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ODDELEK ZA ANGLISTIKO
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**Teaching Idioms Using Conceptual Metaphor Theory in
EFL and SFL**

**Poučevanje frazemov s pomočjo teorije konceptualne
metafore pri pouku angleščine in slovenščine kot tujih
jezikov**

Magistrsko delo

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Februar 2021, Ljubljana

ACKNOWLEDGEMENTS

First and foremost, I am extremely grateful to my supervisors, Dr. Janez Skela and Dr. Nataša Pirih Svetina for their valuable advice, continuous support, and especially – their great patience with me.

I would also like to express my gratitude to my wonderful friends and family who have stood by my side during this long and tedious journey. Without their understanding and encouragement, it would be impossible for me to return to and finally complete my studies.

ABSTRACT

Teaching Idioms Using Conceptual Metaphor Theory in EFL and SFL

This thesis discusses the use of cognitive linguistics, more precisely the conceptual metaphor theory (CMT) and metaphorical awareness, in the teaching of idiomatic expressions in Slovene and English as foreign languages. When it comes to foreign language learning the importance of being familiar with and comprehending idiomatic expressions in the target language is particularly considerable. Idiomatic expressions can serve as the windows into the foreign language culture and society while also representing an important and pervasive feature of everyday communication in a FL. We demonstrate that metaphor is central to language and language use and that foreign language learners need to engage with it to develop language proficiency. We explore how learners might usefully engage with them, in order to understand, learn and use idioms in FL and present some sample CMT-based learning materials and guidelines on idiomatic expressions.

Key words: cognitive linguistics, conceptual metaphor theory, idioms, foreign language teaching, English, Slovene

IZVLEČEK

Poučevanje frazemov s pomočjo teorije konceptualne metafore pri pouku angleščine in slovenščine kot tujih jezikov

V magistrski nalogi raziskujemo možnosti uporabe kognitivnega jezikoslovja, specifično uporabo teorije konceptualne metafore (TKM) pri poučevanju frazeologije tujih jezikov, in sicer angleščine in slovenščine. Pri učenju tujega jezika je razumevanje frazeologije zelo pomembno, predvsem zaradi tega, ker frazemi nudijo vpogled v kulturo in družbo tujega jezika, hkrati pa predstavljajo zelo velik del vsakdanje komunikacije v tujem jeziku. V nalogi pokažemo, da je konceptualna metafora pomemben del jezika in jezikovne rabe in da je zelo pomembno, da jo govorci tujih jezikov razumejo in uporabljajo, da bi dosegli visoko raven jezikovne zmožnosti. Raziščemo tudi možnosti uporabe TKM pri poučevanju angleške in slovenske frazeologije za govorce angleščine in slovenščine kot tujih jezikov in na koncu ustvarimo nekaj vzorčnih učnih materialov in smernic za poučevanje frazeologije s pomočjo TKM.

Ključne besede: kognitivno jezikoslovje, teorija konceptualne metafore, frazeologija, poučevanje tujih jezikov, angleščina, slovenščina

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1. INTRODUCTION

This thesis discusses the use of cognitive linguistics, more precisely the theory of conceptual metaphor and metaphorical awareness, in the teaching of idiomatic expressions in Slovene and English as foreign languages. Idiomatic expressions, as one of the more difficult parts of vocabulary, are still mostly taught in the traditional way, i.e. as part of lists intended for rote learning or meaning-guessing text-based exercises; moreover, some teachers might even avoid using or teaching idioms because they perceive them as too difficult for learners (Ngoc and Thanh 2019: 610). Cognitive linguistics can provide a basis on which many idiomatic expressions can be taught in a more effective way by introducing students to the conceptual metaphors from which these expressions emerge. Research to date, which is rather limited but numerous (Gutiérrez Pérez (2016); Ngoc and Thanh (2019)), shows we can achieve better mastery of figurative language in a foreign language with the help of the conceptual metaphor theory.

