THE EFFECTS OF USING MULTIMODAL CONCEPTUAL METAPHORS IN EFL CLASSROOM TO ENHANCE READING AND WRITING SKILLS

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ABSTRACT

Conceptual metaphors have a wide presence in our daily lives and therefore have a special place in cognitive linguistics. Many researchers emphasize the importance of metaphors in the language learning process. Learners face challenges when encountering metaphorical expressions in the target language, and since metaphors are present in most discourse contexts, they cannot be ignored. Therefore, this paper deals with the effects of explicit multimodal metaphor training in developing reading and writing skills in an EFL context. In order to investigate the effects of using conceptual metaphors in English language classrooms and assess the metaphorical ability of EFL students, we directed two measuring instruments: pre-test and post-test for control and experimental groups in both reading and writing skills. The pre-test and post-test scores of the experimental group who were exposed to explicit multimodal metaphor training were compared with the control group's scores through this bipartite study. The outcomes of this paper can shed light on teaching and learning the multimodal language in an EFL context. The findings showed that learners who were exposed to multimodal metaphors and received explicit instruction from their teacher resulted in a better understanding of metaphorical texts, enhancing the ability of metaphor production, and also better scores. In other words, this paper found that explicit multimodal metaphor instructions can lead to some improvements in metaphor comprehension and production in an EFL context.

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1. Introduction

For years, metaphor was considered a poetic device for imagination, and its presence in everyday life has been ignored. Since the publication of Lakoff & Johnson's The Metaphors We Live With (1980), the theory of conceptual metaphors shed light on metaphorical research by claiming that metaphor is a cognitive device for people to conceptualize the world. Barati (2018) believes that based on cognitivists like Lakoff and Johnson, metaphor is a conceptual matter that covers our conceptual system from the most abstract to the most detailed and concrete ones and plays the main role in defining the realities of life.

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

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

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

One of the distinctive features of this paper is that we used multimodal texts to enhance the comprehension of metaphorical language. Multimodality is usually used to address the multiple modes through which a message is composed and communication is sent. Multimodality is claimed to be an essential part of everyday communication. According to Kress (2003: 4) different modes, either the written texts, images, or sounds, have specific affordances and they also can "change, through their affordances, the potentials for representational and communicational actions by their users". The other feature of this study is that we used explicit metaphor training to support language learners in understanding, interpreting, and producing conceptual metaphors accurately in their target language. Previous studies have revealed that even advanced learners prefer not to use metaphoric language. Therefore, it is necessary for language learners to be helped to practice metaphorical expressions sufficiently in their target language. (Littlemore, 2009: 94-95). Consequently, Littlemore & Low (2006a), have proposed that explicit instruction can actively engage learners with figurative expressions in their target language. Moreover, they have suggested that explicit instruction might be effective for increasing learners' metaphor awareness, metaphoric competence, and performance. However, few studies have explored explicit instruction of conceptual metaphor usage for writing skill in EFL contexts.

While researchers have studied the effects of conceptual metaphor teaching on language learners and have shown that metaphor comprehension and production might be challenging for foreign language learners, they have hardly focused on the reading and writing skills in language learning in EFL contexts. Given the importance of metaphor in language learning as well as the challenge, it poses to foreign language learners, this paper aimed to investigate the impact of explicit multimodal metaphor instruction in advancing reading and writing skills for EFL learners.

2. Backgrounds

Many researchers emphasize the importance of the presence of metaphors in the teaching and learning of foreign languages to facilitate communication. Unfortunately, most research has been done on conceptual metaphors for learning a second language rather than a foreign language. However, EFL learners may face more challenges encountering metaphor expressions as they have limited access to the English language. The majority of the research on conceptual metaphors in language learning has been carried out with ESL learners. Unfortunately few researches have been accomplished in Iran to explore metaphor training in Iranian language classrooms. Yet, there are some remarkable studies, in Iran and also

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internationally. Therefore, some of these studies will be addressed here.

Talebinezhad (2007), stated that most studies in second language acquisition (SLA) have focused on the initial state, stages in SLA, and rate of acquisition, and in general on linguistic or communicative competence, few have addressed the question of metaphorical competence. He examined the ultimate attainment of adult Persian speakers learning English as a second language in terms of their conceptual fluency which is supposed to account for their metaphorical competence. The data showed that natives and non-natives differed drastically in both type and amount of figurative language they employed in conveying similar concepts. The results confirmed the hypothesis that L2 learners need to be exposed to metaphorical language in the L2 in order to become conceptually fluent.

Farjami (2012), believes that if the metaphor is considered as a process through which we construe the world plus the essence of our thoughts and learning, they have the potential to stay an important tool for exploring our understanding and the notion of many educational components like the teacher, the learner, and the course book. Additionally, Sorahi (2012), in his dissertation, examined the confrontation of conceptual metaphors in both Persian and English in the context of cognitive linguistics. The results of the study and comparison of conceptual metaphors in both

Persian and English showed many similarities and differences. The author argues that the similarities are largely due to a global motivation that is largely due to similar physiological activities and reactions, as well as similar beliefs that speakers of these languages have about their bodies. The differences and different aspects of the metaphors of these two languages can be considered for various reasons, including the existence of different cultural-ideological and social contexts, different styles and cognitive choices, differences in information coding and the extent of lexical elaboration.

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

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

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

Nemati, Cortazzi & Fallah (2021) examined the potential effects of conceptual metaphor awareness-raising activities on the retention, remembrance, and production of new vocabulary on Iranian EFL learners. During the course, the experimental group received conceptual metaphor awareness-raising activities besides the routine materials and practices, whereas the control group was given some extra reading comprehension materials. At the end of the research treatment, the two groups were tested again on the same tests. Quantitative data analyses through running post-tests revealed statistically significant differences in the two groups' performance on the post-test. Also, the interview results showed a positive change in the attitude of the participants with regard to such activities. They believe that the results have implications for classroom teaching practices and material development.

Nguyen Thi Hong Thu (2019), studied the effects of using metaphor in the development of writing skill and found out the challenges learners may face, and then proposed the suitable suggestions to boost metaphoric awareness and competence in learning English. The findings from the study showed that learners with the instruction from teachers on metaphor in songs when writing tended to get better scores than the other ones. However, they also showed that although it is important to learn metaphor, a lot of challenges are still maintained.

Yasin Aslan (2016), tried to explain the importance and effectiveness of using metaphors in foreign language teaching and learning. He studied how teachers' metaphors affect their methods and strategies in order to understand the complex processes of teaching in a classroom environment. 32 university students in the department of Teaching Mathematics and Turkish participated in this project. The writer tried to investigate students' attitudes towards English course by using metaphors. The results of the study indicate that metaphor awareness of understanding idiomatic expressions is highly significant in foreign language.

Xinrong Shan (2019) also examined the effect of conceptual metaphors on improving the level of education and learning of terms. In this study, he used a combination of quantitative and qualitative analysis and data collection through a

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questionnaire and conducted experiments on teaching and learning terms. He stated that it is possible to use conceptual metaphor in teaching and learning the terms of the target language.

Several researchers such as Littlemore and Low (2006a: 3) have suggested that language learners usually have difficulties comprehending and producing figurative language since they lack "native speaker competence". These researchers have considered, metaphoric competence as an important factor to attain a high level of fluency in language learning. Based on these studies, metaphorical awareness is critical in effective language learning.

Researchers like Forceville (1996), took the preliminary steps in expanding conceptual metaphor to non-linguistic presentations and also bringing metaphor to other areas. Forceville (2016) states that in recent years, metaphor dominates not only language but also thoughts. As a result, we must accept that its manifestation must be examined not only in language but also in semiotic approaches. In this research, he deals with Monomodal versus multimodal metaphor, identification of nonverbal metaphors, creative metaphors against structural metaphors, metaphor in dynamic context versus static context, as well as metaphor and genre.

Furthermore, Yu (2016) introduced multimodal metaphors and their difference from monomodal metaphors. He analyzed

the issues in vocabulary and writing teaching and suggested that multimodal metaphors may provide a different guideline for teaching vocabulary and writing. It's worth mentioning that, inadequate consideration has been devoted to the study of multimodality in learning and teaching metaphors. Consequently, hardly any previous research has focused on the role of multimodality in writing and reading comprehension in an EFL context. Therefore, this paper aimed at contributing to the current field.

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

3. Methodology

The research was directed with two groups of Iranian EFL students. They were Intermediate language learners. They received multimodal presentations of conceptual metaphor along with explicit metaphor instruction during a 6-week term including 20 sessions and a pre-test and post-test in both reading and writing skills. Multimodal resources were used to engage

learners in meaningful cognitive understanding and improve their learning. For writing tests, learners' answers were recorded and evaluated by two separate raters based on IELTS[1] writing rubrics. We also used the correlation coefficient in SPSS, to check the inter-rater reliability for the scores of writing tests. We found a correlation coefficient of 0.912 that displays an acceptable level of inter-rater reliability for writing scores. It can be observed in the table below that the raters presented adequate levels of inter-rater reliability on the writing scores. The answers from reading tests were rated by the same raters based on the related Answer Key. Finally, test scores were analyzed and compared using SPSS.

Table 1: Correlations [a]

		R00001	R00002
R00001	Pearson Correlation	1	.912**
	Sig. (2-tailed)		.000
R00002	Pearson Correlation	.912**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level.			
a. **Listwise N=15**			

Research questions

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

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

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

Selection of participants and materials

For this research which occurred in an EFL context, we chose 2 groups of 15 students, one as a control and the other as an experimental group. All the participants were female and young adults aged between 20 and 30 years old. They all have been studying English in an EFL context, and Persian was their first language. They all were Intermediate students in an English Language Academy in Rasht – Iran, who attended English classes targeting metaphor comprehension and production, throughout a 6-week term.

Unlike previous researches that generally focused on teaching vocabulary, grammar, or just one language skill, this paper deals with two skills of reading and writing in Foreign Language learning. During this research, the experimental group is exposed to direct instruction of multimodal metaphors, the control group is exposed to indirect instruction, and at the end of the research, both groups' skills are tested. The experimental group is exposed to the metaphor formation, the source domain and the target domain, as well as similar features between the two domains. In contrast, the

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control group is only indirectly exposed to the metaphors without any focus or emphasis on learning the metaphors. In other words, direct instruction of metaphor to learners in the control group is completely avoided. Also, at the beginning of the research, both experimental and control groups are tested in both areas (reading and writing) in order to determine the level of comprehension and production of English metaphors.

As mentioned, this research was conducted in a language school. Therefore, research content is included in the school curriculum. In fact, metaphor lessons were added to the institution's curriculum. The participants were supposed to study the first four units of New Headway Plus as their course book alongside the metaphor lessons for both reading and writing skills. To develop participants' reading and writing skills focusing on metaphorical expressions, they received three separate sessions for reading skill and three other sessions for writing skill, during 6 weeks. In this training course, an attempt was made to help learners better understand the metaphorical expressions of the target language by multimodal presentation of English metaphors. Explicit teaching of metaphor based on conceptual metaphor theory were used to improve the level of production of learners' metaphorical expressions.

To enhance the study, metaphor lessons were selected according to the topics presented in their course book which were

about Life and Happiness. However, it is *worth mentioning* that we used Life and Happiness metaphors in this project as they also are universal concepts. In fact, all the metaphors used in these lessons were selected from Kovecses (2010) and Lakoff and Johnsen (2003), because we wanted to make sure that the metaphors are correct and trustworthy. Metaphor lessons will be argued in more detail below. The metaphors used in the metaphor classes are listed in table 2:

Table 2: List of Metaphors

LIFE	HAPPINESS
LIFE IS A CONTAINER LIFE IS A GAMBLING GAME LIFE IS A BUSINESS LIFE IS A JOURNEY LIFE IS A SPORTING GAME	BEING HAPPY IS BEING OFF THE GROUND BEING HAPPY IS BEING IN HEAVEN HAPPY IS UP HAPPINESS IS LIGHT HAPPINESS IS A PLEASURABLE PHYSICAL SENSATION

Also, the reason for limiting the research to the two domains of "happiness and life" was simply to prevent the extension and dispersion of data, a more detailed study, and also to enable the design of tests focused on specific conceptual areas. Therefore, the designed course content, all classroom activities and exercises, and of course the tests (pre-test and post-test) and the language data collected from the

learners, are limited to only five metaphors in each of these two conceptual areas.

Multimodality in Metaphor Classes

In this study, an attempt was made to expose learners to metaphors in educational classes, using various mods. The term multimodality is widely used in the context of various communication mods and the combination of these mods in conveying the message. Maier and Cross (2014: 111) believe that "the multilayered discourses and meanings …have rarely been addressed in research or educational texts". Thus, in this study, an attempt was made to fill this gap relying on multimodality.

Müller (2008: 35) argues that metaphor is multimodal and this multimodality offers a way to gain some insights into the nature of metaphor and shows how multimodality increases the amount of metaphoricity. Therefore, we believe that the emphasis on metaphor will be completed only by providing multimodal content. Thus, during this training course, an attempt was made to use multimodal texts to present conceptual metaphors.

Reading Lessons

The lessons involved explicit training of multimodal metaphors in line with conceptual metaphor theory and the metaphor study outlined in the background. In reading sessions, we used multimodal materials; pictures, and videos along with

audio files to enhance learners' comprehension, learning, and inference. Three separate sessions were devoted to metaphors in reading and comprehension skills, and in other sessions, related exercises were performed to consolidate the new content. The first lesson involved a PowerPoint about conceptual metaphor, its importance, and some examples of metaphors and metaphorical mappings between the source domain and the target domain (Appendix A). During this session, we discussed what conceptual metaphors are and how our everyday communication is shaped by the language of conceptual metaphors. We also talked about the target domain as an abstract concept and the source domain as a more concrete concept. This preparatory lesson also involved two explicit examples of conceptual metaphors: LIFE IS JOURNEY and TIME IS MONEY. First, metaphors were explained and some examples were given:

Metaphors are created in the "**X is Y**" format → "TIME is MONEY"

You're wasting my time.
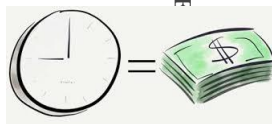
Then, the concept of metaphor and also source and target domains were explained:
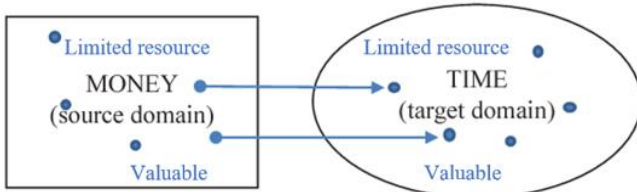
This session could guarantee that all the participants in the experimental group were

exposed to the same content of conceptual metaphor theory and received explicit instruction on metaphor.

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

with their partner. In the final session, the learners watched a music video named "I'm In Seventh Heaven", by Al Jolson (1929), and filled in the gaps. As a **matter of fact**, students worked through some conceptual metaphors for "Happiness" in their groups before watching the video and doing the task.

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

Writing Lessons

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

For the next session, we tried to provide the learners with more interactive lessons as they are helpful in understanding and can encourage students' participation in the lesson. Therefore, the learners were given some quotes about Life and Happiness and were asked to discuss them in small groups, find the metaphor presented in each one, then discover their source and target domain. After that, students in each group were asked to choose one quote and respond

to it with their own ideas. They were supposed to discuss the ideas for expressing their agreement, disagreement, and also giving their opinions using related metaphorical expressions. We also encouraged them to use relevant metaphorical expressions and add one or two more sentences to the selected quote, to enhance their critical thinking and promote students' autonomy.

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

It is noteworthy that, the control group received an equal number of lessons and classes with no emphasis on conceptual metaphors. For example, as the experimental group watched some videos in their reading classes, the control group listened to the same audio files with reading comprehension questions with no emphasis on metaphor. Furthermore, they were exposed to the same writing tasks without

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metaphor training. This guaranteed that the learners in the control group received the same content and rehearsed the same writing tasks as the learners in experimental groups, and then they could be compared later.

Pre-test and post-test

At the beginning of the term, all the learners took a pre-test and at the end of the term after receiving class instructions, they all participated in a post-test. To guarantee the test validity, we piloted the pre and post-tests with advanced students who were not counted in the research. The pre-tests and post-tests involved 3 sections. The reading comprehension tests featured short videos of some speeches from Ted.com and required students to answer some multiple-choice questions related to the presenter's main ideas and point of view concerning the issue, along with particular examples of metaphors expressed by the presenter. They were supposed to watch the video and listen to the speaker, then answer the questions. As a final point, the scores on the reading comprehension tests for the experimental and control group were analyzed in SPSS. We also used the correlation coefficient in SPSS, to check the reliability of reading tests. The test was performed twice, three weeks apart with a group of 16 advanced students who were not part of the study. We found a correlation coefficient of 0.883 that displays an acceptable level of reliability for reading tests.

Table 3: Reading-Test Reliability

Reading-Test Reliability		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.883**
	Sig. (2-tailed)		.000
VAR00002	Pearson Correlation	.883**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			
a. Listwise N=16			

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

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

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

4. Discussion

Effects of multimodal metaphor instructions in reading skill.

To respond to the first question, we analyzed the scores of the tests of both groups. It can be observed in table 4 that Sig 0.432 is higher than 0.05 which means there is a similarity between the mean scores of both groups. These findings indicated that there is no significant difference in the results of the pre-tests between the control and experimental groups. It has been implied that before the intervention of treatment, both groups were at a similar level of reading skill. Table 4 displays the descriptive statistics as well as the comparison of the pre-tests of both groups.

Table 4: One-way ANOVA - Reading Comprehension Pre-Tests

ANOVA					
Pre-test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.404	1	2.404	.635	.432
Within Groups	102.148	27	3.783		
Total	104.552	28			

In contrast, a remarkable difference was found in the mean scores of the post-tests between both groups. The results of the tests of both control and experimental groups were explored, compared, and outlined in tables 5 and 6:

Table 5: One-way ANOVA - Reading Comprehension Post-Tests

Table 5 shows a remarkable and meaningful difference in the post-tests between the experimental and control groups. From the table above it can be seen that Sig is 0.007

ANOVA					
Post-test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.300	1	24.300	8.311	.007
Within Groups	81.867	28	2.924		
Total	106.167	29			

which is smaller than 0.05. These values indicate that the difference between the two groups reached a statistical significance. In order to investigate this meaningful difference, we will study more details in table 6:

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	Control Group (n = 15)	Experimental Group (n =15)
Pre-test Mean Median	14.53 15	14.96 15
Post-test Mean Median	15.26 16	17.08 17
Mean Difference	0.73	2.12

Reading Comprehension Tests

As it is shown in Table 6, the mean score of the pre-test for the control group was 14.53 (out of 20) which has slightly increased to 15.26 in the post-test. It is apparent that the increase in the mean score amongst these two tests was 0.73, which indicates a slight improvement in the reading comprehension of the learners in the control group.

On the other hand, the scores of the pre-test and post-test of the participant in the experimental group were studied and compared to discover the effects of multimodal presentation of metaphor on students' reading ability. The last column in table 6 shows that a remarkable improvement was found in reading comprehension between the pre-test and post-test of the students in the experimental group. It is possible to observe that the mean score of the post-test was 17.08 which is noticeably higher than 14.96 of the pre-test. It can be seen that the increase in the mean score amongst these two tests was 2.12, which indicates that a significant development has occurred in learners' reading comprehension.

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

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

Effects of explicit metaphor instructions in writing skill.

To respond to the second question, we analyzed the results of the tests for both control and experimental groups. Throughout this study, students' productive skill in writing was assessed on both the pre-test and post-test. . It can be observed in table 5 that Sig 0.927 is higher than 0.05 which means there is a similarity between the mean scores of both groups. These findings showed that there is no significant difference in the results of the pre-tests

between the control and experimental groups. It has been inferred that before the intervention of treatment, both groups were at a similar level of writing skill. Table 7 displays the descriptive statistics as well as the comparison of the pre-tests of both groups.

Table 7: One-way ANOVA - Writing Pre-Tests

ANOVA

Post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.633	1	17.633	5.004	.033
Within Groups	98.667	28	3.524		
Total	116.300	29			

ANOVA

Pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.033	1	.033	.009	.927
Within Groups	108.267	28	3.867		
Total	108.300	29			

Table 8: One-way ANOVA - Writing Post-Tests

In contrast, a significant difference was found in the mean scores of the post-tests between the control and experimental

	Control Group (n = 15)	Experimental Group (n =15)
Pre-test Mean Median	13.26 14	13.33 13
Post-test Mean Median	13.93 14	15.47 15
Mean Difference	0.67	2.14

groups. The scores of pre-test and post-test of the experimental group were explored and compared with the control group's scores and outlined in tables 8 and 9 as follows:

Table 8 shows a significant and meaningful difference in the post-tests between the experimental and control groups. From the table above it can be observed that Sig is 0.033 which is smaller than 0.05. This value indicates that the difference between the two groups reached a statistical significance. In order to explore this difference, we will study more details in table 9:

Table 9: Mean and Median scores on Writing Tests

As it was mentioned in previous parts, during the writing lessons, experimental students were exposed to the metaphorical

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

Generally, the results show that the students who were exposed to the explicit metaphor instructions were more eager to use metaphorical language to express descriptive details on writing tasks. It can be observed in Table 9 that, both the control and experimental students had improvement in their writing skill. When the pre-test and post-test scores of each group were analyzed in SPSS, significant improvement was found for the experimental students' writing skill while a little enhancement was observed in the control students' writing skill. Looking at the mean scores of the control group little difference can be found for the pre-test and post-test. It can be noticed that the mean score of the post-test for the control group was 13.93 (out of 20) which is slightly higher than the 13.26 of the pre-test. As it is evident in the table, the increase in the mean scores between the post-test and pre-test of the control group was 0.67, which means

that there wasn't a noticeable improvement in the learners' writing skill of the control group.

On the other hand, the results of the pre-test and post-test of the experimental group indicate that there was a remarkable improvement in metaphor usage in the students' production. It is worth noting that the mean score of the post-test was 15.47 which is remarkably higher than 13.33 of the pre-test. As it is represented in the table, the increase in the mean scores between the tests of the experimental group was 2.14, which indicates significant progress in their writing skill. Therefore, the results express that using explicit metaphor instruction in foreign language training can result in a significant improvement in learners' writing skill.

5. Summary of results

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

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

As Littlemore and Low (2006a) suggested that direct instruction could actively engage learners with metaphorical expressions in a second language and help them recognize and understand metaphors of the target language; in this study, students who received explicit multimodal metaphor instruction showed remarkable improvements in metaphor comprehension and production. Generally, the learners who attended the metaphor classes showed considerable improvements in comparison with the control group on reading comprehension post-tests. The experimental students showed great progress in recognizing and interpreting metaphors in their reading test, suggesting that the metaphor classes had significant effects on improving metaphor awareness and metaphoric competence. Concerning writing

skill, the learners who attended the metaphor classes displayed a remarkable growth in metaphor usage, on the post-test.

They also have made progress in using metaphorical language to describe multimodal metaphors in ads. Therefore, providing explicit instruction on metaphor in language classrooms was considered useful to induce learners' productive skill. In other words, the results reveal that the explicit metaphor instruction may have advanced students' metaphor awareness and along with their metaphoric competence. Moreover, explicit metaphor instruction may have helped them interpret conceptual metaphors more appropriately. However, it is worth mentioning that the learners' improvement may have been affected by the selection of the metaphorical expressions in their tests. As the passages used in the post-tests included the same conceptual metaphors students had already been exposed to in their metaphor classes, they might have been able to successfully comprehend and produce the learned metaphorical expressions in their tests. Therefore, the same study can be held with the different metaphorical expressions on the post-tests from those that the learners study in their metaphor classes.

Finally, both the explicit instruction that took place in the EFL context and the multimodal presentation of conceptual metaphors had significant impacts on the learners' productive and receptive skills.

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Considering that metaphor instruction and the multimodal presentation of metaphor had positive effects on the students' reading and writing skills, it can be argued that multimodal presentation and explicit metaphor instruction need to be incorporated into the language syllabus since they can be beneficial and useful for foreign language learners.

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