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**Metaphor Production in Master Students' Academic Writing:**

**A Corpus Based Research**

The Case of Master Two Students' Dissertations Submitted to Mohamed  
Boudiaf University of M'Sila

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Requirements for the Degree of Master**

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## **DECLARATION**

We hereby solemnly declare that the work we are going to present in this dissertation entitled “Metaphor Production in Master Students' Academic Writing: A Corpus Based Research” is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M’sila, Algeria.

## **DEDICATION**

I dedicate this dissertation to my mother Houria. I will always be indebted to you. I am also dedicating this to my father Saleh, who is no longer in our loving eyes and has left a void in our lives that will never be filled. May Allah grant you Jannah Firdaws. I also want to dedicate my best friend Fatima, I am fortunate for meeting you.

Khawla

I would like to dedicate this work to my beloved family and to my very best friends khawla and Asma.

Fatima Ezzahra

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Finally, thanks to “me”, “myself”, and “I” *Benyettou khawla*, and and equal thanks go to my very best friend always and forever, Myself, *Dahmani Fatima Ezzahra*.

## ABSTRACT

The current study investigates metaphor production in some conclusions of EFL master students' dissertations at the Department of Letters and English Language at M'Sila University, as well as EFL teachers' perceptions of the use of metaphor in students' academic writing. Its primary goal is to discover the evidence for metaphor production in linguistics and literature & civilization dissertations. It also aims to reveal teachers' attitudes toward metaphor production. To accomplish these objectives, we employed Metaphor Identification Procedure (MIP) method to identify and collect metaphors generated by master students. This corpus of the study includes ten dissertations in both fields submitted in 2021 at the Department of Letters and English Language at M'Sila University. The data collected include 202 metaphorical expressions of both disciplines linguistics, civilization and literature. The findings revealed a high use of metaphor in the conclusions of master dissertations. The most frequently used metaphors in both disciplines are "ideas are people" and "life is a journey". On the other hand, teacher's perceptions questionnaire (TPQ) was used to measure teachers' perceptions and practices about metaphor and metaphor production in EFL students' Master dissertations. The finding revealed the low perceptions that EFL teachers hold about metaphor production in master students' academic writing.

**Keywords: Metaphor, Metaphor use/production, Academic writings, EFL Teachers, Perception, Master's dissertations.**

## ABSTRAIT

La présente étude examine la production de métaphores dans certaines conclusions des thèses des étudiants en maîtrise de l'EFL au Département des lettres et de la langue anglaise de l'Université M'Sila, ainsi que les perceptions des enseignants de l'EFL sur l'utilisation de la métaphore dans la rédaction académique des étudiants. Son but principal est de découvrir les preuves pour la production de métaphores en linguistique et littérature & civilisation dissertations. Il vise également à révéler les attitudes des enseignants envers la production de métaphores. Pour atteindre ces objectifs, nous avons utilisé la méthode MIP (Metaphor Identification Procedure) pour identifier et collecter les métaphores générées par les étudiants en master. Ce corpus de l'étude comprend dix mémoires dans les deux domaines présentés en 2021 au Département de lettres et de langue anglaise de l'Université M'Sila. Les données recueillies comprennent 202 expressions métaphoriques des deux disciplines linguistique, civilisation et littérature. Les résultats ont révélé une utilisation élevée de la métaphore dans les conclusions de mémoires de maître. Les métaphores les plus fréquemment utilisées dans les deux disciplines sont "les idées sont les gens" et "la vie est un voyage". D'autre part, le questionnaire sur les perceptions des enseignants (QPT) a été utilisé pour mesurer les perceptions et les pratiques des enseignants au sujet de la métaphore et de la production de métaphores dans les mémoires de maîtrise des étudiants d'EFL. Cette découverte a révélé les faibles perceptions que les enseignants d'EFL entretiennent au sujet de la production de métaphores dans la rédaction académique des étudiants en master.

**Mots-clés : Métaphore, Utilisation/production de métaphores, Écrits académiques, EFL Teachers, Perception, Mémoires de maîtrise.**

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**GENERAL INTRODUCTION**

Metaphor is mostly utilized in literary works such as novels, poetry, and so on. What has been said is a widely held belief regarding metaphor. It is, however, more than that. According to Lakoff and Johnson (2003), metaphor is utilized often in everyday life, not just in language but also in cognition and behaviour. That is, individuals utilize metaphors unconsciously in their everyday discourse.

Moreover, metaphor is a linguistic academic device that is commonly employed in academic contexts, publications, and daily life. Because it is a concept, not a term. Linguists explained that metaphor basically is comprehending one thing in terms of another (Lakoff & Johnson, 1980). Metaphor, in other terms, is the substitution of one word for another. It has an impact on both thoughts and behaviours.

The current study explores metaphor production in certain dissertation conclusions of EFL master students, along with EFL teachers' perceptions of metaphor use in students' academic writing. Its fundamental purpose is to find credible evidence for metaphor production in dissertations of linguistics, literature, and civilization. It also attempts to illustrate teachers' perspectives on metaphor. In addition, this research attempts to show how metaphor can be a helping tool for students to improve their academic writings.

## **1. Statement of the Problem**

It can often be assumed that metaphor is merely a figure of speech that is prevalent in poetry and literary works and that it should be disregarded in academic works such as dissertations. Lakoff and Johnson (1980) stated that the usual conceptual framework that humans use to think and behave is basically metaphorical in nature. As a result, students may be unaware that they are generating metaphors in their writing, just as they may be oblivious that metaphor shapes one thought.

Furthermore, teachers may believe that metaphor is only a figure of speech rather than an academic device. This research attempts to demonstrate the incidental production of metaphor in students' writings as well as teachers' perceptions of metaphor. It also attempts to highlight how metaphors are employed without reducing the quality of academic writing.

## **2. Research Questions**

The current research work is framed around the following research questions:

**Q1.** What is the evidence for metaphor production in EFL master students' academic writings (dissertations)?

**Q2.** What perceptions do EFL teachers hold about the use of metaphor in students' academic writings?

## **3. Research Hypothesis**

This research attempts to inspect the following hypotheses:

**H.1:** EFL students may mark high rates of metaphor production in their academic writings (dissertations).

**H.2:** EFL teachers may hold low perceptions towards metaphors.

## **3. Research Objectives**

This study attempts to achieve the following objectives:

1- To investigate the production of metaphor in master academic writing.

2- To assess teachers perception towards metaphor.

#### **4. Significance and Purpose of Research**

The purpose of this study is to investigate metaphor production in master students' academic writing and to examine teachers' perceptions toward metaphor. Furthermore, it aims to help students and teachers understand the importance of employing metaphors in their research/academic work. It also contributes to more academic and scientific writing.

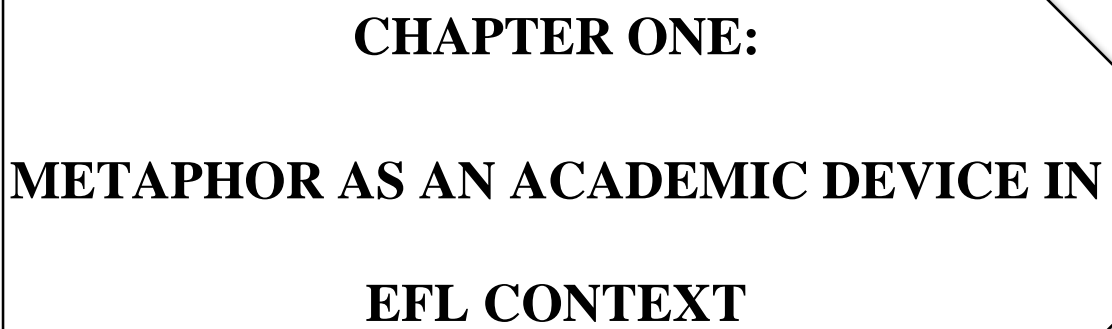
#### **5. Methodology and Research Design**

A corpus-based analysis will be conducted on ten (10) randomly selected dissertations from both fields, Linguistics, Literature and Civilization, with five of each. It will be analysed in order to determine the frequency of metaphor production in students' academic writing and teachers' perceptions of metaphor.

The tools will be used to analyse the data are MIP “metaphor identification procedure” an explicit method that can be reliably employed to identify metaphorically used words in discourse. Also, Mapping, whereby new word meanings are created by mapping an existing sense of a word from its own source domain to another target domain, based on structural similarities between the domains.

The data will be evaluated quantitatively to measure the quantity and frequency of metaphors utilized. In addition, qualitatively to investigate the quality of students' academic writing and teachers' perceptions of metaphor.

The research will assist students and teachers understand that metaphor is not only a figurative literary device, but also a linguistic academic device because it is a natural phenomenon of language.



**CHAPTER ONE:**  
**METAPHOR AS AN ACADEMIC DEVICE IN**  
**EFL CONTEXT**

## **Introduction**

This chapter represents the theoretical foundations of the research. Thus, it focuses mostly in providing the reader with an insight of the main research variables. It is composed of three main sections. The work will start by defining what metaphor means and its various types. Moreover, it will discuss the academic writing and its multiple types as well. Lastly, the chapter will provide an overview of previous researches of metaphor in academic discourse.

### **1.1. Metaphor Definition**

Lakoff and Johnson (2003) assume in their book *Metaphor We Live* that the core of metaphor is to view and experience one thing through the lens of another. Most people think that they can function effectively without the need for metaphor. On the contrary, that metaphor is widely utilized in ordinary life, not just in discourse but also in cognition and behaviour. It is possible to argue that the vast bulk of our normal conceptual system is metaphorically built; that is, most conceptions are understood in part via the lens of other concepts.

They went on to say that metaphor penetrates our regular mental framework. This is because many key concepts to us are either abstract or not precisely defined in our experience (emotions, thoughts, time, and so on). One must grasp them with the use of other notions that are more easily understood (spatial orientations, objects, etc.). In our conceptual framework, this necessity leads to metaphorical definition.

That is, metaphor pervades our ordinary ideological basis. This requirement leads to metaphorical definition in our mental framework. Because ideas that are relevant to us are either abstract or not clearly defined in our experience, we must interpret them via the prism of other terms that are more clearly defined.

Contemporary cognitive linguistics research even reveals that metaphor has its beginnings in the neural and physical processes, rather than being a merely verbal invention, as the conventional view, says (Feldman & Gibbs, 2006; Lakoff & Johnson, 1999).

Cognitive linguists believe that the analysis of the conceptual and experiential basis of linguistic categories and constructs is of primary importance. These researchers, especially working under the disciplinary banner of “cognitive linguistics,” have investigated the notion that humans communicate metaphorically, because they think, feel, and act metaphorically. (Gibbs, 1994; Lakoff, 1990).

Additionally, metaphor is more than a rhetorical device; it is a specific mental mapping and form of neural co-activation that influences how people think, reason, and visualize in everyday life. (Lakoff & Johnson, 1999). The discovery of conceptual metaphor has been independently by Michael Reddy and Lakoff in the late 1970’s. In their discovery, they have shown that metaphor is primarily conceptual, and secondarily linguistic, gestural, and visual (Reddy, 1979; Lakoff and Johnson, 1980).

It is discovered that abstract notions of communication and thoughts are thought to be grasped through a conceptual metaphor. (Reddy, 1979)  
Furthermore, Lakoff (2014) indicates that thousands of embedded metaphor mapping circuits in the human brain generate remarkable richness inside the human conceptual system. They generally operate unconsciously.

### **3.2. Types of Metaphor**

Metaphors are categorized into several types. Some of these are discussed in George Lakoff and Mark Johnson's book *Metaphor We Live By* (2003). These types are as follows:

#### **3.2.1. Conduit Metaphor**

Language acts as a conduit for thoughts to be transferred from one person to another; authors and speakers put their thoughts or feelings into words; words operate as containers for ideas and emotions to be sent to others; listeners and readers extract thoughts and feelings from such utterances. (Reddy, 1979).

### **1.2.2. Structural Metaphor**

It presents one complicated notion (often abstract) is metaphorically constructed in terms of another, generally more concrete (Lakoff, Johnson, 2003).

### **3.2.2. Orientation Metaphor**

It does not structure one notion in relation to another, but rather arranges an entire system of concepts in relation to one another. Furthermore, orientation metaphors are named by spatial orientations: up-down, in-out, front-back, on-off, deep-shallow, and central-peripheral (Lakoff, Johnson, 2003).

### **1.2.4. Ontological Metaphor**

It refers to "seeing situations, actions, feelings, thoughts, and so on as beings and materials (Lakoff, Johnson, 2003).

### **1.2.5. Personification**

It is a broad category that encompasses a vast selection of metaphors, each emphasizing particular characteristics of or perspectives on a person. They all have one aspect in common: they are extensions of ontological metaphors that enable us to build meaning of things in the universe in humanistic concepts that can be understood on the grounds of our own motives, objectives, behaviors, and traits (Lakoff, Johnson, 2003).

### **1.2.6. Metonymy**

Another kind of metaphor studied by Halliday is when one object is employed to allude to another (Lakoff, Johnson, 2003).

### **1.2.7. Grammatical Metaphor**

Grammatical metaphor is based on the premise that there is a straight relationship from structure to content to experience (Romero & Soria, 1985). According to Romero and Soria (1985), the kind of metaphor can be generated by altering just the structure or by altering both

the structure and the grammatical classes of the linguistic elements involved. Furthermore, Banks (1999) defines grammatical metaphor as a transition from verbal to conceptual encoding.

### **1.3. Academic Writing**

Academic writing is a formal writing style that is commonly used in universities and scholarly publications. “Academic writing is the kind of writing used in high school and college classes” (Oshima & Hogue, 2007, p. 3). That is to say, academic writing differs from creative or personal writing, such as when you write stories, letters, or e-mails to friends and family. To ensure effective communication, academic writing employs complete sentences that are formed in a specific manner that is clear and precise. In addition, there is a legal form known as copyright law that protects the work of writers and prohibits any attempt of plagiarism.

### **1.4. Types of Academic Writing**

In his book, *Academic Writing a handbook for International Students*, Bailey (2011) categorizes academic courses into six types of written works that are:

#### **1.4.1. Note**

A method of collecting and organizing information that answers and supports the research paper's questions and topic .Notes are classified into three types: summary, paraphrase, and direct quotation. It makes one pay attention and keeps you active and engaged during lectures (Bailey, 2011).

#### **1.4.2. Report**

It is a specific form of writing describes or analyses a specific question or phenomenon. Reports are commonly used to present and discuss the results of an experiment, survey, or other type of research. They help with decision making and planning, as well as providing long-term data that is reliable (Bailey, 2011).

### **1.4.3. Project**

A formal document outlining your topic. It contains an abstract, an introduction, a review of the literature, a methodology, results, a discussion, and conclusions and recommendations. It presents an original thesis, or purpose statement, about a topic and expands on that thesis using information gathered from various sources (Bailey, 2011).

### **1.4.4. Essay**

A piece of writing intended to persuade readers of a point of view based on evidence. An academic essay should provide an answer to a question or task. It must include a thesis statement (answer to the question) as well as an argument (Bailey, 2011).

### **1.4.5. Dissertation/Thesis**

An extended piece of academic writing based on original research conducted by doctoral, master, and bachelor's students. It allows students to identify variables and present their findings in response to a question of their choice. These discoveries should have practical applications in everyday life (Bailey, 2011).

### **1.4.6. Paper**

It is a formal document intended to the academic community with whom they share a common interest. It offers analysis, interpretation, and argument based on extensive research and seeks to persuade readers of an idea or solution to a problem using evidence (Bailey, 2011).

## **1.5. Metaphors in Academic Writing**

Academic writing is a type of writing that most students struggle with because academic writers must ensure that their communications are written in the proper style. This style must be consistent and appropriate for both the message and the audience. Recent study shows that metaphoric expressions have entered the academic field as an attempt of expressing our understandings of reality in a simple way.

“Metaphor can be a powerful tool in communicating the purposes and processes involved in learning as the use of metaphor enables new and complex ideas to be presented through more familiar forms” (Goldsmith, 2007, p.1). That is, metaphors aid in facilitating readers' comprehension of meaning through two domains established by Lakoff and Johnson (2003). The source domain: in which the metaphorical expression is structured in a certain way in order to provide the appropriate means to understand the target concept. The concept we are attempting to comprehend is known as the target source.

### **1.6. Grammatical metaphor in Academic Writing**

People may agree that the commonly understood nature of metaphor is figurative and that it should not be utilized in scientific writing. However, one of the most effective scientific writing styles is high lexical density, which is the use of more content words. Nominalization is a process of forming nouns from verbs in order to increase lexical density. That yet, not everyone is aware that nominalization is a grammatical metaphor.

Grammatical metaphor, particularly nominalization, is a significant aspect in the evolution of scientific writing (Banks, 1999). It substitutes one grammatical class with another grammatical class, or one grammatical structure with another grammatical structure (Halliday & Martin, 1996).

Furthermore, when the language is more structured and formal, the lexical density increases; and because writing is generally more structured than speech, written language appears to be slightly denser than spoken language, with four to six lexical words per clause. However, in scientific writing, the lexical density can be significantly higher (Halliday & Martin, 1996). As a result, metaphor is used naturally in language, and various types of metaphor will always coexist.

### **1.6.1. Semantic Model: Definition and Types of GM**

When a sequence is realized as a clause complex or a process as a verb, the clause complex and the verb are congruent. These functions are "supplanted" by another grammatical unit to produce clauses and processes.

### **1.6.2. Stratal Model: Definition and Types of GM**

Grammatical metaphor can be seen as introducing a tension between grammar and semantics, requiring a text to be read on at least two levels (i.e. metaphorically and directly). With one directly expressing the grammar and another symbolically related level of semantics.

### **1.7. Metaphor in Academic Discourse**

Nguyen (2019) completed a number of surveys on the frequency, advantages, and problems of utilizing metaphor in order to assess students' views regarding using and studying metaphor. According to the results, despite the fact that students do not utilize metaphor as extensively as predicted, they recognized several advantages from employing metaphor. That is to say, metaphor is essential for increasing writing performance. However, they encountered other obstacles when employing metaphor, including a lack of language, cultural awareness, and creativity.

Nguyen (2019) mentioned that the purpose of this research is to explore the impact of employing metaphor in improving writing skills and identify the problems that students may experience. She further added that using metaphor has a positive impact on writing skill and can improve linguistic competence, but there are some challenges to using metaphor adaptively and proficiently (Nguyen, 2019).

According to Nguyen (2019), the study suggests that some language learners may require additional classroom training to build their competency in metaphor-based communication. She further discussed that students can grasp one subject by relating it to another using conceptual metaphor. By using metaphorical expressions, they may relate to a

wide range of topics. Consequently, they will extend their vocabularies and increase their productivity. The benefits of employing metaphor are evident in all aspects of second language acquisition.

Another study conducted by Budaev, Chudinov, and Trubina, (2015) discuss that the metaphor is viewed as a mirror of the conceptual viewpoint of the educational program members, and the scientists' emphasis is determined to find the basic metaphors and their sources. Pragmatic study investigates metaphor as a way of significant influence on academic subjects, boosting the quality of learning.

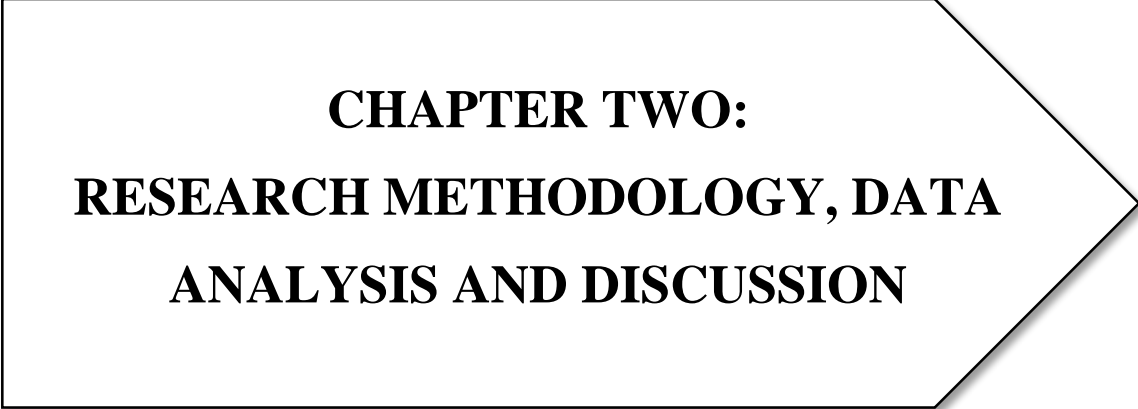
They more explained that the application of metaphorical forms aids in the grasp of the substance of the researched phenomenon. Metaphors play a particularly essential function in conveying abstract notions. The study of pragmatic orientation focuses not only on the investigation of cognitive models, but also on determining specific answers to various educational challenges (Budaev, Chudinov, & Trubina, 2015).

Metaphors, as specific research demonstrated, assist pupils grasp abstract concepts better than exact descriptions, which is extremely crucial when educating youngsters. However, specialists frequently emphasize that relying just on the pupils' intellectual basis is insufficient. Mastering metaphors requires unique training, particularly in the education of disciplines such as art or psycho-analysis (Budaev, Chudinov, & Trubina, 2015).

Budaev, Chudinov and Trubina, (2015) added that professionals in the education sector, in particular, frequently depict their tasks figuratively. A creatively active professor not only presents his views via metaphors, but also thinks through metaphors, forming a metaphorical image of the learning system. Conceptual metaphors depict reality by moving names from one domain to another, fostering a deeper awareness. Thus, educational metaphors arrange concepts in the educational sector in a creative way, give a new perspective of this field, and assure pedagogical thought continuance.

## **Conclusion**

This chapter has covered the theoretical background that would backnone the present study. In doing so, it has introduced and defined the notion of metaphor along with its types, as well as academic writing and metaphor in academic discourse. To sum up, the chapter emphasizes that metaphor is more than just a figurative tool; it is also a linguistic academic device employed in academic contexts, publications, and daily life. In addition, metaphors are frequently utilized as an effective tool in academic writing. It likewise has a significant role in enhancing writing performance.



**CHAPTER TWO:  
RESEARCH METHODOLOGY, DATA  
ANALYSIS AND DISCUSSION**

## **Introduction**

This chapter is divided into two parts. The first part is devoted to cover the methodology adopted to collect the data. The second part consists of two sections. The first part deals with the analysis of the data collected from both dissertations and the questionnaire that have been designed for EFL teachers at M'Sila University. However, the second section of this part is devoted to discuss the findings.

### **Part 1: Research Methodology and Design**

This section is devoted to the methodology of our present investigation. Our study is a corpus based research as it is produced by gathering, analysing, and presenting collected data. It belongs to a mixed research method as we have adopted the quantitative and qualitative methods as tools of investigation. A questionnaire was used to assess teachers' perceptions towards metaphor. The choice of research methodology was determined by research problem and objectives.

#### **2.1.1. Description of the Corpus**

The current study investigates students' metaphor production in some English Master dissertations conducted in 2021 at the department of Mohamed Boudiaf University. The corpus consists of 10 dissertations chosen at random. Five of them have been written in the discipline of linguistics, while the other five have been written in the field of literature. In the study, the questionnaire tool is also utilized to explore the teachers' perspectives regarding metaphors.

#### **2.1.2. Settings, Sample and Sampling**

The current research population consists of teachers from all disciplines at the Department of Letters and English Language at M'Sila University during the academic year 2021/2022. This population is required by the study in order to achieve its goals. Accordingly, the sample of this study involves 24 teachers out of the total population of 50 teachers. There

are fourteen (14) males and ten females (10). The sample was assigned at random using the simple random technique in order to achieve objectivity, reliability, and validity.

### **2.1.3. Data Collection Procedure**

A reliable method is utilized to identify and analyse metaphors in Master students' academic writing. Currently, the most reliable method for identifying metaphor is the metaphor identification procedure (MIP) developed by the pragglejazz group (2007), which describes the MIP steps as follows:

- 1) Read the entire text/discourse to establish a general understanding;
- 2) Determine the lexical unit in the text/discourse:
- 3) For each lexical unit in the text, establish its meaning in context:
- 4) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts;
- 5) Decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it;
- 6) If yes, mark the lexical unit as metaphorical (Gerard et.al., p.5).

### **2.1.4. The Data Analysis Procedure**

The study adopts a mixed method to examine the acquired data. The quantitative method is used to calculate the rates of metaphor production generated by students and teachers' perceptions of metaphor, whereas the qualitative method is used to investigate the quality of students' academic writing and teacher perceptions of metaphor production.

#### **2.1.4.1. The Quantitative Data**

“Quantitative research is a form of research that relies on the methods of natural sciences, which produces numerical data and hard facts. It aims at establishing cause and effect relationship between two variables by using mathematical, computational and statistical methods” (Sharique, Saeeda, Irfan & Gogoi, 2019, p.28-29). Means analysing data that is numerically based or data that can be easily converted into numbers without losing meaning; it can be organized into categories, ranks, graphs, tables to make it easier for the researcher to analyse the results.

#### **2.1.4.2. Qualitative Data**

“Qualitative research is one that provides insights and understanding of the problem setting” (Sharique, Saeeda, Irfan & Gogoi, 2019, p.28-29). In other words, the purpose of qualitative research is to generate meaning and comprehension through detailed descriptions. It refers to any non-numerical data, that is, anything that cannot be measured. It focuses on the "why" of social phenomena rather than the "what." In order to find the way people think.

To sum up, this section has outlined the research methodology adopted to investigate the production of metaphors in English Master students' dissertations in Linguistics, civilization and literature fields, one one hand, and the teachers' perspectives of metaphor on the the other han. The section has also defined and explained the data collection procedures along with the date analysis procedure.

### **Part 2: Data Analysis and Discussion**

#### **Section 1: Data Analysis**

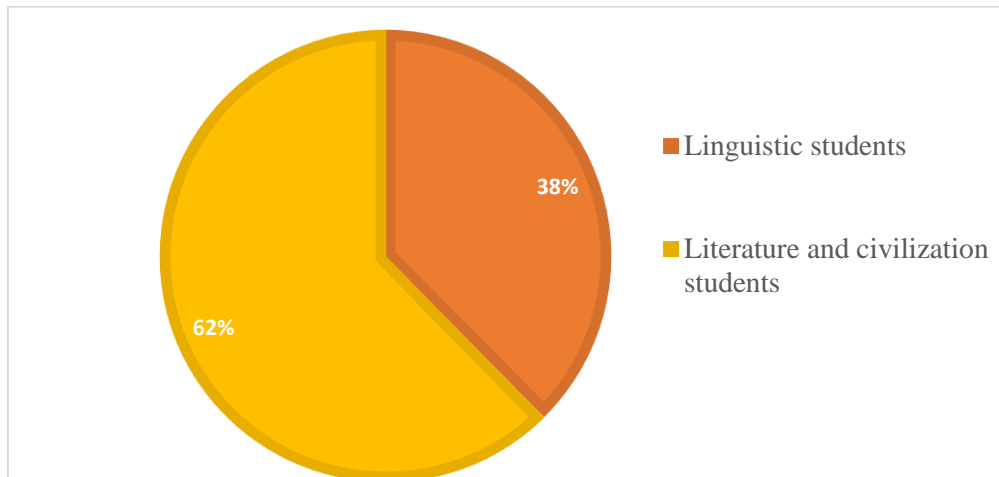
##### **2.2.1. The Analysis of the Quantitative Data Found in Master Students Dissertations**

This section is devoted to present the findings of a quantitative analysis of metaphorical expressions used by students of linguistics, literature and civilization when writing discussions of their academic work.

The number of metaphorical expressions produced by students of both fields are presented in the table below:

| Field                                | Number of Metaphorical Expressions |
|--------------------------------------|------------------------------------|
| Linguistic students                  | 76                                 |
| Literature and civilization students | 126                                |
| Total                                | 202                                |

**Table 2.1:** The Quantitative Analysis of Metaphors Produced by Students of both Fields Linguistic and Literature and Civilization.



**Figure 2.1 :** The Percentage Of Metaphorical Expressions Used in both Fields

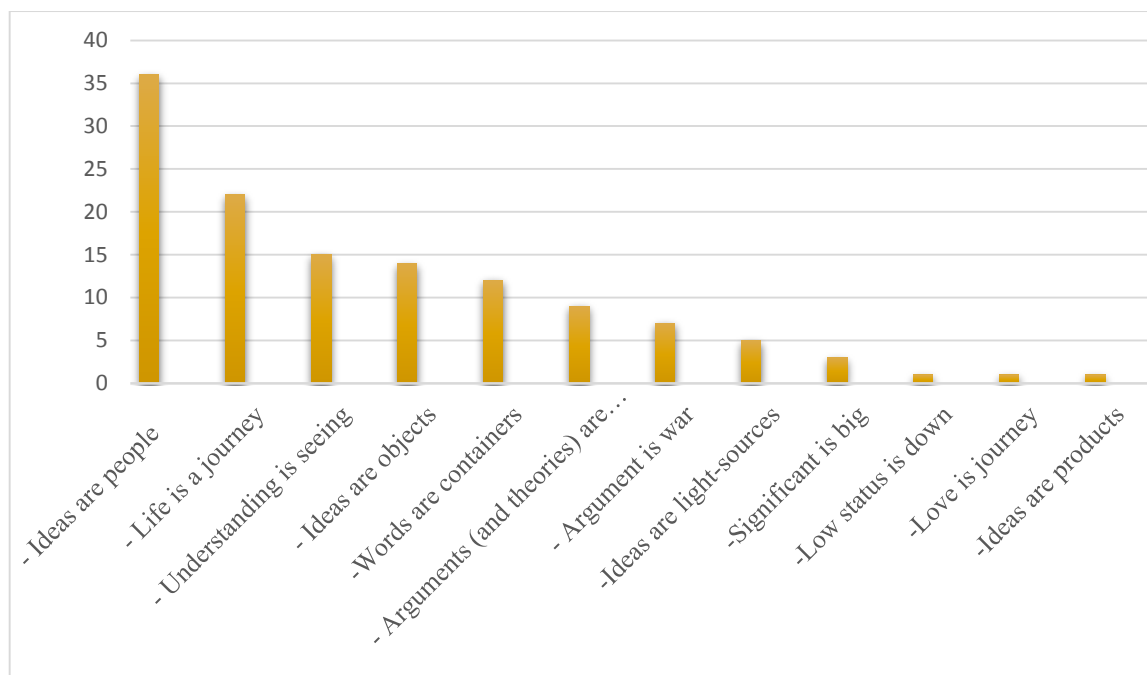
### 2.2.1.1. The Quantitative Data Analysis of Metaphors Produced in Literature and Civilization Dissertations

This section will show the quantity and frequency of metaphorical terms extracted from

dissertations of Civilization and Literature. The results of the quantitative analysis of metaphorical expressions are presented in the table below.

| <b>Metaphorical Expressions</b>          | <b>N° of Metaphorical Expressions</b> | <b>The rate</b> |
|--|---------------------------------------|-----------------|
| - Ideas are people                       | 36                                    | 28.57%          |
| - Life is a journey                      | 22                                    | 17.46%          |
| - Understanding is seeing                | 15                                    | 11.90%          |
| - Ideas are objects                      | 14                                    | 11.11%          |
| -Words are containers                    | 12                                    | 9.52%           |
| - Arguments (and theories) are buildings | 9                                     | 7.14%           |
| - Argument is war                        | 7                                     | 5.56%           |
| -Ideas are light-sources                 | 5                                     | 3.97%           |
| -Significant is big                      | 3                                     | 2.38%           |
| -Low status is down                      | 1                                     | 0.79%           |
| -Love is journey                         | 1                                     | 0.79%           |
| -Ideas are products                      | 1                                     | 0.79%           |
| <b>Total</b>                             | 126                                   | 100%            |

**Table2.2:** The Quantitative Analysis of the Metaphors Used in Literature and Civilization Dissertations.



**Figure 2.2** : The Quantitative Analysis of the Metaphors Used in Literature and Civilization Dissertations

The table above shows that metaphors are extensively used by master students in their academic work. 126 metaphorical expressions have been extracted from their conclusions of the selected dissertations. For instance, “ideas are people” is the most used conceptual metaphor with a percentage of (28.57%) and 36 metaphorical expressions. These expressions are produced as:

- Perspectives towards female has not experienced liberation.

-The book tells us that science proves God.

Then, the conceptual metaphor “life is journey” is also largely used with percentage of (17.46%) and 22 metaphorical expressions. Some of these expressions are produced as:

- Her dreams come to an end.

- Throughout the stories of Mariam,

After that comes, “understanding is seeing” that is used 15 times as a conceptual metaphors with a percentage of (11.90%). These metaphorical expressions are produced as:

- Khaled’s vision of Hayat as a bridges to his memories
- Man view of towards women independence and individuality

“Ideas are objects” is another conceptual metaphor that has been used 14 times with (11.11%). As such metaphorical expressions:

- She is only a bridge to his emotional memories
- On the one hand, feminine writing has evolved

The conceptual metaphor “words are containers language is a container for” is used 12 times with (9.52%). such metaphorical expressions were produced as:

- Take them out from the darkness of marginalization
- And within the mind of the man she loves at second

Moreover, “arguments and theories are buildings” is a conceptual metaphor that has been used 9 times with percentage of (7.14%). The following metaphorical expressions demonstrate it:

- Researchers would recommend of applying Psychoanalysis and construction theory to the novel.
- As Hayat's loss of her father made her build hopes over Khaled,

The table also indicates that the conceptual metaphor “argument is war” is used 7 times with a percentage of (5.56%). the following metaphorical expressions exemplify it:

- Mosteghanemi has defended woman individuality

- (He) To rebel and refute men's claims of women

Furthermore, the conceptual metaphor “ideas are light-sources” is used 5 times with (3.97%). These metaphorical expressions were produced as:

- To shed light on silencing women’s voice

- Researchers would recommend other investigators to highlight the main male character.

“Significant is big” is another conceptual metaphor that has been used slightly with a percentage of (2.38%) and only 3 metaphorical expressions which are:

-Women have contributed a great deal to the independence of their countries.

- When myth is associated with religion it gives it a great power over people’s minds and souls

-Post colonial Literature has contributed a great deal to intellectual battle

Finally, the least produced conceptual metaphors “low status is down”, “love is journey” and “ideas are products” that have been used only 1 time with low percentage (0.79%). These metaphorical expressions have been produced as follow:

- Nation decreases the sentimental and societal value of her as a female member.

- The fear of secretly starting a love affair through writing

- This dissertation used the theory as a feature of literary production that was produced only by women.

**\* The metaphor mapping process in Civilization and Literature dissertations:**

This section will present the mappings involved in metaphors retrieved from Civilization and literature dissertations. The table below provides mappings of the conceptual

metaphors “IDEAS ARE PEOPLE”, “LIFE IS A JOURNEY”, and “UNDERSTANDING IS SEEING” found in Civilization & Literature dissertations’ conclusions.

| <b>Metaphors</b>        | <b>Mappings</b>  |
|-------------------------|--|
| Ideas are people        | <p><u>-The book tells</u> us that science proves god (e.g33)</p> <ul style="list-style-type: none"> <li>➤ The book is a person who tells</li> </ul> <p><u>-The study has hypothesized</u> (e.g27)</p> <ul style="list-style-type: none"> <li>➤ The study is a person who hypothesizes</li> </ul> <p><u>-The two novels, where both invite the readers</u> (e.g57)</p> <ul style="list-style-type: none"> <li>➤ The novels are people who invite</li> </ul>   |
| Life is a journey       | <p><u>-Her dreams come to an end.</u>(e.g64)</p> <ul style="list-style-type: none"> <li>➤ Dreams are a destination</li> </ul> <p><u>-religion and myth... Both guides people to faith.</u> (e.g71)</p> <ul style="list-style-type: none"> <li>➤ Religion and myth are counselors that guide</li> </ul> <p><u>-Belief in religion is their way</u> of expressing (e.g68)</p> <ul style="list-style-type: none"> <li>➤ Belief is a path</li> </ul>   |
| Understanding is seeing | <p><u>-Man view of</u> towards women independence and individuality (e.g98)</p> <ul style="list-style-type: none"> <li>➤ Man mind is eyes</li> </ul> <p><u>-In this regard,</u> women condition in postcolonial community is to be undertaken seriously. (e.g97)</p> <ul style="list-style-type: none"> <li>➤ Women condition is the seen knowledge</li> </ul> <p><u>-In the vision of khaled,</u> hayat represents all that he assumed to see in his country algeria (e.g102)</p> <ul style="list-style-type: none"> <li>➤ Khaled’s mind is eyes</li> </ul> |

**Table 2.3:** The Metaphor Mapping Process in Civilization and Literature Dissertations

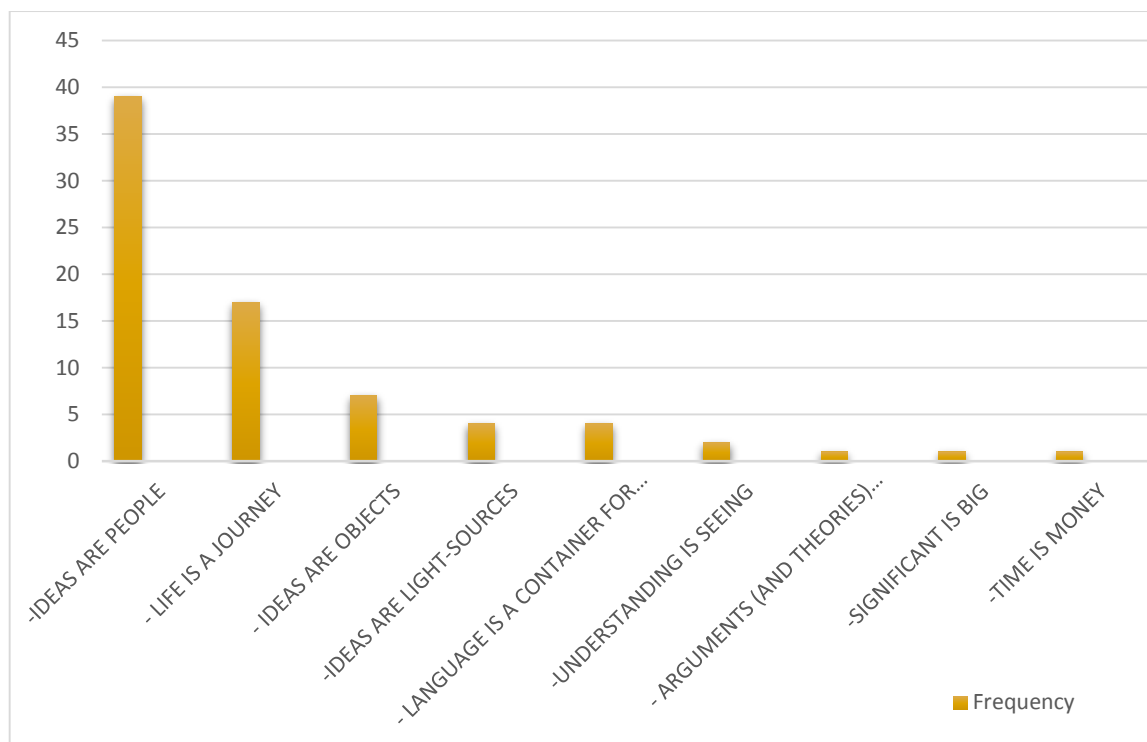
### 2.2.1.2. The Quantitative Data Analysis of Metaphors Produced in Linguistics Dissertations

This section will show the quantity and frequency of metaphorical terms extracted from dissertations that have been written in the field of Linguistics. The results of the quantitative

| <b>Conceptual metaphors</b>                | <b>N° of metaphorical expressions</b> | <b>The rate</b> |
|--|---------------------------------------|-----------------|
| -Ideas are people                          | 39                                    | 51.31%          |
| - Life is a journey                        | 17                                    | 22.37%          |
| - Ideas are objects                        | 7                                     | 9.21%           |
| -Ideas are light-sources                   | 4                                     | 5.26%           |
| - Language is a container for idea-objects | 4                                     | 5.26%           |
| -Understanding is seeing                   | 2                                     | 2.63%           |
| -Arguments (and theories) are buildings    | 1                                     | 1.32%           |
| -Significant is big                        | 1                                     | 1.32%           |
| -Time is money                             | 1                                     | 1.32%           |
| <b>Total</b>                               | <b>76</b>                             | <b>100%</b>     |

**Table 2.4:** The Quantitative Analysis of Metaphors Produced In Master Students'

Dissertations in Linguistic.



**Figure 2.3 :** The Quantitative Analysis of Metaphors Produced In Master Students' Dissertations in Linguistic.

The table above demonstrates that metaphors are widely used by linguistic students, as 76 metaphorical expressions have been produced. When writing general conclusions, linguistic students frequently use the conceptual metaphor "ideas are people"; it is used 39 times with the highest percentage (51.31%). This conceptual metaphor was expressed in linguistic dissertations as follows:

- “Our study strives to answer the following questions.”
- “a descriptive method has been adopted.”

Then, the conceptual metaphor “life is journey” is used 17 times with (22.37%). They have been produced such metaphorical expressions as:

- “During the journey to obtain their diploma”
- “Teachers should act as psychologists through facilitating the questions”

“Ideas are objects” is a conceptual metaphor that has been used 7 times with (9.21%).

The following examples demonstrate this:

- Which prevented learners from achieving well at test and exams
- The results gained from the students’ answers

Moreover, the conceptual metaphor 'ideas are light sources' is used only 4 times with percentage (5.26%). this conceptual metaphors have been illustrated in these sentences:

- “This section sheds light on distance learning”.
- “this study spots the light”.

Another metaphorical expression “language is container for idea-objects” is used 4 times with (5.26%). in such linguistic expressions:

- “To address these questions within the frame of descriptive method”
- “the theoretical part that includes certain concepts related to self-directed”

Furthermore, the conceptual metaphor “understanding is seeing” is used only twice by master students with (2.63%) which were produced as following:

- This is quite apparent in their responses
- In order to see if this strategy could compensate the face to face learning

Finally, The least metaphorical expressions that have been used only 1 time with the lowest percentage (1.32%) which are: “arguments and theories are buildings”, “significant is big” and “time is money”. expressed with these linguistic expressions:

- “Teachers recommended for intensified course in research methodology to overcome the obstacles that students may face during conducting their research works”

- The finding demonstrated that students faced great hindrances
- As most teachers did not have time to answer our questions.

**\* The Metaphor Mapping Process in Linguistics Dissertations:**

This section will present the mappings involved in metaphors retrieved from linguistic dissertations. The table below provides mappings of the conceptual metaphors “IDEAS ARE PEOPLE”, “LIFE IS A JOURNEY”, and “IDEAS ARE OBJECTS” found in linguistics dissertations’ conclusions.

| <b>Metaphors</b>  | <b>Mappings</b>  |
|-------------------|--|
| Ideas are people  | <p>-<u>Our study strives to answer the following questions</u> (e.g31)</p> <ul style="list-style-type: none"> <li>➤ The study is a person who answers</li> </ul> <p>-<u>the data obtained goes in the same direction</u> (e.g49)</p> <ul style="list-style-type: none"> <li>➤ The date is a perdon who goes</li> </ul> <p>-<u>A descriptive method has been adopted</u> (e.g56)</p> <ul style="list-style-type: none"> <li>➤ The method is a person that is adopted</li> </ul>   |
| Life is a journey | <p>-<u>Hindrances ... In writing their dissertation may lead to many problems</u> (e.g05)</p> <ul style="list-style-type: none"> <li>➤ Hindrances are travelers that lead</li> </ul> <p>-They are not aware about the importance of implementing its strategies <u>to end up with a positive learning outcomes</u>.(e.g16)</p> <ul style="list-style-type: none"> <li>➤ Learning outcomes are a destination</li> </ul> <p>-Enhancing student’s skills <u>through</u> teaching research courses. (e.g06)</p> <ul style="list-style-type: none"> <li>➤ Teaching is a path</li> </ul>                       |
| Ideas are objects | <p>-The eit that <u>measures</u> their exact <u>emotional intelligence</u> (e.g68)</p> <ul style="list-style-type: none"> <li>➤ Emotional intelligence is an object that can be measured</li> </ul> <p>-<u>The results gained</u> from the students' answers (e.g67)</p> <ul style="list-style-type: none"> <li>➤ Results are an object that can be gained</li> </ul> <p>-And on using <u>self-regulation</u> to benefit better when using distance learning <u>in other hand</u>. (e.g66)</p> <ul style="list-style-type: none"> <li>➤ Self regulation is an object that can be held in hand</li> </ul> |

**Table 2.5:** The Metaphor Mapping Process in Linguistics Dissertations.

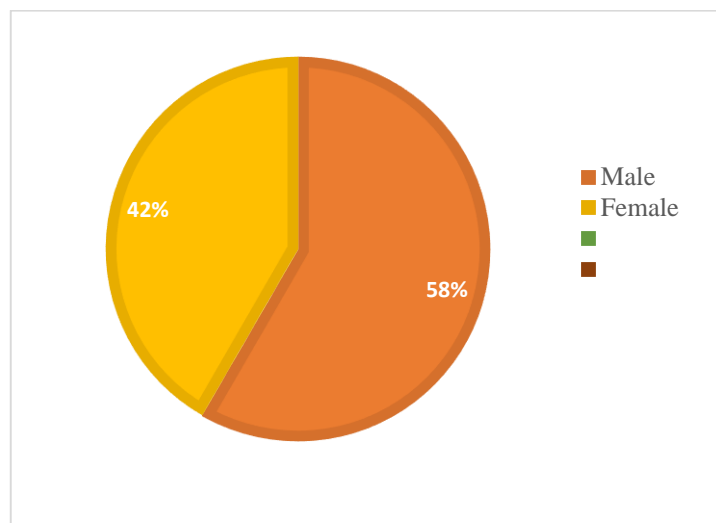
### 2.2.2. The Analysis of the Questionnaire: Teachers' Perception towards Metaphor Production

A questionnaire of 21 questions has been used to investigate teachers' perceptions and practices regarding metaphor and metaphor production in master's dissertations written by EFL students.

Q1. The gender:

| Male  | Female |
|-------|--------|
| 58.3% | 41.7%  |

**Table 2.6:** The Percentage of the Teachers' Gender.



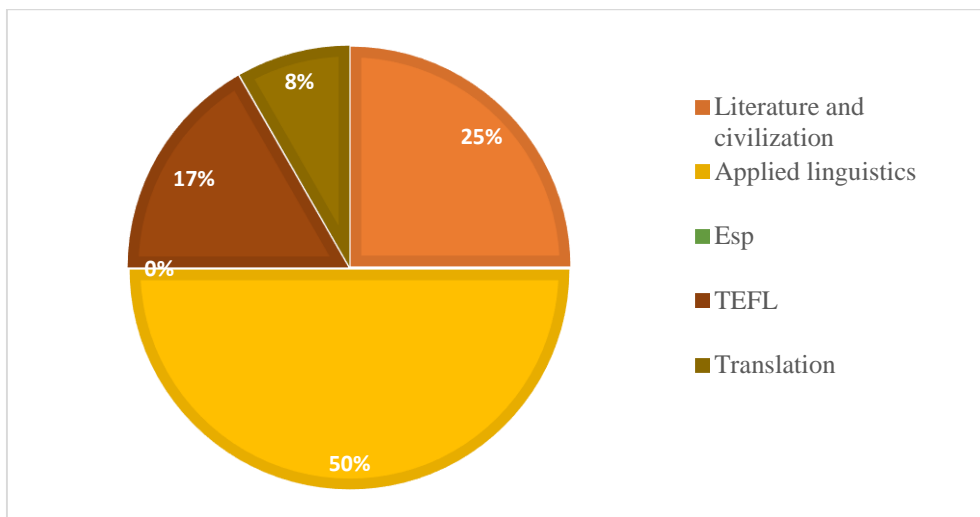
**Figure 2.4 :** The Percentage of the Teachers' Gender

In terms of gender, the respondents are 14 males and 10 females, with a rate of 58.3 % against 41.7%.

Q2. Teaching Specialty:

| Teaching Specialty          | Percentage |
|-----------------------------|------------|
| Literature and civilization | 25%        |
| Applied linguistics         | 50%        |
| ESP                         | 0%         |
| TEFL                        | 16.7%      |
| translation                 | 8.3%       |

**Table 2.7:** The Percentage of Teaching Speciality



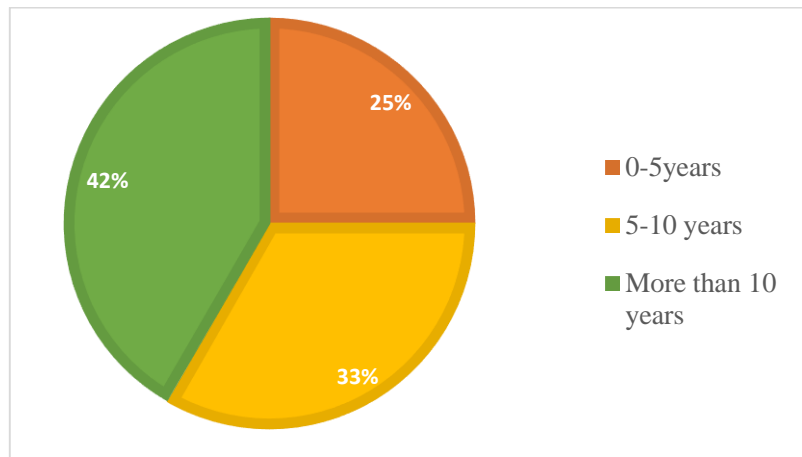
**Figure 2.5 :** The Percentage of Teaching Speciality

According to the table, 50% of the teachers who responded to the questionnaire are specialised in applied linguistics, 25% are specialised in literature and civilization teachers, 16.7% are TEFL teachers, 8.3% are teachers of translation. However, there have been no responses for ESP specialty.

Q3. Teaching Experience:

| Teaching experience | percentage |
|---------------------|------------|
| 0-5 years           | 25%        |
| 5-10years           | 33.3%      |
| More than 10 years  | 41.7%      |

**Table 2.8:** The Percentage of Teaching Experience.



**Figure 2.6 :** The Percentage of Teaching Experience.

The table shows that the majority of teachers who have responded to the questionnaire are experienced teachers who have taught for more than ten years, with the highest percentage 41.7%. Then teachers of 5 to 10 years of experience in teaching are estimated with a percentage of 33.3% and teachers with less than 5 years of experience are only 25%.

Q4. According to your knowledge, Metaphor is:

All teachers in various fields see metaphors as a figure of speech that is used to describe something or someone by demonstrating a similarity with something else.

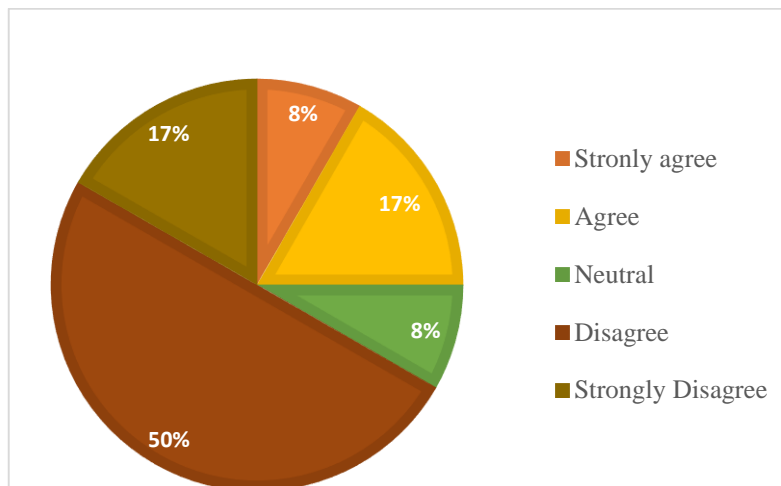
Q5. The type(s) of metaphor that teachers know:

Most teachers demonstrate four kinds of metaphors: standard metaphors, implied metaphors, visual metaphors, and extended metaphors. Others have included allegorical, absolute, mixed, and dead metaphors. Few of them have mentioned lexical and grammatical metaphors, as well as direct and indirect metaphors. These metaphors are used in literature as rhetorical devices to show symbolism.

Q6. Metaphor is a figure of speech that is only employed in literary works such as novels and poetry

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 8.3%           | 16.7% | 8.3%    | 50%      | 16.7%             |

**Table 2.9:** Metaphor's Use in Literary Works.



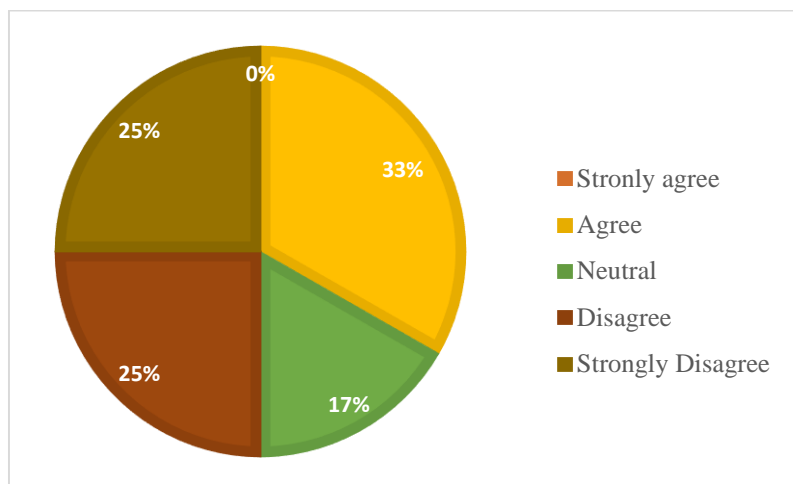
**Figure 2. 7 :** Metaphor's Use in Literary Works.

According to the table, half of teachers disagree that metaphors can only be used in literary works such as novels and poetry. Teachers who strongly disagree and agree with this notion got the same percentage (16.7%). Teachers who strongly agree and those who are neutral got the same percentage (8.3 %).

Q7. Metaphor can be considered as an academic device:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 0%             | 33.3% | 16.7%   | 25%      | 25%               |

**Table 2.10:** The Percentage of Considering Metaphor as an Academic Device.



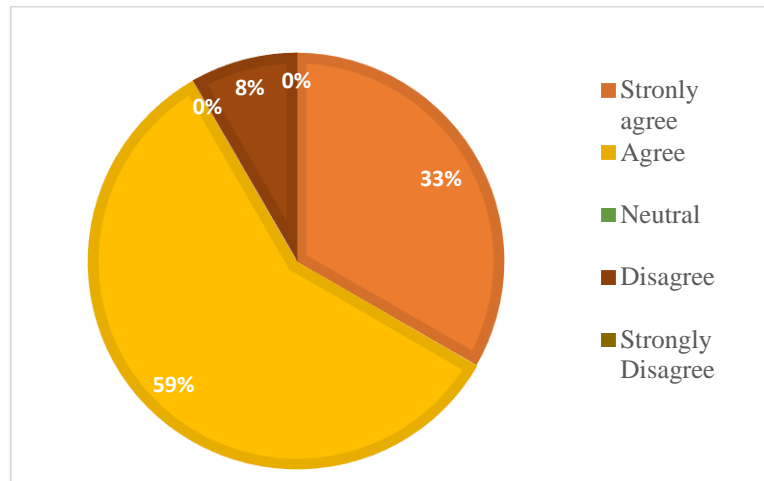
**Figure 2.8 :** The Percentage of Considering Metaphor as an Academic Device

According to the table, half of teachers disagree with the idea that metaphors can be considered as an academic device (half strongly disagree (25%) and the other half disagree(25%) percent ). Although, 33.3% percent of teachers agree that metaphor can be used in academic work, no one is certain. (16.7 percent) of teachers are unconcerned.

Q8. Not all types of metaphor can serve as academic tools:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 33.3%          | 58.3% | 0%      | 8.3%     | 0%                |

**Table 2.11:** Agreement and Disagreement with that Not All Types of Metaphor Can Serve As Academic Tools.



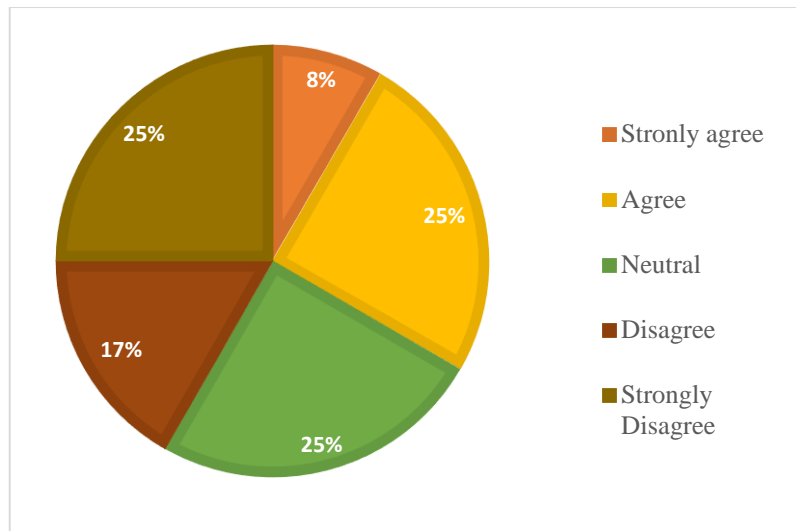
**Figure 2.9 :** Agreement and Disagreement with that Not All Types of Metaphor Can Serve As Academic Tools.

The table shows that the majority of teachers (91.6 %) agree that some types of metaphor can be used as academic tools, while only (8.3 %) disagree.

Q9. Metaphor can be used in all academic works such as dissertations, articles and reviews:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 8.3%           | 25%   | 25%     | 16.7%    | 25%               |

**Table 2.12:** Agreement and Disagreement with that Metaphor Can be Used in Academic Works.



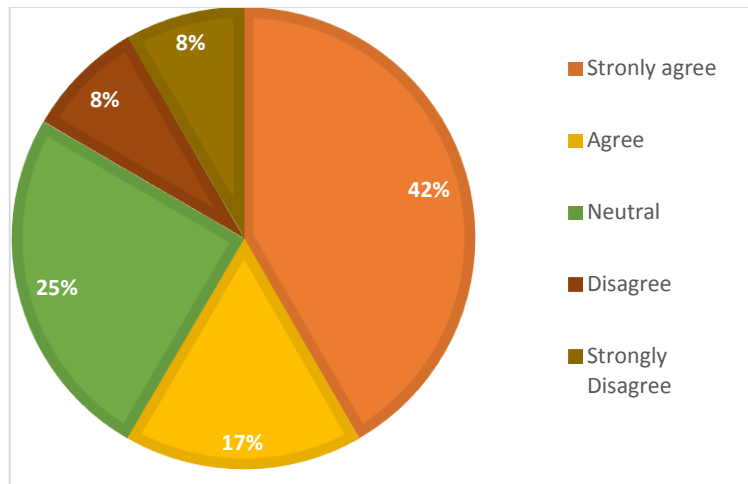
**Figure 2.10 :** Agreement and Disagreement with that Metaphor Can be Used in Academic Works.

The table above demonstrates that the majority of teachers who disagree with that metaphors can be used in all academic works with percentage of (41.7%). On the other hand, (33.3%) of teachers agree with the idea, as the rest with a percentage of (25%) have been neutral.

Q10. Metaphor can help both writers to better express their thoughts as well as readers to better understand the meant from the said:

| <b>Options</b>    | <b>Strongly agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|-------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| <b>percentage</b> | 41.7%                 | 16.7%        | 25%            | 8.3%            | 8.3%                     |

**Table 2.13:** Metaphor as a Helping Tool to Better Explain Thoughts.



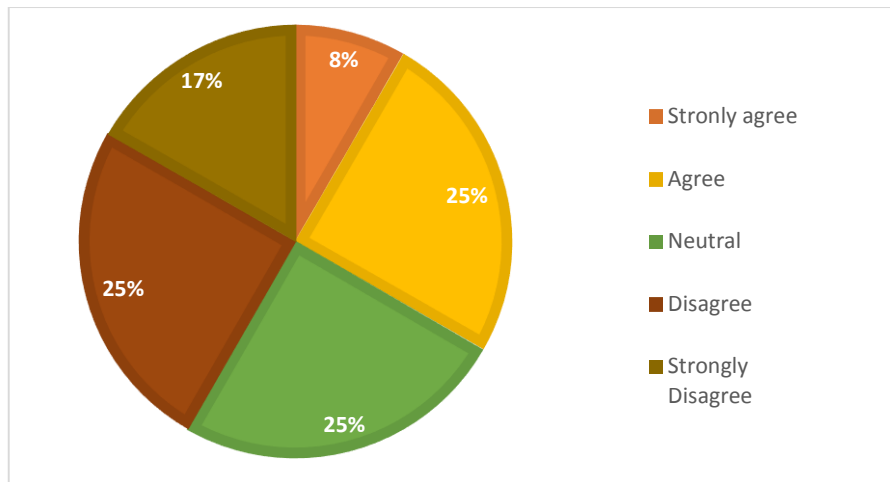
**Figure 2. 11 :** Agreement and Disagreement with that Metaphor as a Helping Tool to Better Explain Thoughts.

According to the table, the majority of teachers (58.4 %) agree that metaphor can help both teachers and students express their thoughts and understand what is meant by what is said. Other teachers, with a percentage of (16.6 %) disagree with this notion, while the rest are neutral.

Q11. The use of metaphor does enhance academic writing style:

| <b>Options</b>    | <b>Strongly agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|-------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| <b>percentage</b> | 8.3%                  | 25%          | 25%            | 25%             | 16.7%                    |

**Table 2.14:** Metaphor Academic Enhances Academic Writing.



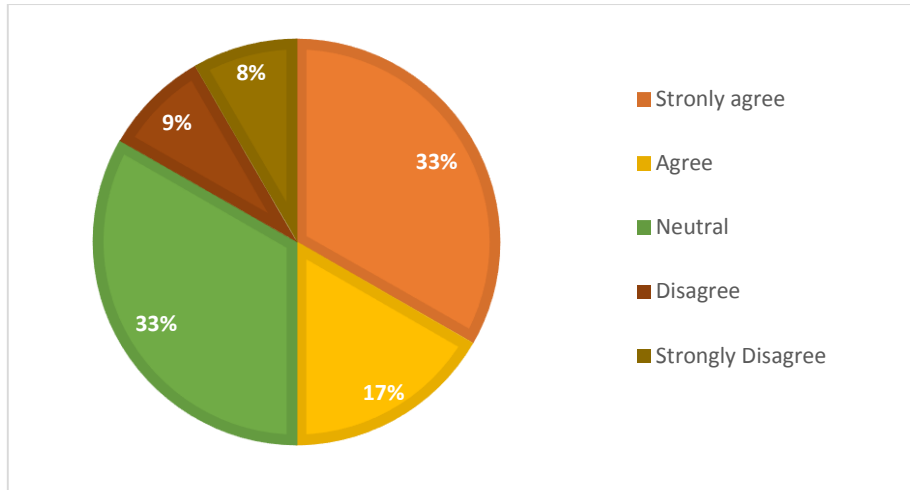
**Figure 2.12 :** Agreement and Disagreement with that Metaphor Academic Enhances Academic Writing

The table demonstrates that most teachers do not agree with that the use of metaphor does enhance academic writing style with percentage of (41.7%). However, (33.3%) of teacher agree with the statement. The rest of have been neutral (25%).

Q12. Academic writings are scientific and do not support the use of metaphor

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 33.3%          | 16.7% | 33.3%   | 8.4%     | 8.3%              |

**Table 2.15:** Metaphor is not Supported to Be Used in Academic Writing.



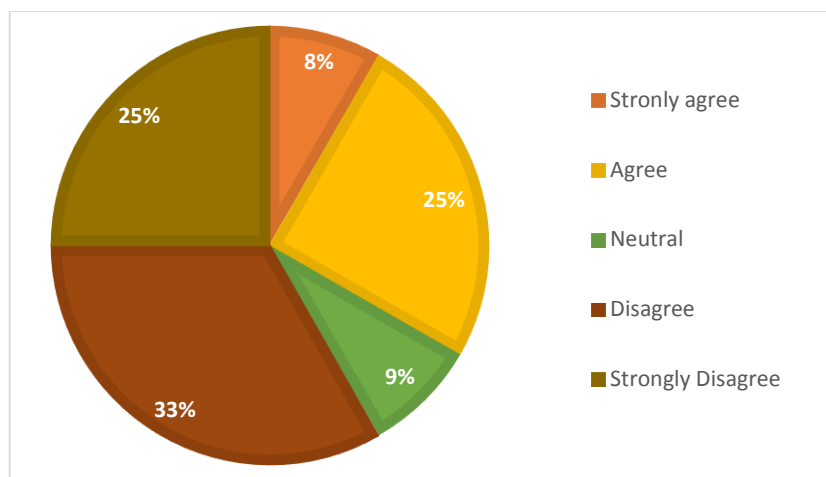
**Figure 2.13 :** Agreement and Disagreement with that Metaphor is not Supported to Be Used in Academic Writing

The table shows that the majority of people (50%) do agree with that academic writing are scientific, as they do not support the use of metaphor while others (16.7%) disagree and (33.3%) are neutral.

Q13. Metaphor use should be frequent in EFL dissertations:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 8.3%           | 25%   | 8.4%    | 33.3%    | 25%               |

**Table 2.16:** The Frequency of Using Metaphor in EFL Dissertations.



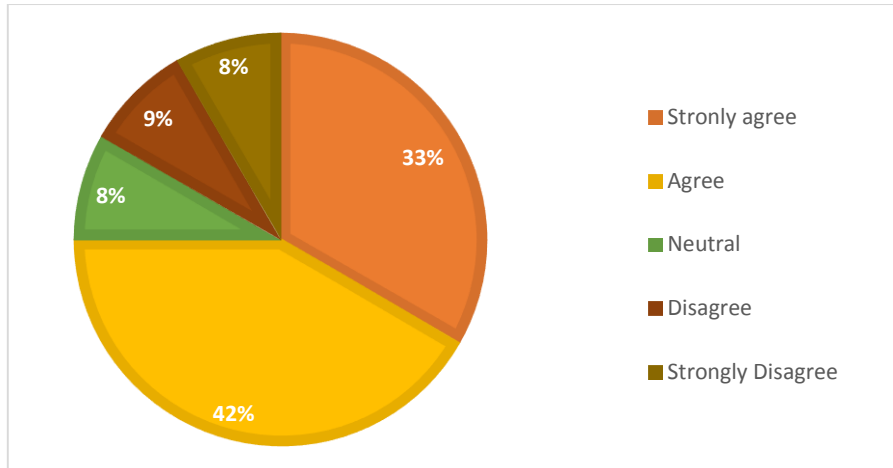
**Figure 2.14 :** The Frequency of Using Metaphor in EFL Dissertations

According to the table, the majority of teacher disagree with the idea that metaphor use should be frequent in EFL dissertations while others agree (33.3%). The rest of them are neutral.

Q14. In EFL masters, metaphor production should be more frequent in civilization and literature dissertations than linguistics’:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 33.3%          | 41.7% | 8.3%    | 8.4%     | 8.3%              |

**Table 2.17:** Metaphor Frequency in Civilization and Literature Dissertations.



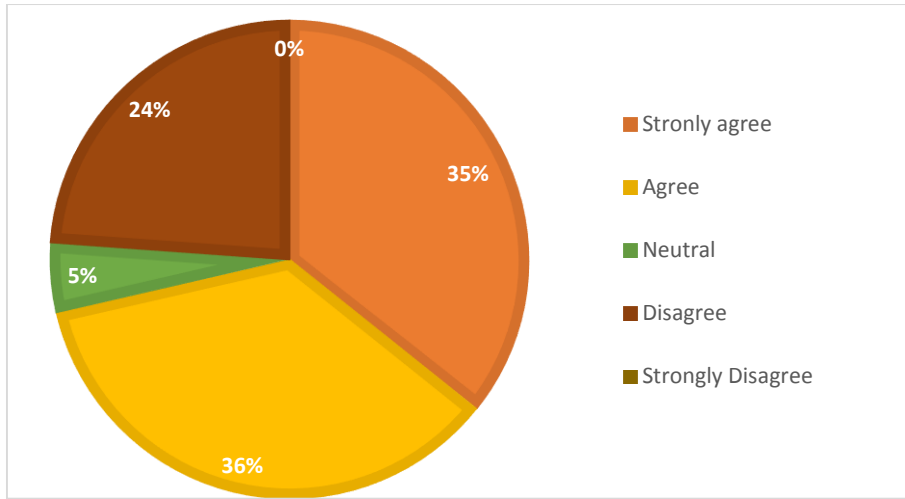
**Figure 2.15 :** Agreement and Disagreement with that Metaphor Should Be Frequent in Civilization and Literature Dissertations

According to the table, (75%) of teachers agree with that metaphor production should be more frequent in civilization and literature dissertations rather than linguistics', while others disagree (16.7%). Few are neutral (8.3%).

Q15. Teaching metaphor is essential in EFL Masters:

| Options    | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|------------|----------------|-------|---------|----------|-------------------|
| percentage | 25%            | 25%   | 33.3%   | 16.7%    | 0%                |

**Table 2.18:** Teaching Metaphor Importance.



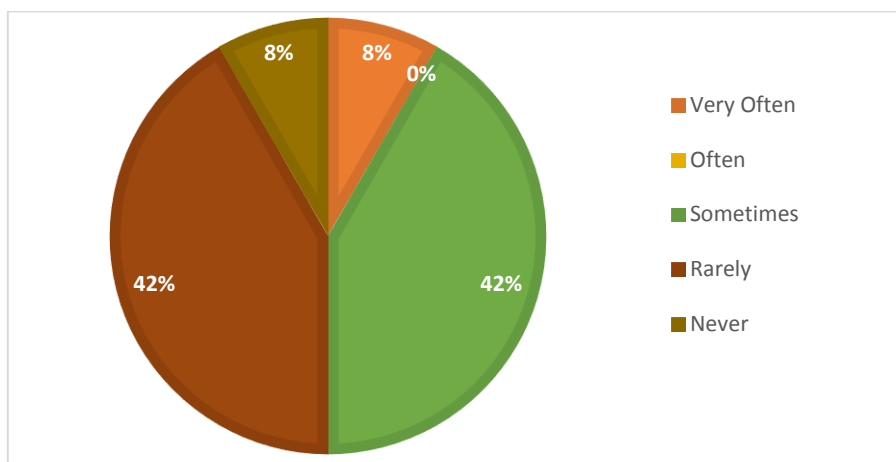
**Figure 2. 16 :** Agreement and Disagreement with that Teaching Metaphor is Essential in EFL Masters

The table states that half of the teachers consider metaphor essential in teaching EFL master students while other disagree (16.7%). 33.3% are unconcerned.

Q16. How often do you instruct your students to use metaphor?

| Options    | Very Often | Often | Sometimes | Rarely | Never |
|------------|------------|-------|-----------|--------|-------|
| percentage | 8.3%       | 0%    | 41.7%     | 41.7%  | 8.3%  |

**Table 2.19:** Frequency of Teachers' instruction of Metaphor Use.



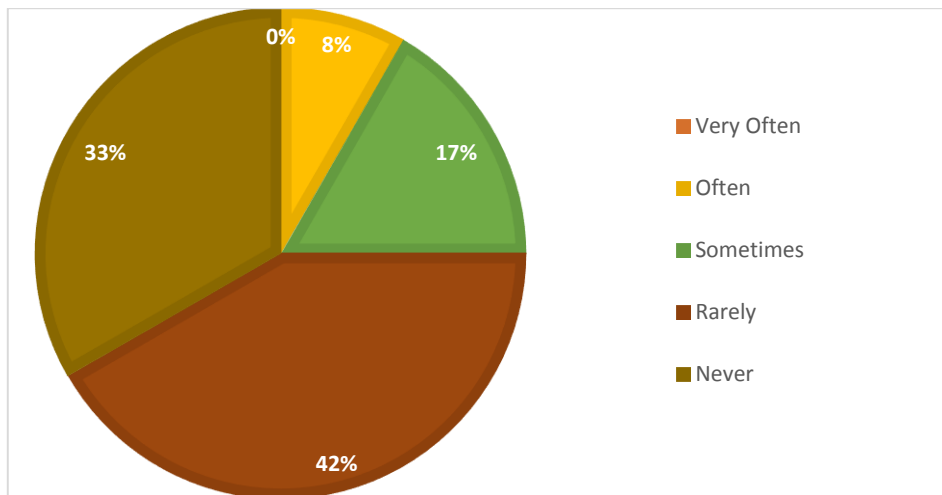
**Figure 2. 17 :** Frequency of Teachers' instruction of Metaphor Use.

The table shows that while (41.7%) of teachers rarely recommend the use of metaphors, (41.7%) of teachers do occasionally instruct their students to use metaphors. (8.3 %) of teachers frequently instruct students to use metaphor, while the rest never do.

Q17. How often do you encourage metaphor use in your students' academic writing?

| Options    | Very Often | Often | Sometimes | Rarely | Never |
|------------|------------|-------|-----------|--------|-------|
| percentage | 0%         | 8.3%  | 16.7%     | 41.7%  | 33.3% |

**Table 2.20:** Frequency of Teachers' Encouragement of Metaphor Use in Academic Writing.



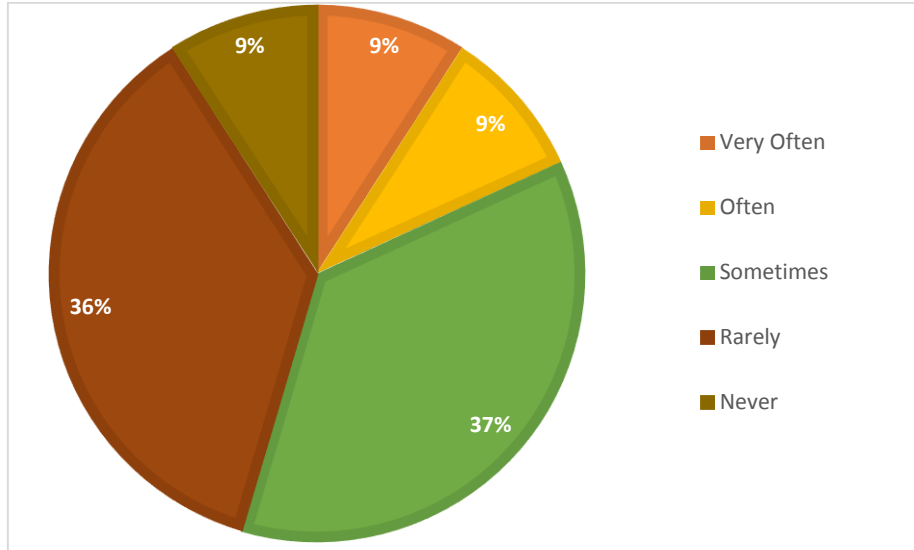
**Figure 2. 18 :** Frequency of Teachers' Encouragement of Metaphor Use in Academic Writing.

According to the table, teachers almost never encourage students to use metaphors in their academic writing (75%). Besides, (16.7 %) of teachers occasionally encourage metaphor use, while (8.3%) frequently recommend it.

Q18. How often do you correct metaphor production in your students' academic writing?

| Options    | Very Often | Often | Sometimes | Rarely | Never |
|------------|------------|-------|-----------|--------|-------|
| percentage | 9.1%       | 9.1%  | 36.4%     | 36.4%  | 9.1%  |

**Table 2.21:** Frequency of Teachers' Correction of Metaphor Production.



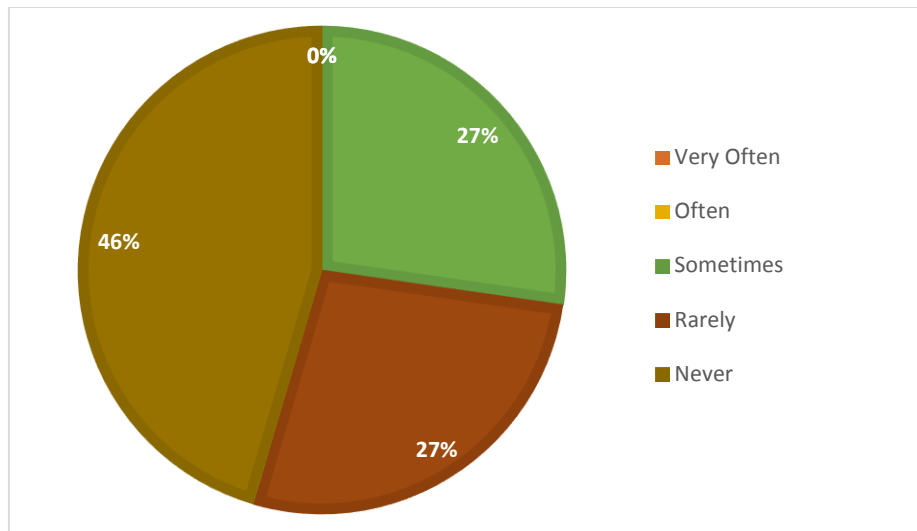
**Figure 2. 19 :** Frequency of Teachers' Correction of Metaphor Production

The table shows that teachers rarely correct metaphors in students' academic writing, while others do so occasionally. (18.2 percent) of teachers correct metaphor production frequently, the rest never do.

Q19. When supervising masters, how often do you recommend metaphor production in your students' dissertations?

| Options    | Very Often | Often | Sometimes | Rarely | Never |
|------------|------------|-------|-----------|--------|-------|
| percentage | 0%         | 0%    | 27.3%     | 27.3%  | 45.5% |

**Table 2.22:** Frequency of Teachers' Recommendation of Metaphor Production in Dissertations.



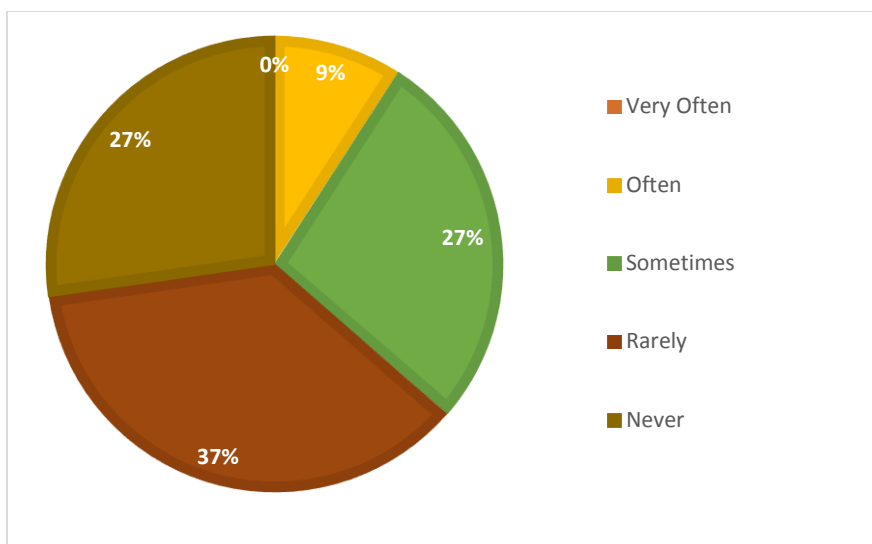
**Figure 2.20 :** Frequency of Teachers' Recommendation of Metaphor Production in Dissertations

According to the table, most teachers do not advise Master students to use metaphors in their academic writing (45.5 %). The rest (54.5%), half of them occasionally recommend it, while others do not.

Q20. In evaluation of dissertation, how often do you consider metaphor production as a value to the whole work?

| Options    | Very Often | Often | Sometimes | Rarely | Never |
|------------|------------|-------|-----------|--------|-------|
| percentage | 0%         | 9.1%  | 27.3%     | 36.4%  | 27.3% |

**Table 2.23:** Frequency of Teachers' Consideration of Metaphor as a Value in Dissertation



**Figure 2. 21 :** Frequency of Teachers' Consideration of Metaphor as a Value in Dissertation Evaluation.

According to the table, teachers almost never consider metaphor production as a value to the entire work, while others do on occasion. (9.1%) of them frequently consider metaphor production to be a value in dissertation evaluation.

Q21. The comments of teachers about the use of metaphor production as an academic device in EFL students' dissertations:

The majority of teachers did not think that metaphor is an appropriate device to be used in academic writings. They claimed that using metaphor reduces the formality of work and that if students use metaphor, their writing becomes creative rather than scientific. Besides, other teachers have stated that while metaphor can help to express complex ideas in ways that readers can understand, it is not appropriate in educational discourse. However, only a few teachers have mentioned and agreed with the use of the grammatical metaphors as a common type of academic writing.

To conclude, this part has presented the findings of the quantitative analysis of the metaphorical expressions that have been used in conclusions of Master Students' dissertations

in the field of Linguistics, Literature, and Civilization. It also examined teachers' questionnaire responses and their perceptions regarding metaphor.

## **Section 2 : Discussion of the Findings**

The analysis have revealed a high use of metaphor in the conclusions of Master students' dissertations. 202 metaphors have been collected from only ten (10) dissertations of both fields Linguistics and Civilization & Literature: 126 metaphorical expressions from Civilization and Literature , and 76 metaphorical expressions from Linguistics.

### **2.2.3. Discussion of the Findings of Metaphors Produced in Civilization & Literature Dissertations**

The five (5) conclusions of civilization and literature have contained 126 metaphorical expressions, which is a large number of metaphors produced by students. The three dominant metaphors are : First, "IDEAS ARE PEOPLE", second, "LIFE IS A JOURNEY", and third,"UNDERSTANDING IS SEEING".

### **2.2.4. Discussion of the Findings of Metaphors Produced in Linguistics Dissertations**

There have been 76 metaphorical expressions in the (5) Linguistic conclusions which is also a large number of metaphors generated by linguistic students. The most three prominent metaphors are : "IDEAS ARE PEOPLE", "LIFE IS A JOURNEY" and " IDEAS ARE OBJECTS".

The high production of metaphor confirms lakoff's saying that "Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature" (2003, p.04).

Some metaphorical expressions like "IDEAS ARE PEOPLE" have ranked in the first position concerning the most produced metaphor in both domains, Literature & Civilization

and Linguistics, such as, “The study has hypothesized”, “It (The dissertation) examined the works of Christine Pizan’s”, “The present research examines patriarchy”, “this research suggests the following themes”etc..., are employed since using personal pronouns such as "I" and "WE" in academic writing is discouraged. This is why it is referred to "the research," "the study," and "the dissertation" instead of the first and third pronouns, which relate to the researcher himself/herself.

As it is stated in the APA style, “do not use the third person to refer to yourself. Writers are often tempted to do this as a way to sound more formal or scholarly ; however, it can create ambiguity for readers about whether you or someone else performed an action. Also, avoid the editorial “we” to refer to people in general” (“First-Person Pronouns”, n.d). Using some terms to refer to people’s actions or attitudes conforms lakoff’s saying: “the essence of metaphor is understanding and experiencing one kind of thing in terms of another” (2003, p.06).

Furthermore, metaphor use/production have been more frequent in the conclusions of Civilization and Literature dissertations than in Linguistics dissertations.It is hypothesized that the discrepancy is related to the length of the conclusions. There have been fourteen (14) conclusion pages in Civilization and Literature, but only ten (10) conclusion pages in Linguistics. It is also anticipated that if Linguistics dissertations had the same number of conclusion pages as in Civilization and Literature, the number of metaphors extracted from Linguistics would be approximate to the number of metaphors extracted from Civilization and Literature.

As a comparison between the two fields concerning the three highly produced metaphors, the three prominent metaphors produced by Master students in Civilization and Literature dissertations specifically in their conclusions are:

1. “IDEAS ARE PEOPLE”,

2. "LIFE IS A JOURNEY"

3. "UNDERSTANDING IS SEEING"

However, the three prominent metaphors produced by master student in Linguistics dissertations specifically in their conclusions are :

1. "IDEAS ARE PEOPLE"

2. "LIFE IS A JOURNEY"

3. "IDEAS ARE OBJECTS"

According to the findings of the analysis, "IDEAS ARE PEOPLE" and "LIFE IS A JOURNEY" are two widely produced metaphors in both disciplines by master students, and both are ranked in the same position. However, it has been observed that they are employed differently in each field in terms of percentages.

First, the metaphor "IDEAS ARE PEOPLE", which ranked the first most produced metaphor, is produced with 28.57% in the conclusions of Civilization and Literature dissertations (36 metaphorical expressions).

Additionally, the metaphor "IDEAS ARE PEOPLE", which ranked the first most produced metaphor, is produced with 51.31% in the conclusions of Linguistics dissertations (39 metaphorical expressions).

Second, the metaphor "LIFE IS A JOURNEY", which is ranked the second most produced metaphor, is produced with 17.46% in the conclusions of Civilization and Literature dissertations (22 metaphorical expressions). Also, the metaphor "LIFE IS A JOURNEY", which is ranked the second most produced metaphor, is produced with 22.37% in the conclusions of Linguistics dissertations (17 metaphorical expressions).

Finally, the third most produced metaphor varies among both fields. “UNDERSTANDING IS SEEING” is ranked the third most produced metaphor in Civilization and Literature dissertations in the conclusion with 11.90%. (15 metaphorical expressions). However, in Linguistics dissertations in the conclusion, “IDEAS ARE OBJECTS” is ranked the third most produced metaphor with 9.21%. (7 metaphorical expressions).

Other studies have investigated metaphor production in students dissertations and extracted metaphors that are frequently used/produced.

The first study was conducted in the academic year 2017-2018 in Mouloud Mammeri University of Tizi-Ouzou. The study looked on Metaphor Production in several master's dissertations at Mouloud Mammeri University's Department of English. Its primary goal is to determine the frequency with which metaphors are used by literature and linguistics students. It also tries to uncover the three prominent metaphors generated and see if the linguistic context affects metaphor production. The fundamental metaphors "IDEAS ARE PEOPLE", "IDEAS ARE OBJECTS", and "THEORIES ARE BUILDINGS" have been discovered to be the three most-produced metaphors in the two disciplines, linguistics and literature.

The second research was conducted in the academic Year 2020-2021 in Larbi Ben M'hidi University, Oum El Bouaghi. The study is a comparative study that used a semi-automatic approach to evaluate metaphor utilization among PhD and master EFL learners. Sixty master's dissertations and twenty doctoral theses produced by Algerian students and acquired from various university websites were studied to determine the quantity of metaphor production among males and females and to investigate the degree to which learners employ various forms of metaphor. The fundamental metaphors "IDEAS ARE PEOPLE", "IDEAS ARE OBJECTS", and "ARGUMENTS AND THEORIES ARE BUILDINGS" have been

discovered to be the three most-produced metaphors in the collected MA dissertations and PhD thesis.

The first study discovered 680 metaphorical expressions gathered from the chosen dissertations in the two domains, while the second study discovered 771 metaphorical expressions collected from selected MA dissertations and PhD thesis. Besides the current study discovered 202 metaphorical expressions collected from the conclusions of the selected master dissertations.

As can be seen, the quantity of metaphorical expressions varies from a study to another. However, this is owing to the number of corpora that have been analyzed. The first investigated 10 dissertations, the second investigated 60 dissertations and 20 PhD theses, and the present study investigated the findings of 10 dissertations' conclusions.

The first study three prominent metaphors produced in the field of linguistics:

1. "IDEAS ARE PEOPLE 54" 98%.
2. "IDEAS ARE OBJECTS 19" 13%.
3. "THEORIES ARE BUILDINGS" 17, 81%.

The three prominent metaphors produced in the field of literature:

1. "IDEAS ARE OBJECTS" 23, 62%.
2. "THEORIES ARE BUILDINGS" 20,06%.
3. "IDEAS ARE PEOPLE" 16, 18%.

The second study three prominent metaphors produced by PHD females:

1. "IDEAS ARE PEOPLE" 63,70%
2. "IDEAS ARE OBJECTS" 17,82%

3. "ARGUMENTS AND THEORIES ARE BUILDINGS" 12,21%

The three prominent metaphors produced by PhD males:

1. "IDEAS ARE PEOPLE" 36,92%
2. "IDEAS ARE OBJECTS" 24,10%
3. "ARGUMENTS AND THEORIES ARE BUILDINGS" 24,10%

The three prominent metaphors produced by MA females:

1. "IDEAS ARE PEOPLE" 47,87%
2. "IDEAS ARE OBJECTS" 21,28%
3. "ARGUMENTS AND THEORIES ARE BUILDINGS" 15,96%

The three prominent metaphors produced by MA males:

1. "IDEAS ARE PEOPLE" 42,35%
2. "IDEAS ARE OBJECTS" 17,65%
3. "ARGUMENTS AND THEORIES ARE BUILDINGS" 16,47%

The three prominent metaphors produced in the field of linguistics:

1. "IDEAS ARE PEOPLE" 28.57%
2. "LIFE IS A JOURNEY" 17.46%
3. "IDEAS ARE OBJECTS" 9.21%

The three prominent metaphors produced in the field of civilization and literature:

1. "IDEAS ARE PEOPLE" 51.31%
2. "LIFE IS A JOURNEY" 22.37%

### 3. "UNDERSTANDING IS SEEING" 11.90%

As shown above, the three prominent metaphors of the three studies extracted similar and different metaphors used with different percentages and rankings. However, as has been observed, the most regularly used metaphor that ranks first in all academic papers is "IDEAS ARE PEOPLE." With the exception of the first research in literature dissertations, it was ranked third. But, because the initial study's goal was to identify the three most common metaphors in both disciplines, it was discovered that "IDEAS ARE PEOPLE" ranked first.

"IDEAS ARE PEOPLE" of the first study :

- In linguistics "IDEAS ARE PEOPLE" is produced with 54, 98%. ranked first with a total of 204 metaphorical expressions.
- In literature "IDEAS ARE PEOPLE" represent the percentage 16, 18%.ranked third with a total of 50 metaphorical expressions.

"IDEAS ARE PEOPLE" of the second study :

- The frequency of metaphor type generated by PhD females is "IDEAS ARE PEOPLE" with a percentage of 63,70% and 193 metaphorical expressions.
- The frequency of metaphor type generated by PhD males is "IDEAS ARE PEOPLE" with a percentage of 36.92% and 72 metaphorical expressions.
- The frequency of metaphor type generated by MA females is "IDEAS ARE PEOPLE" with a percentage of 47,87% and 188 metaphorical expressions.
- The frequency of metaphor type generated by MA males is "IDEAS ARE PEOPLE" with a percentage of 42,35% and 85 metaphorical expressions

"IDEAS ARE PEOPLE" of the current study :

- In the conclusions of Civilization & Literature, “IDEAS ARE PEOPLE” is produced with 28.57% ranked the first and with a total of 36 metaphorical expressions.
- In the conclusions of Linguistics, “IDEAS ARE PEOPLE” is produced with 51.31% ranked the first and with a total of 39 metaphorical expressions

It should be noted that the first study explored metaphor production of Tizi-Ouzou university. The second study explored metaphor production of various Algerian universities . The present study explored metaphor production of M'sila university. Therefore, it is assumed that the extensive frequency of the metaphor generated “IDEAS ARE PEOPLE” by Algerian students might be attributed to them finding it as a valuable tool for connecting ideas and making difficult ideas intelligible.

#### **2.2.5. Discussion of Teachers Questionnaire**

The questions (4-5-7-8) assess teachers' knowledge about metaphor. According to their responses to question (4), all teachers perceive metaphor exclusively as a figurative device, not as an academic device. On the other hand, in question (7), half of the teachers disagree with that metaphor may be used as an academic tool. However, in question (8), the majority of teachers (91.6 percent) believe that some kinds of metaphors are employed as an academic device.

Concerning the questions (9-10-11-12) that assess teachers' perspectives on the use of metaphor in academic writing. The majority of teachers disagree that metaphor may be utilized in all academic works; it neither improves nor is encouraged to be used in academic/scientific writing. However, in response to question ten (10), the majority of teachers agree that metaphor helps both the writer and the reader better comprehend what is intended by what is said.

Further, the questions (13-14-15-16-17-18-19-20) assess instructors' attitudes on metaphor teaching and use in EFL classes. In response to question (13), the majority of teachers

disagree with that metaphor should be used often in EFL dissertations. However, in question (14) the majority agree with that it should be more common in dissertations on Civilization and Literature. In Question (15), half of teachers believe that teaching metaphor to EFL masters is essential . However, in question (16-17-18-19), the majority of teachers seldom, if ever, advise their students to use of metaphor. That is, they neither promote nor do they correct or advocate metaphor production in their students' dissertations. However, concerning question (20), teachers rarely to never regard metaphor production as a value in dissertation evaluation .

Finally, the last question of the questionnaire has invited teachers to share their thoughts on metaphor use and metaphor production. On one hand, three (3) teachers believe that metaphor should not be utilized in academic papers such as dissertations. They also believe that it eliminates formality and makes academic writing more creative or figurative. Thus, they would not recommend using metaphor as a linguistic element. Additionally, four (4) teachers, on the other hand, believe that metaphor comes with advanced levels of proficiency as a natural step of language acquisition and that it is more than important in scientific inquiry, particularly in the subject of Civilization and Literature. They also believe that it may assist explaining complicated concepts in a way that readers would simply understand the intended meaning, hence, it should be promoted as a part of register use but not all registers.

In response to question (6), half of the instructors disagree that metaphors should only be used in literary works such as novels and poetry. However, the majority of teachers in question (9) disagree that metaphors may be utilized in all academic works such as dissertations and articles.

In question (10), the majority of instructors (58.4%) think that metaphor may assist both teachers and students express their thoughts and comprehend what is said. However, in

question (11) most teachers do not agree that the use of metaphor does enhance academic writing style.

In response to question (13), the majority of teachers disagree that metaphors should be used often in EFL dissertations. However, the study's findings revealed a high frequency of metaphor use in master students' academic writing, with 202 metaphors in 10 dissertations' conclusions only.

In question (15), half of the teachers believe that teaching metaphor is essential for EFL master students. However, in question (16), most teachers seldom suggest the use of metaphors, and in question (19), most teachers do not recommend for master students to use metaphors in their academic writing.

## **Conclusion**

This chapter is subdivided into two parts. The first part described the methodology adopted for this study. The second part is divided into two sections. On the one hand, the first section has dealt with the analysis of the acquired data. On the other hand, the second section dealt with the discussion of the analyzed data.



**GENERAL CONCLUSION**

## GENERAL CONCLUSION

The current study investigates students' metaphor productions in several English Master's dissertations submitted in 2021 at Mohamed Boudiaf University's department. The corpus is composed of ten dissertations selected at random. Five have been written in the field of linguistics, while the remaining five have been written in the field of literature. The questionnaire method is also used in the study to investigate teachers' perceptions of metaphors. To identify and extract metaphors, the metaphor identification procedure (MIP) has been also utilized.

The study's findings have demonstrated a high frequency of metaphor use in master students' academic writing, with 202 metaphors in the conclusions of only 10 dissertations. There are 126 metaphorical expressions retrieved from Civilization & Literature, with the first three often used metaphors being "IDEAS ARE PEOPLE," "LIFE IS A JOURNEY," and "UNDERSTANDING IS SEEING." In Linguistics, there have been produced 77 metaphorical expressions, the first three are "IDEAS ARE PEOPLE", "LIFE IS A JOURNEY", and "IDEAS ARE OBJECTS".

All teachers that have responded to the questionnaire had the same perception that metaphor is a figure of speech. In other questions, half of teachers believe that teaching metaphor in EFL classrooms is vital; yet, the majority of them disagree with the idea that metaphors may be employed in academic works; hence, they do not encourage their students to employ them. Because they believe that this use of metaphor would decrease formality and would not improve students' academic writing. Hence, teachers clearly have a low perception of metaphor use/production as a natural phenomenon in our conceptual system.

The study objectives, which have explored master students' metaphor production and assess teachers' perceptions of it, have been achieved. Besides, the high usage of metaphors in

students' academic work and teachers' low perception of metaphors validated the research hypothesis.

Due to time limitations, the current investigation has been limited to the results of ten (10) dissertations. Therefore, it is recommended to examine more sections or the entire dissertation, or in other academic works such as articles, journals, reviews, to name but few. EFL teachers are also recommended to explore metaphor more and include it in their teaching programs, in addition to encouraging their students to utilize metaphors for the sake of expressing a well-comprehended message. Hopefully, the research has raised awareness of metaphor as being more than only a figurative device, but also as an academic device that improves academic writings and provides readers with a profound understanding and a clearer viewpoints as well.



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# **APPENDICES**

## APPENDICES

### Appendix 01: The Dissertation Used in the Study

- **Dissertations in Linguistics:**

1. Investigating EFL Master Students' Hindrances in Writing their Dissertations

Case of master two EFL students at M'sila University

Submitted by: -HABOUCHE Boutheyne

-ADJABI Achwak

Supervised by: Mrs: HARIZI Nassira

2. A close-up study to EFL Learners 'Examination Anxiety –the case of second year

University of M'sila

Submitted by: -Mebrouk Nour Elhouda.

Abdelaziz Soumia.

Supervised by: Dr.Tayeb Bouazid

3. EFL Learners' Beliefs about Distance Learning

The case of Master One Students of English at The University of M'sila

Submitted by: - Melikechi Lynda

- Banouh Leilia

Supervised by: Dr. Touati Mourad

4. Self-directed learning – an effective distance learning strategy during pandemic

Covid 19. The case of Master 1 University of Msila

Submitted by: - Brahim Houda

- Ghalem Karima

Supervised by: Dr Bouazid Tayeb

5. Teachers and Students Perceptions on The Significance of Emotional Intelligence  
to Language achievement:

The case of master one students of English at M'sila University

Submitted by: - Rathia DERBAL

- Fatima Zohra MAKRI

Supervised by: Dr. Hamoudi ABOUBAKR

• **Dissertations in Civilization & Literature:**

1. Voicing Women Struggle in Ahlem Mosteghanemi's Bridges of Constantine

Submitted by:- Ms. Yassamina Mekki

-Mr. Rafik Djaidri

Supervised by : Dr. Abdelatif Thameur

2. The Muslim Arab Woman's Struggle over Creating a Modern Identity :

Autobiographical Elements in Leila Aboulela's Minaret

Submitted by:- HABIB Siham

- MEZAACHE Salima

Supervised by :Dr. MIHOUBI Houria

3. Myth and Religion in Dan Brown's Angels and Demons

Submitted by: -Imane LAMICHE

- Khadoudj BEZAF

Supervised by: Dr. Houria MIHOUBI

4. Language, Women and Feminine Writing's Evolvement from Medieval Ages and  
Eighteenth Century to Twenty-First Century

Submitted by: -Ms. Meriem LAMANI

-Ms. Warda OUADAH

Supervised by: Dr. Nassima AMIROUCHE

5. Plotting Eastern Women's Multiple Colonization: A Comparative Study between  
Khaled Hossieni's A Thousand Splendid Suns and

Assia Djebar's Fantasia, an Algerian Cavalcade

Submitted by: -Mr. Mohamed Elamine RABIA

Supervised by:- Dr. Mohammed GOUFFI

## Appendix 02: List of the Extracted Metaphors

- **METAPHORS in Literature and Civilization Dissertations**

### I. IDEAS ARE OBJECTS

1. On the one hand, throughout Khaled's voice, Hayat is destroyed and weak.
2. She is only a bridge to his emotional memories
3. she is also a city, a painting and a bridge.
4. On the other hand, the life within an Algerian society that is basically very committed to customs
5. to achieve a mixed identity of Eastern and Western cultures.
6. people lost faith,
7. the Catholic Church lost control
8. On the other hand the "Illuminati" appears in the novel as an ancient myth
9. On the one hand, feminine writing has evolved
10. On the other hand, writers Christine Pizan and Mary Wollstonecraft in particular, have defied and rebelled over Phallogocentrism
11. Djebbar, on the one hand, has brought all these personal talents
12. Hosseini, on the other hand, has used *A Thousand Splendid Suns* a
13. The two wives, on the one hand, are beaten by Racheed like animals

14. Badra, on the other hand, is sold like merchandise.

## II. ARGUMENTS (AND THEORIES) ARE BUILDINGS

15. As Hayat loss of her father made her build hopes over Khaled,

16. An obstacle to Hayat's ambitions.

17. Researchers would recommend of applying Psychoanalysis and construction theory to the novel.

18. reshaping themselves as a mixture of East and West,

19. negotiated the boundaries to achieve a mixed identity of Eastern and Western cultures

20. reshaping themselves as a mixture of East and West,

21. he successfully negotiated the boundaries to achieve a mixed identity

22. She is only a bridge to his emotional memories

23. She is also a city, a painting and a bridge.

## III. IDEAS ARE PEOPLE

24. Postcolonial Literature has contributed a great deal to intellectual battle of defending cultural principles and identity in postcolonial communities.

25. The core of this study is to show the misrepresentation of women

26. The research aims were to clarify and indicate the world towards the postcolonial

woman.

27. The study has hypothesized
28. sought to voice women struggle
29. Mosteghanemi's attempts to voicing woman struggle
30. Hayat's dreams and ambitions have together drown and buried
31. Goal is such a sensitive topic
32. The Bible talks about God
33. the book tells us that science proves God
34. The myth plays a major role in balancing the personality of the members of society
35. (Myth), and plays a role in clarifying the religious belief.
36. The dissertation's aims and objectives
37. (The dissertation)... It examined the works of Christine Pizan's
38. The study examined the mutual influence
39. the research sought to investigate the following questions
40. her theory pressed women to use the same means
41. this dissertation used the theory as a feature of literary production
42. the study tackled the writing used by women

43. the writing was focusing on examining and investigating the backgrounds
44. her writing provided fables of ladies who were intellect,
45. Her treatise advocated women's right for education
46. Her writing examined how patriarchy stills ridicule
47. She called society for reexamining
48. The present research examines patriarchy
49. radical patriarchy and colonization walk hand in hand
50. The socio-historical context of the study indicates that radical patriarchy and colonization
51. (The socio-historical context),it shows that both of these aforesaid conditions
52. The research has shown how the Algerian novelist...share the above-stated desires.
53. The stories of Nana, Mariam, and Laila indicate how women are subjects to different kinds of oppression
54. The last section of this research has implemented Spivak's theory
55. The analysis has indicated that,
56. the present research has illustrated the crucial similarities
57. The two novels, where both invite the readers to feel and compare between the sufferings of protagonists from two different societies.

58. Ahlem Mosteghanemi has defended and sought to voice women struggle

59. Perspectives towards female has not experienced liberation.

#### **IV. LIFE IS A JOURNEY**

60. Postcolonial authors have taken the burden to claim their identity throughout  
expressing the ideologies before

61. Throughout Ahlem Mosteghanemi's Bridges of Constantine 2013.

62. throughout Khaled's voice,

63. her community has eventually driven her to quit her dreams and surrender

64. Her dreams come to an end.

65. throughout their feminist reading

66. Therefore, his journey is filled with detachment, alienation and loss,

67. In this way, Najwa created a third space

68. belief in religion is their way of expressing and reshaping themselves as a mixture  
of East and West,

69. through which he successfully negotiated the boundaries to achieve a mixed  
identity

70. this events make people confused, and lost because science leads them,

71. Religion and myth... both guides people to faith.

72. When myth is associated with religion it gives it a great power over people's minds and souls; through the religious kind to which it belongs
73. This study was all through an archetypal perspective,
74. Feminine Writing progressed through British literary history,
75. Mary Wollstonecraft, on the other way, chose to raise revolution in the society,
76. the factors that lead to women oppression
77. Throughout the stories of Mariam,
78. Hosseini tells us about the chauvinistic ideology that results from the misinterpretation of religious texts and lead to the existence and an extremist group—Taliban.
79. Nana, to begin with, is punished for an adultery
80. Djebbar's characters, on the contrary, take another way to protest against patriarchy.
81. To speak through a violent voice.

v. **IDEAS ARE LIGHT-SOURCES**

82. Researchers would recommend other investigators to highlight the main male character.
83. To shed light on silencing women's voice
84. Djebbar highlights the role of women under the plight of patriarchy and colonization.

85. the misinterpretation of the religious texts cast its shadow over the hegemonic powers;
86. Second, Mosteghanemi's attempts to voicing woman struggle in the shadow of a patriarchal views and accusations.

## VI. ARGUMENT IS WAR

87. perspectives towards female has not experienced liberation.
88. Mosteghanemi has defended woman individuality
89. the male voice narrator has destroyed the female character
90. Hayat lost her battle against the traditions
91. male writing that condemns women's character
92. (he) To rebel and refute men's claims of women
93. to speak through a violent voice.

## VII. SIGNIFICANT IS BIG

94. Women have contributed a great deal to the independence of their countries.
95. When myth is associated with religion it gives it a great power over people's minds and souls
96. Postcolonial Literature has contributed a great deal to intellectual battle

## VIII. UNDERSTANDING IS SEING

97. In this regard, women condition in postcolonial community is to be undertaken seriously.
98. man view of towards women independence and individuality.,
99. Khaled's vision of Hayat as a bridges to his memories
100. woman is seen differently.
101. the extensive male vision of Khaled towards Hayat and the masculine society
102. In the vision of Khaled, Hayat represents all that he assumed to see in his country  
Algeria
103. Mosteghanemi's attempts to voicing woman struggle in the shadow of a patriarchal  
views and accusations.
104. These symbols are still obvious in today's world
105. It is not clear that whether the book tells us that science proves God or  
that science is God,
106. The writer is trying to create debate and propose a different point of view  
on religion.
107. Myth... plays a role in clarifying the religious belief.
108. Cixous did not provide any clear clues or features for her theory.
109. This generation thus seem to believe in the African saying

110. Has used *A Thousand Splendid Suns* as a window onto the Afghan society.

111. double-oppressed women who seem to resist Spivak's subaltern theory.

### **IX. (WORDS ARE CONTAINERS)**

112. the inferior representation of women within a colonial and postcolonial societies.

113. within a western society

114. Out of these two options

115. her character within the ashes of her hopes.

116. the life within an Algerian society

117. the various meaning they may contain should be evaluated.

118. the plot also is contains secret language,

119. Within these predominantly patriarchal societies,

120. take them out from the darkness of marginalization

121. According to the events within the story of the novel,

122. Mosteghanemi's book can be considered a portrait of real situations within and  
post colonial era of Algerian community.

123. and within the mind of the man she loves at second

### **X. LOW STATUS IS DOWN**

124. nation decreases the sentimental and societal value of her as a female member.

## **XI. LOVE IS JOURNEY**

125. the fear of secretly starting a love affair through writing.

## **XII.IDEAS ARE PRODUCTS**

126.this dissertation used the theory as a feature of literary production that was produced only by women.

**Total: 126 Metaphors+12 types of metaphor**

DISS1: 3 pages

DISS2: 2 pages

DISS3: 2 pages

DISS4: 3 pages

DISS5: 4 pages

**Total: 14 pages.**

### **• Metaphors in Linguistics Dissertations**

#### **I. LIFE IS A JOURNEY**

1. During the journey to obtain their diploma,
2. The majority of students stated that they experienced difficulties in the throughout all research stages,
3. having psychological hindrances in this journey

4. and prevent them from achieving their goals in writing good piece of work.
5. hindrances ... in writing their dissertation may lead to many problems
6. Enhancing student's skills through teaching research courses.
7. we displayed all along our writing is carefully presented starting with definition of anxiety,
8. this is quite apparent in their responses through the questionnaire.
9. the researchers believe they have attempted to positively reached them in terms of investigating the root causes leading to failure at exams
10. Teachers should act as psychologists through facilitating the questions,
11. Distance learning was the best solution to carry on learning within those circumstances.
12. To carry out our study, a descriptive method has been adopted.
13. The data have been collected through a combination of quantitative and qualitative study
14. we recommended the learners to rely more on their efforts through searching and reading books.
15. as well as driving them for creating a successful learning process
16. they are not aware about the importance of implementing its strategies to end up with a positive learning outcomes.

17. it can be said that the data obtained goes in the same direction with what we assumed as a hypothesis

## II. IDEAS ARE PEOPLE

18. the first question looked for weather master dissertation writing includes hindrances

19. the second question discussed the nature of these hindrances.

20. the finding demonstrated that students faced great hindrances

21. The overall finding of the study allows to deduce that different hindrances

22. (The overall finding of the study )...and prevent them from achieving their goals in writing good piece of work.

23. interview also showed that students face problems in term of methodology

24. this research suggests the following themes for further research

25. this dissertation which encompasses many interesting elements.

26. A scrutiny to teachers' questionnaire revealed that teachers acknowledge the existence of anxiety

27. in order to see if this strategy could compensate the face to face learning.

28. The current research work takes place in Mohammed Boudhialf University

29. (The current research) it intends to determine the effectiveness of selfdirected learning as a distance learning strategy,

30. (The current research) it also seeks to determine teacher's and learner's attitude towards it.
31. Our study strives to answer the following questions:
32. The findings reveal that self- directed learning is an effective distance learning strategy
33. the first chapter deals with the theoretical part
34. Emotional intelligence has got a significant role to play in the field of EFL
35. (Emotional intelligence) as well as driving them for creating a successful process
36. the current study aims to identify EFL teachers and students perceptions
37. The literature review chapter has been divided into two parts that dealt with some issues for implementing EI to improve learners' achievement.
38. (The results) indicate the knowledge gap they have in terms of defining the concept of EI
39. ( the EIT) revealed that most of them have got a good level
40. (This study)... and relates one of the most significant aspects of cognitive psychology to language learning.
41. The rational of this study is to investigate learners' attitudes towards distance learning
42. The first chapter tackles the concept of beliefs from different sides

43. it further discusses various aspects concerned with distance learning.
44. The second chapter places the learner at the center of the study
45. (the second chapter) and provides answers to the research inquiries resulted from students' questionnaires.
46. The sample of the study held positive beliefs about distance learning.
47. (distance learning) they recognize its role on their mastery of the four language skills.
48. the obtained data confirmed our hypothesis
49. The data obtained goes in the same direction
50. Distance learning plays an undeniable role
51. Second chapter is devoted for the practical part
52. Second chapter is devoted for the practical part
53. The third chapter is devoted for self directed learning an an effective strategy
54. Three questions were raised for this sake
55. A practical chapter was devoted for presenting the different data
56. A descriptive method has been adopted

### III. LANGUAGE IS A CONTAINER FOR IDEA-OBJECTS

57. To address these questions within the frame of descriptive method,
58. its types and causes that include mostly the fear of failure,
59. the theoretical part that includes certain concepts related to self-directed learning.
60. students should be surrounded with proper atmosphere which contains suitable conditions

#### **IV. ARGUMENTS (AND THEORIES) ARE BUILDINGS**

61. teachers recommended for intensified course in research methodology to overcome the obstacles that students may face during conducting their research works.

#### **V. IDEAS ARE OBJECTS**

62. (Hindrances)... and prevent them from achieving their goals in writing good piece of work.
63. which prevented learners from achieving well at test and exams
64. if second year tertiary level would be briefed they would achieve good results
65. This section sheds light on distance learning, in one hand
66. and on using selfregulation to benefit better when using distance learning in other hand.
67. The results gained from the students' answers
68. the EIT that measures their exact emotional intelligence

## **VI. IDEAS ARE LIGHT-SOURCES**

69. Anxiety as a problem casts its shadows to other symptoms,

70. This section sheds light on distance learning,

71. in the light of some limitations,

72. this study spots the light

## **VII. UNDERSTANDING IS SEEING**

73. this is quite apparent in their responses

74. in order to see if this strategy could compensate the face to face learning.

## **VIII. SIGNIFICANT IS BIG**

75. the finding demonstrated that students faced great hindrances

## **IX. TIME IS MONEY**

76. asmost teachers did not have time to answer our questions.

**Total: 76 Metaphors + 9 types of metaphor**

DISS1: 2 pages

DISS2: 3 pages

DISS3: 2 pages

DISS4: 2 pages

DISS5: 1 page

Total: 10 pages.

### **Appendix 03: The Teachers' Questionnaire**

This questionnaire is designed as part of accomplishing a master dissertation. It intends to measure teachers' perceptions and practices about metaphor and metaphor production in EFL students' Master dissertations. Would you please fill in the questionnaire and thank you for your collaboration.

Instructions: Tick one of the options.

#### **Section One : Personal Information**

1. Gender

Male

Female

2. Teaching specialty

Literature and civilization

Applied linguistics

ESP

TEFL

Translation

3. Teaching experience

0-5 years

5-10 years

More than 10 years

## **Section Two: Metaphor in EFL Context**

4. According to your knowledge, Metaphor is.....

5. What type(s) of metaphor do you know?.....

6. Metaphor is a figure of speech that is only employed in literary works such as novels and poetry.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

7. Metaphor is can be considered as an academic device.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

8. Not all types of metaphor can serve as academic tools

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

9. Metaphor can be used in all academic works such as dissertations, articles and reviews.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

10. Metaphor can help both writers to better express their thoughts as well as readers to better understand the meant from the said

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

11. The use of Metaphor does enhance academic writing style.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

12. Academic writings are scientific and do not support the use of metaphor.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

13. Metaphor use should be frequent in EFL dissertations.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

---

14. In EFL masters, Metaphor production should be more frequent in civilization and literature dissertations than linguistics’.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

**Section Three: Instruction in Metaphor**

15. Teaching metaphor is essential in EFL masters.

Strongly agree

Agree

Neutral

Strongly Agree

Disagree

16. How often do you instruct your students in the use of metaphor?

Very often,

Often,

Sometimes

---

Rarely

Never

17. How often do you encourage metaphor use in your students' academic writing?

Very often,

Often,

Sometimes

Rarely

Never

18. How often do you correct metaphor production in your students' academic writing?

Very often,

Often,

Sometimes

Rarely

Never

19. When supervising masters , how often do you recommend metaphor production in your students' dissertations?

Very often,

Often,

Sometimes

Rarely

Never

20. In dissertation evaluation, how often do you consider metaphor production as a value to the whole work?

Very often,

Often,

Sometimes

Rarely

Never

21. Please add any comments about the use of and metaphor production as an academic device in EFL students' dissertations

.....