Idiomatic expressions are an important part of every language and a reliable indicator of the proficiency of its language users. When it comes to foreign language learning the importance of being familiar with and comprehending idiomatic expressions in the target language becomes particularly considerable. Idiomatic expressions can serve as the windows into the foreign language culture and society. They also represent an important and pervasive feature of everyday communication in a FL. Hence, mastery of figurative language should be one of the goals of foreign language teaching, especially since it is proven that native speakers use figurative language (i.e., idioms and proverbs) to a much greater extent than foreign language learners at all levels. Even advanced learners who have learned many vocabulary items and grammar rules often fail to produce idiomatic word combinations the way native speakers do and therefore sound unnatural (Boers and Lindstromberg 2017: 1). Danesi (1994) argues that the reason for this is their lack of conceptual fluency in the foreign language, which means they are not familiar with the metaphorical structure of the language and have trouble understanding and using figurative expressions; their speech is therefore more literal in comparison to native speakers.

Metaphors are crucial for developing conceptual fluency and at the same time represent another window into a particular culture, society, language and its concepts. The traditional view of language saw metaphors solely as figures of speech used in literary language, as a matter of

poetry and rhetoric. This view shifted majorly in the 1980s when Lakoff and Johnson began exploring the possibility that metaphor is not solely a figure of speech, but rather a cognitive process that helps us understand, explain and describe our reality. They argued that using certain words outside their conventional meaning in order to describe a similar concept is not just poetic innovation, but rather the basic principle of our conceptual system – not a matter of language, but thought. They described metaphor as a ubiquitous conceptual mapping: people use certain concepts (called source domains) to understand, talk and think about other concepts (called target domains). They called this the conceptual metaphor theory or CMT. The source domains (from which we draw metaphorical expressions) are less abstract than the target domains (which we try to understand through the process of conceptual mapping).

Similarly, Kövecses and Szabó (1996) and Kövecses (2002) proposed that the major flaw the traditional view of idioms sustained is the separation of linguistic meaning from the human conceptual system and the speakers' shared encyclopedic knowledge. Viewing idioms as independent from the human conceptual system and from each other is one of the major impediments to understanding, teaching and learning of idioms efficiently in foreign languages. Idioms are one aspect of language where metaphors play a significant part, since idiomatic expressions are often metaphorical. Kövecses (2002) characterizes the relationship between idioms and metaphor on the basis of cognitive linguistics and we will build on his findings in the chapters that follow.

This thesis has three aims:

1. The first is to demonstrate that metaphor is central to language and language use and that foreign language learners really do need to engage with it to develop language proficiency.
2. The second aim is to explore how learners might usefully engage with them, in order to understand, learn and use idioms in FL.
3. Our third aim is to create some sample learning materials and guidelines on idiomatic expressions that will use the conceptual metaphor theory as their basis.

In the following chapter, we will outline the history and the main tenets of cognitive linguistics and the CMT. We will present the cognitive approach in English and Slovenian linguistics. In the third chapter we will deal with the cognitive linguistic view of idioms and its departure from the traditional view. In the fourth chapter we will discuss the application of CL and specifically CMT in second language vocabulary teaching. In the fifth chapter we will examine how CMT

can be used to teach idiomatic expressions in foreign language teaching and prepare a few guidelines and sample materials in the sixth chapter.

2. COGNITIVE LINGUISTICS

Cognitive linguistics arose in the 1960s as a modified, updated grammar-translation theory within the framework of Chomskyan generative approaches to language and the Universal Grammar concept. The then new, radical and influential Chomskyan linguistics emphasized formalistic syntactic analysis and maintained that language is a separate entity, an isolated system different and independent from other forms of cognition. As a formalistic theory the generative grammar approach was also based on the predisposition that language was comprised of separate independent levels, such as syntax, phonology and semantics. Syntax was understood as the main generative function of language. Generative grammar scholars maintained that the main function of language was communicating thoughts, therefore they mainly focused on describing the language competence – the mental grammar – of an ideal language user. Eventually, research in the field of cognitive science started providing more and more evidence that language acquisition and processing do not actually differ from other cognitive processes. Cognitive linguistic research thus took off in the 1980s and established a radically new perspective on language by asserting that, “language is best understood as a reflection of general cognitive processes, the highly social nature of humans as a species, and the unique ways that humans experience and interact with the physical world” (Tyler 2012: 4). Cognitive linguistics is therefore built around the understanding that language is just one of the tools of human cognition and is consequently not autonomous as generative grammar scholars maintained, but rather closely related to other human cognitive abilities, such as worldview through sensory perception, sensory data analysis and mental processes such as analogy, synthesis, abstraction, symbolism, etc. (Będkowska-Kopczyk 2009: 77).

It is important to note, though, that cognitive linguistics is still not a clearly established uniform linguistic theory today, but rather a set of manifold different theories and approaches that are nonetheless all based on the following fundamental arguments:

- there is no autonomous, special-purpose ‘language acquisition device’ that is responsible for language acquisition and language processing;
- language is ‘usage-based’ in that it is a product of physical interaction with the world;
- a single set of cognitive processes operates across all areas of language, and these processes are involved in other types of knowledge and learning besides language;
- words provide only a limited and imperfect means of expression;

- language is inherently meaningful although grammatical meanings are more abstract than lexical meanings.

(Littlemore 2009: 1)

All approaches of cognitive linguistics place meaning and meaning-making at the centre of their attention and view them as the main organizing principles of language. In cognitive linguistics language reflects humans' multiple, dynamic, interacting cognitive processes and cognitive structures and since language is deemed a reflection of human cognition in general, all aspects of language, including grammar, are understood to be meaningful (Tyler 2012: 28). The main objective of cognitive linguistics is to establish a language model that would not differentiate between normative and figurative use of language and would describe the so-called language in use, especially in a way that would take into account the characteristics of a language user (way of thinking, individuality, originality of worldview, emotional reactions etc.), since these characteristics, combined with cultural and social circumstances, significantly affect language use (Będkowska-Kopczyk 2009: 77).

2.1. THE COGNITIVE APPROACH IN SLOVENIAN LINGUISTICS

In Slovenia, cognitive linguistics has been developing since the second half of the 1990s, which is relatively late. Both cognitive semantics and cognitive grammar can be said to have taken root. Kržišnik and Smolič (1999, 2000) deal with the CMT, while Kunst Gnamuš, Jemec (2000/2001) and Kranjc (1998, 1998/99, 1999, 2003) adopt a cognitive approach to grammar, the latter in relation to children's speech development. The findings of cognitive linguistics seem to have already been widely accepted in Slovene linguistics by the first half of 2000s. More recently, the work of Będkowska-Kopczyk (2004, 2009, 2013, 2015, 2016, 2018) and Będkowska-Kopczyk with Jamnik (2004) is particularly noteworthy, as they have reviewed the cognitive scientific discourse in Poland and Slovenia. By analysing and presenting Slovene translation equivalents for the key concepts of Langacker's cognitive grammar and Lakoff's theory of metaphor they laid the foundations for further research in the field of cognitive linguistics in Slovenia (Bratož 2010: 31). Będkowska-Kopczyk's *Podoba negativnih čustev v slovenskem jeziku* (2004) is also the first extensive Slovenian publication discussing the Slovenian language from CL perspective. In the monograph, Będkowska-Kopczyk attempted to introduce cognitivist methodologies, especially the conceptual metaphor theory and construal, into the field of Slavic languages (Bratož 2010: 31).

2.2. CONCEPTUAL METAPHOR THEORY

The two figures considered founders of cognitive linguistics are George Lakoff and Ronald Langacker. Both started out as scholars in the field of Chomskyan formal generative grammar, but eventually found the approach lacking in dealing with semantic issues. Lakoff's first major contribution was raising questions in regard to so-called 'objectivist' semantics that argued that, "sentence meaning maps onto objectively verifiable states of affairs in the world" (Littlemore, Taylor 2014: 2). Lakoff put forward the idea that semantic meaning actually depends on how the speakers involved in communication construe and conceptualize the world. Construal eventually came to be one of the key concepts in cognitive linguistics, maintaining that:

[...] the words we use to talk about a particular phenomenon can never reflect a purely objective view of that phenomenon [...]. While there may be default ways of describing situations, there is no completely neutral way of describing them. Because perspective is never neutral, the language we use is not neutral either, rather it reflects certain ways of viewing the world.

(Littlemore 2009: 4)

An aspect of construal where Lakoff's contribution is vitally important as well is categorization. In his prominent multifaceted work *Women, Fire and Dangerous Things* (1987), Lakoff, influenced by the work of cognitive psychologist Eleanor Rosch, criticized 'objectivist' semantics and proposed a radically different categorization from the classical Aristotelian categorization. Whereas the classical Aristotelian category is strictly defined by its members needing to fulfil a set of necessary and sufficient conditions that create clear-cut boundaries between categories, Lakoff argued that categories constitute of good or less good members and therefore categorization is a process of grouping entities according to prototypes, which means that boundaries between different categories are usually fuzzy and unclear – category members are more or less prototypical and thus they overlap with each other. In order to be able to distinguish between better and worse members of a category denotative information (semantic knowledge) about a concept does not suffice – concepts also need to be understood in terms of connotative information (world knowledge or pragmatic knowledge): this idea is encapsulated in the term background or encyclopedic knowledge. The words best used as an example of the importance of encyclopaedic knowledge are bachelor and spinster, which denotatively both mean an unmarried person, but have widely different connotations. Lakoff emphasized that 'linguistic' knowledge therefore cannot be perceived as separate from 'world' knowledge, since one needs both to fully understand the meaning of concepts and categories. Lakoff has built upon the fundamental cognitive linguistic premise, "that the structuring and organization of

language reflect the structuring and organization of cognition” (Tay 2014: 52) by using the findings of cognitive psychology and other complementary disciplines on human cognition to explain language use and structure. On the other hand, his most influential and significant contribution to cognitive linguistics has been forming hypotheses about human cognition on the basis of language use and structure (Tay 2014: 52), the result of which was his contemporary theory of metaphor or conceptual metaphor theory (henceforth CMT) – a major tenet of cognitive linguistics, the usage of which in second language teaching is the focus of this thesis.

The seminal works that provided the foundations and further development of CMT are *Metaphors We Live By* (Lakoff and Johnson, 1980), *The Contemporary Theory of Metaphor* (Lakoff, 1993) and *Philosophy in the Flesh* (Lakoff and Johnson, 1999). CMT defines metaphor as a relation of substitution and similarity – one thing is described in terms of another – which has already been long established by then. Lakoff and Johnson broke new ground in the theory of metaphor when they challenged the traditional view of metaphor as “characteristic of language alone, a matter of words rather than thoughts or action” (Lakoff and Johnson 1980: 3). Traditionally metaphor was considered solely a figure of speech, used only in and limited to poetic language and rhetoric. In *Metaphors We Live By*, Lakoff and Johnson (1980) presented an analysis of everyday language that showed that metaphors are pervasive not only in everyday language, but also in our thoughts and actions, asserting that therefore metaphors are not solely a matter of language, but rather a matter of the mind: the human conceptual system is inherently metaphorical.

Tay (2014: 52–53) summarized the main premises of CMT as three arguments: the conventionality argument, the conceptual structure argument and the embodiment argument:

- the conventionality argument asserts that metaphors are not limited to figurative language, but are pervasive in everyday language in most likely all human languages.
- the conceptual structure argument states that metaphor is not merely a linguistic phenomenon, but a fundamental mode of organization and operation of our minds. Metaphors reflect how we conceptualize and understand our reality, “We not only describe, but also understand one thing in terms of another by transferring, or ‘mapping’ knowledge about one concept (the ‘source concept’) to another (the ‘target concept’)” (Tay 2014: 53).

- the embodiment argument states that source concepts are usually based on our concrete bodily experience, whereas target concepts are frequently abstract and cannot have a basis in direct experience or perception. Therefore, our conceptualization significantly depends on our bodily experience in our physical environment. The study of this argument is termed embodied cognition.

CMT asserts that metaphor is a cognitive process that presents a pervasive part of human cognition:

Humans use their understanding of the external, physical world as a framework for representing emotions, self-reflective concepts, and more abstract concepts. This asymmetrical mapping from the physical–spatio–social to the internal is central to conceptual metaphor theory.

(Tyler 2012: 41)

Conceptual metaphors are expressed with capital letters in A IS B format. One of the conceptual metaphors Lakoff and Johnson (1980) use to introduce CMT is IDEAS ARE FOOD, where an idea (an abstract concept) is perceived metaphorically as food (a more concrete entity). ‘Food’ acts as the source domain and ‘ideas’ serves as the target domain. The examples of expressions from the Online Oxford Dictionary based on this conceptual metaphor are:

- (1) His study certainly provides food for thought.
- (2) This is a half-baked idea.
- (3) Executives met to chew over the company's future.

The relationship between the two domains is termed ‘function’ and it maps specific properties of the source domain onto the target domain. In the case of IDEAS ARE FOOD properties of food are mapped onto ideas, which allows us to use expressions such as ‘*chewing on something*’, ‘*digest the information*’, ‘*stew about something*’, ‘*swallow someone’s lies*’, or Slovenian ‘*prežvečena ideja*’, ‘*surova dejstva*’, ‘*požreti marsikatero besedo*’, ‘*težko prebavljati grobe šale*’, ‘*servirati ideje/zamisli/teorije*’, ‘*recept za uspeh*’, ‘*sveža ideja*’. The mapping between the source domain and the target domain is a one-way function: ideas are understood in terms of food, but food is not understood in terms of ideas – we cannot map properties of ideas back on food. There is systematic correspondence between our knowledge of food and our knowledge of ideas and we exploit our understanding of food to think and talk about aspects of ideas. The reason we use our knowledge of food (source domain) to understand ideas (target domain) is that we have more direct and concrete experience with food than with ideas. We exploit our direct knowledge of and experience with food to conceptualize ideas. Our knowledge of concrete entities functions as a conceptual source domain from which certain

correspondences are mapped onto our knowledge of the conceptual target domains. Therefore, source domains are “broad, often complex, cluster-like categories that can provide a rich source of mappings” (Littlemore and Low 2006: 13). Such domains are at times termed image schemas and they represent one of the ways we accumulate and utilize encyclopedic knowledge. Image schemas function as mental correlations that are the basis of our thoughts, behaviours and linguistic expressions (Littlemore 2009: 97).

Because we tend to understand abstract concepts in terms of concrete entities and direct experience conceptual metaphors exist for all abstract concepts, but “there is no one-to-one mapping; a single abstract concept can be understood through several conceptual metaphors, and a single conceptual metaphor can be used to explain several abstract concepts” (Littlemore 2009: 97).

2.3. CONCEPTUAL METAPHOR THEORY IN SLOVENIAN LINGUISTICS

As mentioned above, modern theory of metaphor was introduced into Slovenian linguistics by Kržišnik and Smolić in their articles *Metafore, v katerih živimo tukaj in zdaj* (1999) and *"Slike" časa v slovenskem jeziku* (2000). Both authors first acquainted themselves with CL through their research on idioms, which is not surprising considering the fact that idioms are especially suited for CL approach as we will explain in the chapters to come. Both articles discuss Lakoff and Johnson's CMT in cognitive linguistics.

In their first article, *Metafore, v katerih živimo tukaj in zdaj*, Kržišnik and Smolić focus on frequent conceptual metaphors in Slovenian newspapers at the end of 20th century. The authors also highlight the possibilities of applying cognitive theory to linguistics. They claim that CL enables a useful comparison between the conceptual systems of different languages, and at the same time fosters awareness of the linguistic expression of metaphorical concepts, which, in turn, facilitates establishing a more informed relationship to objective reality (Kržišnik and Smolić, 1999: 71).

In their second article, *"Slike" časa v slovenskem jeziku* (2002), the authors primarily focus on the linguistic conceptualization of one of the most abstract human concepts – time. They analyse two of the most commonly occurring and frequently studied conceptual metaphors, namely TIME IS MONEY and TIME IS A MOVING OBJECT, and their linguistic realizations

in Slovenian language. An important finding they present is that these two conceptual metaphors might not be two separate conceptualizations of time at all. They argue that the metaphor TIME IS MONEY actually arises from the conceptual metaphor TIME IS A MOVING OBJECT, since money itself is conceptualized as a moving object, hence the expressions noted in *Dictionary of Standard Slovenian Language (SSKJ)* *denar je pošel*, *denar se steka v blagajno*, *obtok denarja*, *tekoči račun*, *tekoče obresti* (2000: 12).

The first extensive introduction of the CMT in Slovenian was Będkowska-Kopczyk's *Podoba negativnih čustev v slovenskem jeziku* (2004) in which she first studies conceptualizations and expressions of negative emotions, such as ANGER, RAGE, AVERSION and HATE in the Slovenian language. In the second part of the book the author focuses on exploring the conceptual structure of HATE. The research uses conventional linguistic expressions (especially idioms) as its language material basis and analyses Slovenian somatic phraseology and idioms which describe human behaviour under the influence of anger or hatred.

3. COGNITIVE LINGUISTIC VIEW OF IDIOMS

Idioms are omnipresent linguistic expressions: they are used in both formal and informal, spoken and written language, in movies, on television, in literature and journalism, as well as in everyday life. According to Polio (1977; in Vasiljevic 2011: 1), most English speakers use around 20 million idioms in their lifetime, that is 7,000 idioms per week. This means that an average native speaker utters about four figurative expressions in every minute of speech.

In the traditional view, idioms are typically defined as multi-word expressions whose overall meaning cannot be established from their constituent words. As a class of linguistic expressions, it is a mixed bag; idioms vary in extent to which their parts can be substituted or modified and also the extent to which their meaning can be related to the meaning of their components (Littlemore and Low 2006: 39). It is commonly agreed that idioms lack a sufficient definition, which can be frustrating for students and teachers alike. There have been many proposed criteria and classifications in the past relying, inter alia, on semantic, lexical, syntactic, functional and lexicographical approaches (Moon 1998: 9–18). Kövecses (2002), whose CL view of idioms I will summarize and adhere to in the thesis, describes the class of idioms as follows:

[As a class it] involves metaphors (e.g., *spill the beans*), metonymies (e.g., *throw up one's hands*), pairs of words (e.g., *cats and dogs*), idioms with *it* (e.g., *live it up*), similes (e.g., *as easy*

as pie), sayings (e.g., *a bird in the hand is worth two in the bush*), phrasal verbs (e.g., *come up*, as in “Christmas is *coming up*”), grammatical idioms (e.g., *let alone*), and others.

(Kövecses 2002: 231)

Slovenian grammar also traditionally differentiates between different types of idioms according to the predictability of their meaning in relation to its components and groups them according to this criterion. In general, the traditional view regards idioms as a special set of the larger category of words that are assumed to be a matter of language alone, items of the lexicon independent from any conceptual system. Accordingly, idioms are, similarly to words, treated as just a matter of language: they have certain syntactic properties and a special meaning that cannot be deduced from the parts that constitute the idiom; they are essentially more or less fixed language chunks with arbitrary and unpredictable meanings and the easiest way to systemize them is according to the predictability level of their meaning. This is the core conception of idioms in the traditional view according to Kövecses (2002). What follows from this view is also the conception of idioms as independent from each other, as individual parts of the lexicon that we need to characterize one by one according to their syntactic properties and meaning (predictability). That is why the traditional analysis of idiom relationships is limited by only certain sense relations, such as synonymy, homonymy, polysemy and antonymy. These are valid linguistic meaning relations, but they are not relations in the human conceptual system. This view therefore obscures the existing relation between linguistic meaning and the human conceptual system and encyclopedic knowledge that speakers of a language share. Kövecses (2002) argues that this is the “one major stumbling block in understanding the nature of idioms and making use of this understanding in the teaching of foreign languages” (Kövecses 2002: 232).

As a case in point, Kövecses (2002) presents the following examples of idioms that are all related to several aspects of the phenomenon of fire (Slovenian examples are taken or adapted from *SSKJ* and corpuses *Gigafida* and *Nova beseda*):

He was *spitting* fire. [cf. Slovenian ‘*Bruhal je ogenj in žveplo.*’]

The *fire* between them finally went out. [cf. Slovenian ‘*Vnela se je za njega.*’]

The painting set *fire* to the composer’s imagination. [cf. Slovenian ‘*Novica je razvnela domišljijo javnosti.*’]

Go ahead. *Fire* away! [cf. Slovenian ‘*No, vi kar vprašajte, kar ustrelite.*’]

The killing *sparked off* riots in the major cities. [cf. Slovenian ‘*Zanetil je spor med prijatelji.*’]

He was *burning the candle at both ends*. [cf. Slovenian ‘*Izgorela je za svoje otroke.*’]

The bank robber *snuffed out* Sam’s life. [cf. Slovenian ‘*V nesreči so ugasnila tri življenja.*’]

(Kövecses 2002: 232)

These idioms (and one-word items in some Slovenian examples) are related to different aspects of fire: the danger it presents, its use as an energy source, its beginning and its end. Several other lexical items are used from the domain of fire: *burn, snuff, flame, candle*, and the Slovenian *ogenj, plamen, razvneti, zanetiti, izgoreti, ugasniti*. Kövecses (2002) uses these examples to illustrate that idiomatic expressions are produced by the conceptual domains, in this case the concept of fire, rather than by individual words themselves. The individual words only reveal the deeper process of conceptualization. (Although it has to be pointed out that the idiom *fire away* and the Slovenian expression *ustreliti* are products of the ARGUMENT IS WAR metaphor and do not strictly belong to the domain of fire as such.)

Following this analysis, Kövecses (2002) makes a valid generalization that many, if not most, idioms are not a matter of lexicon, but a product of the human conceptual system – idioms are not linguistic in nature, as the traditional view suggests, but conceptual. This is the basis of the cognitive view of idioms: they are not just expressions with a special meaning in relation to the meanings of their constituting words; they are the products of our general knowledge of the world embodied in our conceptual system.

In addition to insufficient treatment of idioms in the traditional view, Boers and Lindstromberg (2008) as well as Kržišnik (2013) point out that structural and generative linguists failed to contribute to a better understanding of idioms as well. The fact that idioms are complex structures that can be recognised and analysed, but cannot be generated, consigned idioms in these theories in a sort of limbo. That is why a major contribution of cognitive linguistics is to have shown how idioms represent and exemplify conceptual metaphors or conceptual metonymies which are grounded in the speakers' physical or social experience. CL view of idioms in Slovenian phraseology is first introduced by Kržišnik in 1994, while the CMT view of idioms is first discussed in Kržišnik and Smolić (1999).

In CL, the meanings of idioms can therefore be seen as motivated and not simply arbitrary. Our general knowledge of the world provides the motivation for the idiomatic meaning. "This goes against the prevailing dogma which maintains that idioms are arbitrary pairings of forms (each with a meaning) and a special overall meaning" (Kövecses 2002: 233). But we have to be careful to distinguish motivation from prediction: motivation is a weaker notion than prediction. So by saying that idioms are motivated, we do not mean to say that their meaning is fully

predictable. Kövecses (2002) uses the term ