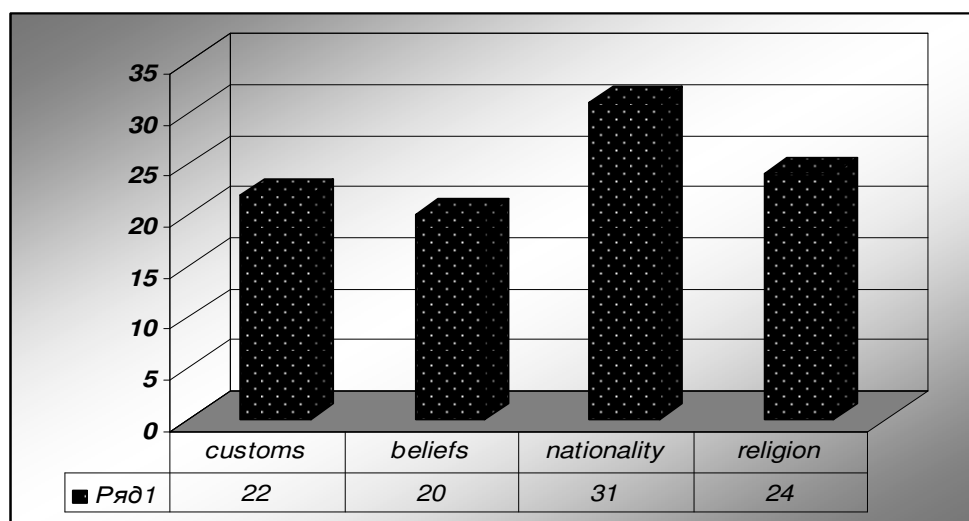
1) With which aspect do you think metaphor work? Indicate the importance by numbering (1 of the must frequent use)

(....) 1. Customs

(....) 2. Beliefs

(....) 3. Nationality

(....) 4. Religion



When asked with which aspects metaphor works, different answers were obtained. 24 of the students believed that metaphor worked with customs and only 22 of the students stated that metaphor worked with beliefs. 31 of the students claimed that metaphor had a relation only with nationality, and 22 of the students said that metaphor worked with religion.

2) In which passages are metaphors used more? Write numbers according to the importance.

(7) 1. Daily speech

(19) 2. Literary texts

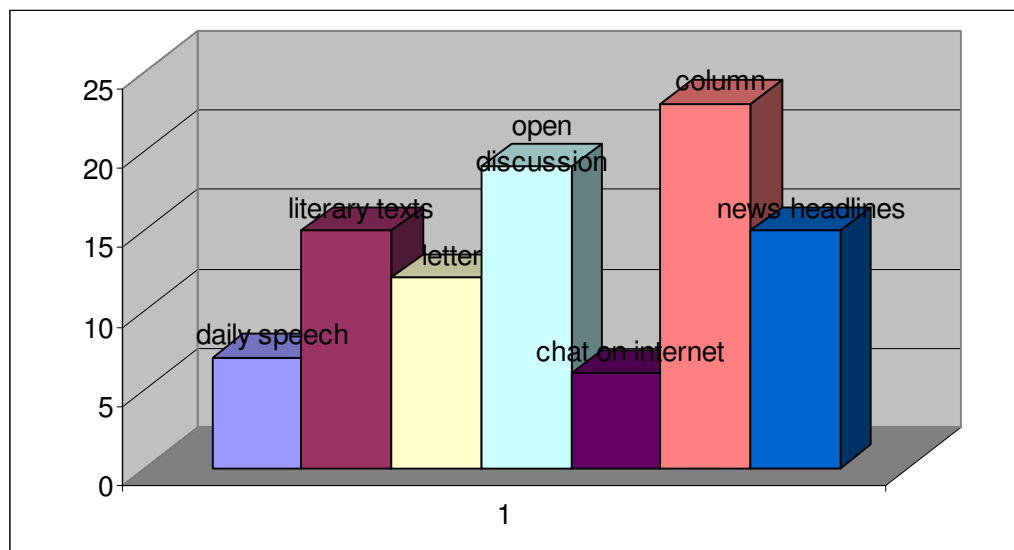
(12) 3. Letter

(17) 4. Open discussion

(6) 5. Chat on internet

(23) 6. Column

(15) 7. News headlines



When asked in which passages metaphors are more used, different answers were obtained. 7 of the students believed that metaphors were used in daily speech and 19 of the students stated that metaphors were used in literary texts. Only 12 of the students claimed that metaphors were mostly used in letter, and 17 of the students said that metaphors were used in open discussion. There are 6 of the students who said that metaphors were used in chat on internet. 23 of the students claimed that metaphors were mostly used in columns and 15 of the students stated that metaphors were used in news headlines.

- 3) Do you think that metaphors explain ideas easily?
- 4) Do you translate each word in metaphors?
- 5) Do you read text with metaphors fast?
- 6) Do you have difficulties in understanding metaphors?
- 7) Do you think that in written language there are a lot of useful metaphors?
- 8) Do you think that with metaphor we can differentiate one culture from another?
- 9) Can you learn new metaphors from the written text and then use it in your spoken or written language?
- 10) Do you use metaphors in your spoken language in order to compare something?
- 11) Do you use metaphor often in written language?
- 12) Can you easily understand person with cultural differences when she/he talks to you?
- 13) Do you think that author can freely express his/her emotions in text by using metaphors?
- 14) Do you agree with the thought "We actually understand the world with metaphors and do not just write or speak with them."
- 15) Do you agree with the idea that metaphor involves not only language, but also social-cultural structure and neural and bodily activity?

Yes	No	Sometimes
15	35	53
22	63	18
41	36	26
18	19	66
29	22	52
33	35	35
27	50	26
21	39	43
44	21	38
44	40	19
36	13	54
36	16	51
38	40	25

As can be seen from the answers which students gave, they did not find metaphors very difficult in order to understand them but most of the students stated that they sometimes used metaphors in written language. Also many of the students did not agree with the idea that metaphor involves not only language, but also social-cultural structure and neural and bodily activity. Most of the students thought that metaphors explained ideas easily, but from analysis given from columns there were results that even metaphors explain ideas, easily students could not understand and interpret them correctly. Many of the students claimed that they did not translate each word from the metaphor, that means that students tried to understand metaphors as it was given or as the whole metaphor. Only few of the students agreed with the thought “We actually understand the world with metaphors and do not just write or speak with them.” Not all of the students thought that author can freely express his/her emotions in text by using metaphors. Half of the students thought that with metaphor we can differentiate one culture from another and nearly the other half of the students stated that we can not. 66 of the students stated that they had difficulties in understanding metaphors, we can see which kind of difficulties they had from the interpretations of metaphors that were given in columns. Most of the students thought that author sometimes can freely express his/her emotions in text by using metaphors.

This part analyses the questionnaires which were given to both of the groups of students. Questions aiming determining students' problematic areas. As we saw from students' answers 35 of Kazakhstan students claimed that metaphor had a relation only with nationality, there was no very big difference with the answers of Turkish students, because 31 of the students also said that metaphor had a relation only with nationality. This opinion might be because both of the groups of the students saw different life style, cultures, and languages of people and come to the conclusion that if they had a problem with the particular metaphor that means that this metaphor would come from other nationality. 24 of Kazakhstan students stated that metaphors were used in literary texts on the other hand 23 of Turkish students claimed that metaphors were mostly used in columns, obtaining different answers from two groups

of the students might be because of students' different knowledge about the metaphor.

In order to find out strategies which students used while reading and interpreting texts with metaphors the researcher asked several questions to the students and from obtained answers we see that there are different ideas and strategies which two groups tried to use. Most of the Turkish students said that they read text with metaphors fast but Kazakhstan students stated that they only sometimes could read text with metaphor fast. When asked to the students whether they have difficulties in understanding metaphors or not Kazakhstan students said that they did not have difficulties but Turkish students stated that sometimes they have difficulties in understanding metaphors. Kazakhstan students thought that in written language there are a lot useless metaphors but Turkish students stated that there are only sometimes useless metaphors. Kazakhstan students claimed that with metaphor they can only sometimes differentiate one culture from another, on the other hand Turkish students stated that they can. Most of the Kazakhstan students used to learn new metaphors from the written text and then used it in their spoken or written language, in front of this Turkish students could not use the same strategies. Kazakhstan students used metaphors in their spoken language in order to compare something but Turkish students did not. Kazakhstan students sometimes used metaphors in written language but Turkish students used metaphors in written language. Kazakhstan students sometimes could easily understand a person with cultural differences when she/he talks to them but Turkish students could. Kazakhstan students agreed with the idea that an author can freely express his/her emotions in text by using metaphors but Turkish students said that an author sometimes can express his/her emotions. Kazakhstan students did not agree with the thought "We actually understand the world with metaphors and do not just write or speak with them" but Turkish students said that it is possible sometimes.

There were answers in which both of the groups have the same strategies and ideas. For example both of the groups stated that sometimes metaphors explain ideas easily and also they claimed that did not translate each word in metaphor. Also both

of the groups thought that sometimes with metaphor they could differentiate one culture from another. Both of the groups did not agree with the idea that metaphor involves not only language, but also social-cultural structure and neural and bodily activity.

APPENDICES

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CHAPTER V

CONCLUSION

The subject of metaphor has been discussed from ancient times to the present. Traditionally metaphors were dealt within the field of rhetoric, poetic, and other creative use of language from an artistic perspective. Metaphor was seen as a mere ornament, decorative use of language that adds to style and impact, but that is removable (Cameron, 2003: 22). Metaphor is so pervasive that every single word of our language may have originated from a metaphor. Some thinkers have even suggested that the whole language may be metaphorical. Given the importance of language among our mental faculties, some thinkers go even beyond and maintain that metaphor is a key element of reasoning and thinking in general. In other words, being able to construct and understand metaphors may be an essential part in mind. As a result, literal language was often thought to be the most appropriate tool for the object characterisation of reality. It was in 1980 that metaphor took a very different direction with the work of Lakoff and Johnson (Cameron, 2003: 2). This new cognitive approach to metaphor has shifted the focus of attention from metaphor in language to metaphor in the mind or in the interpretation, or conceptual metaphor. (Cameron, 2003: 2). The challenge that metaphor is conventional, conceptual and of central importance to the study of language and thought has been developed with great success over the past 20 years.

However, up to now, work done in the cognitive and cultural aspects of metaphor in the comprehension of columns. If we look at the general results, we will see that the Kazakhstan students have shown different results than the Turkish students. From two texts, in Russian and in English languages, Kazakhstan students gave one hundred forty four correct answers on the other hand Turkish students from both of the texts gave one hundred twenty eight correct answers. There is comparison of answers given to English text by two of the groups, Kazakhstan

students gave forty four correct answers and Turkish students gave thirty six correct answers, but we also can say that the difference between students answers is not big. The result of correct answers on Turkish and Russian texts are also given, to Russian text Kazakhstan students gave one hundred two correct answers but Turkish students to Turkish text gave only ninety two correct answers. Half of the students in Turkish group stated that culture and people around influences them in order to have feelings that were mentioned in their answers and the other half of the students claimed that education in school influences them in order to have feelings that were mentioned in their answers. The same result showed Kazakhstan students. There are also some results from data analysis and interpretation of the questionnaires. This questionnaire was prepared in order to find out difference between meanings assigned by two languages to find out strategies which students used while reading texts with metaphors. Most of the students in both of the groups did not translate each word in metaphor, half of the Kazakhstan students had no difficulties in understanding metaphors, on the other hand, Turkish students sometimes had difficulties in understanding metaphors. There was not very big difference between Turkish and Kazakhstan students` answers, 35 of Kazakhstan students claimed that metaphor has relation only with nationality and 31 of Turkish students gave the same answer. 24 of Kazakhstan students stated that metaphors are used in literary texts on the other hand 23 of Turkish students claimed that metaphors are mostly used in columns, obtaining different answers from two groups of the students may be because of students` different knowledge about the metaphor.

It is clear from the research that students know and acquire some of the metaphors through experience of the physical world and through cultural transmission, interaction with others and use of languages. Thus conceptual systems may be different in different cultures. As it was mentioned in Literature Review part “When you start to study any topic or subject it is always useful to think about how that topic or subject has been defined by others and what questions are raised about the subject in the process of attempting to define it.” Culture is not an exception: Raymond Williams famously asserted that “culture is one of the two or three most complicated words in the English language” (Williams, 1976: 87). Also Williams

reminds us, that it is become necessary to speak of cultures in the plural in order to distinguish between the particular cultures of different nations (Williams, 1976: 89). On the basis of the cognitive metaphorology inaugurated by G. Lakoff and M. Johnson it is argued that we can examine cultural aspects communication through the use of language (Lakoff and Johnson, 1980: 64).

Nowdays, metaphors are regarded to be of great help in understanding written texts. Metaphors in written texts are effective because they serve as shortcut expressions and provide a richly interconnected representation of the reading passage. Another thing is that metaphors in a text results in elaborative processing which in turn increases recall of the text. However, these advantages are not to the benefit of foreign language learners. According to the results obtained from the research in this study, it is quite obvious that students of a foreign language have problems in interpreting metaphors and understanding written texts that include them. Briefly, if foreign language teaching institutions want their students to be fully competent in the target language, it must incorporate metaphorical language and aspects of the conceptual system into the language teaching programme. It should not be forgotten that metaphors are pervasive in language and language is a systematically grounded in human cognition.

For now, I hope that these results have enabled you to begin thinking about how cognitive and cultural aspects of metaphor take role in the comprehension of columns. Anthropologists defined culture as the way of life of a people, or as what an individual needed to know to survive in a society, or as what could be learned by an individual and passed down in a society: so students who understand and could interpret more metaphors than others can survive and have relations with more people in his/her own society or other societies and also these students have the richer background or experience about metaphors than others.

APPENDIX 1

Original column from Russian newspaper translated into English.
(Caravan) 13/09/2001

-Metaphors are underlined

All buildings start to shake. From everywhere I hear cry pitch, stay a pandemonium. Reality of what happen can not be understood by people and in spite of that Universal Trade Center fall heavily and may be all people are dead. Everywhere people were jumping from the building. They were just jumping. "We saw that everyone were crying, shouting and running: police, people, fireman, everyone. That were like a military zone, I saw how my two towers collapsed; I was shocked to the bottom of my heart. From the all aspects it is the worst than Perl-Harbor and we know who is an enemy." This morning I went to work by bus, and it was wonderful sunny day. I looked to the Manhattan and thought that in the world there are no place more beautiful than Universal Trade Center. And now there is no Universal Trade Center. Suddenly began to shout people, and I saw people they jump from the building. They gesticulated with hand in the open air. I stop taking photo and start to cry. Universal Trade Center-is a cash desk of United State of America. Pentagon-is a war car. If they wanted to do statement, they would do it. "People always say that there will not be new Perl-Harbor, and now it is happened on our earth." "I really can not believe in what happened. My God, my heart with all these people, believe me. I just hope that justice exists. If they could not protect Pentagon, how would they protect us? We just will sit hear and behave here". It is necessary to gather and unite, try to heal our wound, but do not give anyone to treat on us. No mercy."- Each American, wherever he be, all country on the verge."

Viktor BELOUSOV

APPENDIX 2

The questionnaire translated from Russian into English for Kazakhstan Students

Dear Pupils,

The aim of this research is to find out whether metaphors are cultural-specific and the types of reading strategies students use while reading. I would like to check whether there is correspondence between the meanings assigned by two languages. Metaphor is presented in written language back to the earliest surviving writing. The more common meaning of metaphor is a figure of speech that is used to paint one concept with the attributes normally associated with another. Also metaphor it is a comparison between two unlike things with the intent of giving added meaning to one of them. Metaphors which were used in that research were taken from real column text from newspaper.

Thank you for participation.

Madina Shamilova

That could not be called ordinary town day. Dusky February day, it was different from the other winter days. People were shocked to the bottom of heart. People could not realize what happened in the last hour. Stay a pandemonium. All towns were destroyed, Washington-is cash desk of United State of America. Pentagon-is a war car. People took a look at ruins, someone cry, there were people who stay in grow numb. For people explosion of Pentagon and buildings that stayed at a short distance was something incredible. Each American, wherever he be, whole country-on the verge. There were no panic, people were like on hypnosis. Someone thought that it is next film. Always people say that there will be not Perl-Harbor again, and now it happened in our land. In general, American people were always differing from other people with unusual staying power. And in that situation everyone try to restrain their emotions, we all just sit and behave here, and do not give anyone to tread on us. I saw wounded men; around me were a lot of

blood. No one can realize how many people are died in explosions. My God, my heart with all these people, believe me. Certainly, to prepare such attack on America was not easy. Details of this action are still not clear.

1) "Shocked to the bottom of heart"

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (Kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

2) "Stay a pandemonium."

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
 - b) think that this similarity is a reason of incorrect idea
- What influence on you in order to have that kind of feelings?
- a) culture, people around me
 - b) education in school

3) "Washington-is cash desk of United State of America. Pentagon-is a war car."

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version

d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

a) culture, people around me

b) education in school

4) “Each American, wherever he be, whole country-on the verge.”

-Metaphor at the top

a) you often use that metaphor (in written or spoken languages)

b) this metaphor familiar to you in written or spoken languages

c) in both version

d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

a) culture, people around me

b) education in school

5) “We all just sit and behave here, and do not give anyone to tread on us. “

-Metaphor at the top

a) you often use that metaphor (in written or spoken languages)

b) this metaphor familiar to you in written or spoken languages

c) in both version

d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

a) culture, people around me

b) education in school

6) “My heart with all these people”

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

APPENDIX 3

The questionnaire prepared for Kazakhstan Students in Russian

Дорогие Ученики,

Цель этого научного исследования найти, насколько метафоры культурно характерны, а также типы стратегий чтения при чтении текстов с метафорами. Моя цель найти, если соответствие между понятиями метафор, которые даны на двух языках. Метафоры даны в письменном виде, самое распространенное понятие метафоры - это часть речи, которая используется для усиления одного понятия с определением, которое связывает и сравнивает его с другим определением. В народе метафору знают под определением как сравнение двух непохожих вещей с целью дать понятие одного из них. Метафоры, используемые в этом исследовании, взяты из газетных столбцов.

Спасибо за участие.

Мадина Шамилова

Это нельзя было назвать обыкновенным городским днем. Февральский сумрачно-непроглядный день, отличающийся от остальных зимних дней. Люди были потрясены до глубины души случившимся. Люди никак еще не могли осознать всего, что произошло за последний час. Повсюду стоял кромешный ад. Весь город был разрушен Вашингтон-это касса Соединенных Штатов Америки. Пентагон-это военная машина. Люди оглядывались, некоторые кричали, были и те которые просто стояли оцепенении. Для всех взрыв Пентагона и близ лежащих зданий просто что-то невероятное. Каждый Американец, где бы он ни находились, вся страна на грани. Паники практически не было, люди находились, словно под гипнозам. Некоторые подумали, что снимается очередной боевик. Всегда говорили, что нового Перл- Харбора не будет и вот он произошёл на нашей земле. Вообще американцев всегда отличала необыкновенная выдержка. Вот и в

этой ситуации все старались сдерживать свои эмоции, всем нам просто остаётся сидеть и держаться, и не, дать снова никому наступить на нас. Я видел раненых людей, вокруг было много крови. Некто реально немок представить, сколько людей погибло во взрывах. Господи, моё сердце со всеми с этими людьми, поверь мне. Наверное, спланировать такое нападение на Америку было не легко. Детали этой акции не ясны.

1) “Люди были потрясены до глубины души случившимся”

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?
(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение
- б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

- а) культура, сфера в которой я живу
- б) знания, которое дала школа

2) “Повсюду стоял кромешный ад”

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?
(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение
- б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

- а) культура, сфера в которой я живу
- б) знания, которое дала школа

3) “Вашингтон-это касса Соединенных Штатов Америки. Пентагон-это военная машина.”

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?
(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение
- б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

- а) культура, сфера в которой я живу
- б) знания, которое дала школа

4) “Каждый Американец, где бы он ни находились, вся страна на грани”.

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?
(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение

б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

- а) культура, сфера в которой я живу
- б) знания, которое дала школа

5) “Всем нам просто остаётся сидеть и держатся, и не, дать снова никому наступить на нас”.

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?

(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение
- б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

- а) культура, сфера в которой я живу
- б) знания, которое дала школа

б) “Господи, моё сердце со всеми с этими людьми, поверь мне”.

-Метафора сверху

- а) вы часто употребляете эту метафору (в разговорном или письменном виде)
- б) это метафора знакома вам в письменном или в разговорном виде
- г) в обоих вариантах
- д) не знаком с этой метафорой

- Какие чувства у вас пробуждает это метафора? (Напишите)

-Под какую категорию вы можете написать эту метафору?

(Кухня, спорт, танец, война, любовь, дружба и тд.)

-Что вы можете сказать про эту метафору?

- а) Это сравнение
- б) Думаю, что эта схожесть является причиной представлений.

-Чтобы у вас сложились такие чувства, что на вас повлияло?

а) культура, сфера в которой я живу

б) знания, которое дала школа

APPENDIX 4

Original column from “Sabah” Newspaper 13/09/2001

Metaphors are underlined

Washingtonlılar 11 Eylül sabahınıda korkunç patlama sesiyle irlikdi. Pentagon'a uçak düşmüştü... Amerika'nın eşi benzeri bulunmayan muhteşem binası alev alev yanıyordu. Olup biteni anlamak için televizyona "saldırdım." Manzara korkunçtu; 29 yaşındaki Elissa Brainard, "Çıldırıyorum zannettim. Başımın üzerinden büyük bir uğultuyla geçen uçak Dünya Ticaret Merkezi'ni deldi geçti" diye konuşuyor, bir yandan da hüngür hüngür ağlıyordu. Pentagon'dan önce, New York'un o eşsiz direkleri yıkılmıştı.

Sabah 8.48'de Amerikan Airlines'a ait bir uçağın Dünya Ticaret Merkezi'ne saplanmasının üzerinden tam 18 dakika geçtikten sonra ikinci bir uçak saldırısı, televizyon ekranlarında tüm dünyanın gözleri önünde meydana geldi. İlkinin hemen ardından gelen bu saldırı da Boston'dan kaçırılan Amerikan havayolları uçağının ölümcül bir kamikaze saldırısıyla binaya saplanmasıyla gerçekleşti.

Dehşet saatlerini dakika dakika izledim... Yaşananlar ve gün boyu gördüklerim en başarılı korku ve bilimkurgu filmlerinden çok daha ürkütücüydü. Çünkü bütün bunlar tüm çıplaklığıyla gerçektir. Ölümün yeraltından gelişini düşünmek kolay ama havadan geleceğini düşünmek çok zor... Korkunç olan çaresiz insanların ölüme gidişine tanık olmak...

Dehşet anındaki insan manzaralarını anlatmak için, kelimeler ve cümleler yetersiz, klişeler ve görüntüler yorgun. Ancak gün boyu duyduğum çığlıklar anlatabilir bu sabah New York sokaklarındaki dehşet görüntüsünü. İkinci binaya uçağın çarpmasının ardından Dünya Ticaret Merkezi'nin olduğu bölgeden kaçış başladı. New Yorklular her zamanki kendinden emin, hatta kaba hallerinden anında sıyrılıp kuzu postuna bürünmüşlerdi.

SAVAŞ SÜZAL

Türk okuyucular, bu anları, çok iyi bilirler. Panik, koşuşturma, bitmeyen gayretler, kendini feda eden cesur insanlar... New York sanki Gölçük! Kıyamet gününün ardından, New York sokakları büyük deprem sonrası İstanbul, İzmit ve Gölçük'ü anımsatıyor... Tek fark, polis ve yardım ekiplerinin ilk andan itibaren bölgeye girebilmiş olması. Ama felaket ne polis, ne kurtarma ekibi dinliyor. New York'un görüntüsüne bakılırsa, saldırının boyutları insanı ürkütüyor. En donanımlı ekipler ve en gelişmiş buldozerler bile yetersiz kalıyor sanki.

ASLI AYDINTAŞBAŞ

APPENDIX 5

A column from “Sabah” Newspaper translated into English 13/09/2001

Metaphors are underlined

The citizens of Washington inflamed with terrible noise of explosion in the morning of 11 September. Plane was fallen down in the Pentagon... Unique splendid building of America was burning. In order to understand what happened I attacked the TV. The view was terrible. 29 years old Elissa Brainard said, “I thought that I was going mad... The plane which was flying with the great hum over my head pierced through World Trade Center” from one side she was sobbing. Before Pentagon, New York’s unpaired columns collapsed.

In the morning of 08:48 American Airlines’ plane was fixed to World Trade Center, exactly 18 minutes left second plane attack was happened on the television screens in front of eyes of whole world. After the first, in this attack stolen from Boston American Airlines’ plane’s fatal attack came true by fixing the plane to the building.

I watched these terrible hours minutes by minutes... These events and my seeing during the day were more scared than the most successful horror and science fiction films. Because all of this with whole nakedness were reality. It is easy to think that the death comes from under land but it is difficult to think that it comes from the air... Tremendous is being witness with death of helpless people.

In order to understand people’s view in horror instant, the words and sentences are not enough, cliché and phantom are tiered. But the cries heard during the day can explain horror happened in the streets of New York this morning. After the impact of the plane to second building there was escape started from the area of World Trade Center. As always New York citizens sure in themselves, moreover in a moment they get shut of rude attitude and wrap in lamb skin.

SAVAŞ SÜZAL

Turkish readers know these moments very well. Panic, run hither and yon, never-ending zeal, sacrifice them selves brave people... New York like Gölcük! After the Doomsday, New York streets recall Stambul, Izmit and Gölcük after a big earthquake. The only difference, police and help teams could enter to the place at the first moments. But disaster listen neither police nor savior teams. If we look at New York's view, attack dimensions scare people. As if the best rigging teams and the most developed bulldozers are not enough.

ASLI AYDINTAŞBAŞ

APPENDIX 6

The questionnaire for Turkish Students in English

Dear pupils,

The aim of this research is to find out whether metaphors are cultural-specific and the types of reading strategies students use while reading. I would like to check whether there is correspondence between the meanings assigned by two languages. Metaphor is presented in written language back to the earliest surviving writing. Metaphors are symbols that are the way of calling. Because of metaphors are the way of calling they are more quick understandable than words of emotional density. If we explain one concept with other by using comparison it means that we use metaphors. Actually the similarity of these two concepts can be a little, but to know one of them help us to understand better the other one. The word metaphor derived from metaherein in Greece which mean “transfer”. (Oxford English Dictionary, 1996). Because of this deceptive etymology, metaphors for different people express different meaning.

Madina Shamilova

Before unbelievable terrorist attack in New York, World Trade Center’s twin towers considered uncollapseble. But after the strike of huge planes in the result of fire they collapsed. In order to understand what happened thousands of people attacked the TV. From one side Management of USA tried to escape people under collapsed buildings in yesterday’s attack, in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams. USA’s unpaired columns collapsed, all of this with whole nakedness was reality. For a long time small snapshot will not come out from memories, it stamped American crisis. That attack is not only against to USA, but also against to civilization, to all countries which believe in democracy. “This war will drive long time but we will not make

mistake, we will certainly win. After the Domsday, we will not give permission to terrorist to change our life. We will spend what is needed.” After the attack on the television screens in front of eyes of whole world no one can guess of the number of dead and injured under the ruins. From the entire world help proposals come to safety works. Some sources, asserts that they determined identities of considered five Arabs who arrange attack, after the attack in a moment they get shut of rude attitude and wrap in lamb skin.

1) In order to understand what happened thousands of people attacked the TV.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

2) ...in the other side they try to find perpetrators of attack but disaster listen neither management nor savior teams.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages

- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

3) **USA's unpaired columns collapsed...**

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me

b) education in school

4) ...of this with whole nakedness was reality.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

5) After the Doomsday, we will not give permission to terrorist to change our life.

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

**6) After the attack on the television screens in front of eyes of whole world
no one can guess of the number of dead and injured under the ruins.**

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

**7) ...after the attack in a moment they get shut of rude attitude and wrap in
lamb skin.**

- Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

- What kinds of feeling do you feel when you read or hear that metaphor? (Write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

APPENDIX 7

The questionnaire for Turkish Students

Değerli öğrenciler,

Bu araştırmanın amacı metaforların gerçekten sosyo-kültürel olduklarını ve okuma sırasında öğrencilerin kullandıkları okuma strateji şekilleri bulmak. İki dil ile ifade edilen anlamlar arasındaki ilişkiyi göstermek isterdim. Metaforlar semboldür yani çağrışıdır. Metaforlar çağrıştırdıkları için duygusal yoğunluğu olan kelimelerden daha çabuk anlaşılırlar. Bir kavramı başka bir kavrama benzeterek anlatırsak metafor kullanıyoruz demektir. Aslında o iki kavramın birbirine benzerliği pek az olabilir, ama birini çok iyi tanıyor olmak bize ikincisini daha iyi anlama olanağını sağlar. Metafor kelimesi Grekçe’de “transfer” anlamına gelen metaherein kelimesinden türemiştir. (Oxford English Dictionary, 1996). Bu aldatıcı etimolojiden dolayı metafor, farklı insanlar için farklı anlamlar ifade etmiştir.

Madina Shamilova

New York'ta gerçekleştirilen inanılmaz terörist saldırısından önce Dünya Ticaret Merkezi'nin ikiz kulelerinin yıkılabileceği inanılmazdı. Fakat dev uçakların çarpmasının ardından çıkan yangın sonucu yıkıldı. Olup biteni anlamak için binlerce insan televizyonlara saldırdılar. ABD yönetimi bir yandan dükkân saldırılarda çöken binaların altında kalanları kurtarmaya, bir yandan da saldırıyı yapanları bulmaya çalışıyor ama felaket ne yönetimi, ne kurtarma ekibi dinliyor. ABD'nin eşsiz direkleri yıkılmıştı, bütün bunlar tüm çıplaklığıyla gerçikti. Yıllar boyu akıllardan çıkmayacak ufak enstantaneler, Amerika'daki krize damgasını vurdu. Yapılan saldırının, yalnızca ABD'ye yönelik olmadığını, medeniyete karşı, demokrasiye inanan bütün ülkelere karşı olduğunu söylüyor. “Bu savaş uzun sürecek ama hata yapmayacağız kesinlikle kazanacağız. Kıyamet gününün ardından, teröristlerin hayatımızı değiştirmesine izin vermeyeceğiz. Ne gerekiyorsa harcayacağız.” Televizyon ekranlarında tüm dünyanın gözleri önünde meydana gelen saldırıdan

sonra enkaz altında ölü ve yaralı sayısı konusunda ise, kimse bir tahminde bulunamıyor. Tüm dünyadan kurtarma çalışmalarına yardım teklifleri geliyor. Bazı kaynaklar, saldırıyı düzenlediği düşünülen beş Arap asıllı kişinin kimliğinin belirlendiğini iddia ediyor, saldırıdan sonra kaba hallerinden anında sıyrılıp kuzu postuna bürünmüşlerdir.

1) Olup biteni anlamak için binlerce insan televizyonlara saldırdılar.

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikiside
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

- a) Bunun doğru benzetme olduğunu düşünüyorum
- b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

- a) İçinde yaşadığım kültürün öğretileri
- b) Okul eğitimi

2) ABD yönetimi bir yandan dünkü saldırılarda çöken binaların altında kalanları kurtarmaya, bir yandan da saldırıyı yapanları bulmaya çalışıyor ama felaket ne yönetimi, ne kurtarma ekibi dinliyor.

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikisinde
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

- a) Bunun doğru benzetme olduğunu düşünüyorum
- b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

- a) İçinde yaşadığım kültürün öğretileri
- b) Okul eğitimi

3) ABD'nin eşsiz direkleri yıkılmıştı,...

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikisinde
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

- a) Bunun doğru benzetme olduğunu düşünüyorum
- b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

- a) İçinde yaşadığım kültürün öğretileri
- b) Okul eğitimi

4) ...bütün bunlar tüm çıplaklığıyla gerçektir.

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikisinde
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

- a) Bunun doğru benzetme olduğunu düşünüyorum
- b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

- a) İçinde yaşadığım kültürün öğretileri
- b) Okul eğitimi

5) Kıyamet gününün ardından, teröristlerin hayatımızı değiştirmesine izin vermeyeceğiz.

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikiside
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

- a) Bunun doğru benzetme olduğunu düşünüyorum
- b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

- a) İçinde yaşadığım kültürün öğretileri
- b) Okul eğitimi

6) Televizyon ekranlarında tüm dünyanın gözleri önünde meydana gelen saldırıdan sonra enkaz altında ölü ve yaralı sayısı konusunda ise, kimse bir tahminde bulunamıyor.

-Yukarıdaki metafor

- a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?
- b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?
- c) her ikiside
- d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

a) Bunun doğru benzetme olduğunu düşünüyorum

b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışımların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

a) İçinde yaşadığım kültürün öğretileri

b) Okul eğitimi

7) Bazı kaynaklar, saldırıyı düzenlediği düşünülen beş Arap asıllı kişinin kimliğinin belirlendiğini iddia ediyor, saldırıdan sonra kaba hallerinden anında sıyrılıp kuzu postuna bürünmüşlerdir.

-Yukarıdaki metafor

a) sizin etkin kullanımınızda (konuşurken veya yazarken kullanılan) olan bir metafor mudur?

b) bu metafor size konuşurken yada yazılı olarak tanıdık gelen bir metafor mudur?

c) her ikiside

d) bu metaforu kullanmıyorum

-Yukarıdaki metaforu duyduğunuzda yada okuduğunuzda sizde uyandırdığı çağrışımlar nelerdir? (yazınız)

-Bu metaforu hangi senaryo içine yerleştirebilirsiniz?

(Mutfak, spor, dans, savaş, aşk, arkadaşlık vs.)

-Yukarıdaki metafora karşı tutumunuz nedir?

a) Bunun doğru benzetme olduğunu düşünüyorum

b) Bu benzetmenin yanlış çağrışımlar nedeni ile olumsuzluklara neden olduğunu düşünüyorum

-Bu çağrışmaların oluşmasında aşağıdakilerden hangisi daha etkili olmuştur?

a) İçinde yaşadığım kültürün öğretileri

b) Okul eğitimi

APPENDIX 8

Original column from "Daily News" newspaper 14/09/2001

Metaphors are underlined

"Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, and huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed; our country is strong. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of American resolve. Today, our nation saw evil, the very worst of human nature. And we responded with the best of America - with the daring of our rescue workers with the caring for strangers and neighbors who came to give blood and help in any way they could. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a power greater than any of us, spoken through the ages in Psalm 23: "Even though I walk through the valley of the shadow of death, I fear no evil, for you are with me." This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world."

APPENDIX 9

The questionnaire prepared for Turkish and Kazakhstan students

Dear Pupils,

The aim of this research is to find out whether metaphors are cultural-specific and the types of reading strategies students use while reading. I would like to check whether there is correspondence between the meanings assigned by two languages. Metaphor is presented in written language back to the earliest surviving writing. The more common meaning of metaphor is a figure of speech that is used to paint one concept with the attributes normally associated with another. Also metaphor it is a comparison between two unlike things with the intent of giving added meaning to one of them. Metaphors which were used in that research were taken from real column text from newspaper.

Thank you for participation.

Madina Shamilova

You will learn from newspaper about this day, you will watch from the TV and listen from the radio about what happened in this day... This day will be the great noise. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. In a world, we also sometimes see and Gone through so much death, we again can feel what is to loose near to us people, and which words we need to chose in order to save people's heart. These acts shattered steel, but they cannot dent the steel of American resolve. During the day thousand of people go to the north, most of them were in gauze bandages. This great resettlement of people can be explained, that people struggled with death and want to leave the place of tragic as soon as possible. Most of the people argue that America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. But no one will keep that light from shining. We can call this not a fight against the state, and fight of the unknown opponent against people

and the world order. This is a day when all Americans from every walk of life unite in our resolve for justice and peace. During these hours the world anonymous terrorists really corrected. To wage war with the unknown opponent it is impossible, and from it the shock only goes deep. America has stood down enemies before and we will do so this time. Experts believe, to defend a terror act had been impossible.

1) “Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

2) “These acts shattered steel, but they cannot dent the steel of American resolve”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

3) “America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

4) “And no one will keep that light from shining”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

- a) this is comparison
- b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

- a) culture, people around me
- b) education in school

5) “This is a day when all Americans from every walk of life unite in our resolve for justice and peace”.

-Metaphor at the top

- a) you often use that metaphor (in written or spoken languages)
- b) this metaphor familiar to you in written or spoken languages
- c) in both version
- d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

a) culture, people around me

b) education in school

6)“America has stood down enemies before and we will do so this time”.

-Metaphor at the top

a)you often use that metaphor (in written or spoken languages)

b) this metaphor familiar to you in written or spoken languages

c)in both version

d) do not know this metaphor

-What kind of feelings do you feel when you read or hear that metaphor? (write it)

-To which category you can add this metaphor? (kitchen, sport, dance, war, love, friendship)

-What can you say about that metaphor?

a) this is comparison

b) think that this similarity is a reason of incorrect idea

-What influence on you in order to have that kind of feelings?

a) culture, people around me

b) education in school

APPENDIX 10

Questionnaire

- 1) With which aspect do you think metaphor work? Indicate the importance by numbering (1 of the most frequent use)
 - (....) 1. Customs
 - (....) 2. Beliefs
 - (....) 3. Nationality
 - (....) 4. Religion
- 2) In which passages are metaphors used more? Write numbers according to the importance.
 - (....) 1. Daily speech
 - (....) 2. Literary texts
 - (....) 3. Letter
 - (....) 4. Open discussion
 - (....) 5. Chat on internet
 - (....) 6. Column
 - (....) 7. News headlines
- 3) Do you think that metaphors explain ideas easily? (Yes) (No) (Rarely)
- 4) Do you translate each word in metaphors?
- 5) Do you read text with metaphors fast?
- 6) Do you have difficulties in understanding metaphors?
- 7) Do you think that in written language there are a lot of useful metaphors?
- 8) Do you think that with metaphor we can differentiate one culture from another?
- 9) Can you learn new metaphors from the written text and then use it in your spoken or written language?
- 10) Do you use metaphors in your spoken language in order to compare something?
- 11) Do you use metaphors often in written language?
- 12) Can you easily understand a person with a different cultural background when she/he talks to you?

- 13) Do you think that author can freely express his/her emotions in text by using metaphors?
- 14) Do you agree with the thought "We actually understand the world with metaphors and do not just write or speak with them."
- 15) Do you agree with the idea that metaphor involves not only language, but also social-cultural structure and neural and bodily activity?

APPENDIX 11

Questionnaire in Russian Language for Kazakhstan Students

- 1) С каким аспектом работает метафора? Напишите номера по мере важности.
 (...) а. Обычай
 (...) б. Мнение
 (...) в. Национальность
 (...) г. Религия
 - 2) В каких текстах больше всего встречаются метафоры? Напишите номера по мере важности.
 (...) а. Разговорная речь
 (...) б. Литературный текст
 (...) в. Письма
 (...) г. Дискуссии
 (...) д. Чат в Интернете
 (...) е. Столбцы из газет
 (...) ж. Название текстов в газетах
 - 3) Считаете ли вы, что метафоры, объясняют идеи быстрее и легче?
 - 4) Переводите ли вы каждое слово в прочитанной вами метафоре?
 - 5) Читаете ли вы тексты с метафорами быстро?
 - 6) Испытываете ли вы трудность в понимании метафор?
 - 7) Считаете ли вы, что автор может свободно выражать свои чувства, используя метафоры в своих текстах?
 - 8) Сможете ли вы понять незнакомую вам метафору из текста и использовать её в вашей письменной или разговорной речи?
 - 9) Можете ли вы понять смысл того или иного текста, если даже не поймете метафору в нём?
 - 10) В письменной речи есть более и менее используемые

метафоры.

- | | | | |
|---|----|-----|----------|
| 11) Метафоры помогают нам понять культуру и общество. | ДА | НЕТ | НЕВСЕГДА |
| 12) Согласны ли вы с фразой “Мы понимаем этот мир метафорами, а не только пишем и говорим ими”. | ДА | НЕТ | НЕВСЕГДА |
| 13) Согласны ли вы с идеей, что метафоры включаю в себя не только язык, а также общественно-культурную структуру мысленные и физические упражнения? | ДА | НЕТ | НЕВСЕГДА |
| 14) Используете ли вы метафоры в своей речи, что бы сравнить что-либо? | ДА | НЕТ | НЕВСЕГДА |
| 15) Вы больше используете метафоры в письменной или разговорной речи? | ДА | НЕТ | НЕВСЕГДА |

APPENDIX 12

Questionnaire in Turkish Language for Turkish Students

1) Hangi konuda daha çok metafor kullanılmaktadır? Ağırlıklara göre numaralandırınız.

(....) a. Gelenek-görenek

(....) b. Görüş

(....) c. Milliyet

(....) d. Din

2) Hangi metinlerde en çok metafor bulunmaktadır? Ağırlıklara göre numaralandırınız

(....) a. Günlük konuşma

(....) b Edebiyet metni

(....) c Yazı

(....) d Açık tartışma

(....) e İnternet chatı

(....) f Gazetede ki köşe yazıları

(....) g. Gazetelerdeki metin başlıkları

3) Okuduğunuz metafordaki her kelimeyi tercüme ediyor musunuz?

Evet Hayır Bazen

4) Metafor metinlerini çabuk okuyabiliyor musunuz?

Evet Hayır Bazen

5) Metaforları anlamakta güçlük çekiyor musunuz?

Evet Hayır Bazen

6) Yazarların metaforları kullanarak yazdıkları metinlerde kendi duygularını rahatça ifade edebildiklerini düşünüyor musunuz?

Evet Hayır Bazen

7) Yazıdaki yeni metaforu anlayabilir hatta yazı ve konuşmanızda kullanabilir misiniz?

Evet Hayır Bazen

8) Yazılı konuşmalarda daha çok metafor bulunmaktadır

Evet Hayır Bazen

9) Metaforlar bize kültürü ve toplumu anlamakta yardımcı olmaktadır.

Evet Hayır Bazen

10) “Metaforları yazarak ve konuşarak kullandığımızdan öte bu dünyayı metaforlar aracılığıyla algılamaktayız” deyimiyle hemfikir misiniz?

Evet Hayır Bazen

11) “Metaforlar kendi bünyesinde sadece dili değil bunun yanında

- sosyo-kültürel yapıyı, zihni ve fiziki alıştırmaları
barındırmaktadırlar” fikrini kabul ediyor musunuz?
- 12) Karşılaştırmalarda metaforları kullanıyor musunuz?
- 13) Metaforları daha çok yazılarınızda mı kullanıyorsunuz?
- 14) Konuştuğunuz insanı kültürel farklılıklarla kolayca
anlayabilir misiniz?
- 15) Metafor fikirleri daha çabuk ve kolay ifade ettiğini düşünüyor
musunuz?

Evet	Hayır	Bazen
Evet	Hayır	Bazen
Evet	Hayır	Bazen
Evet	Hayır	Bazen
Evet	Hayır	Bazen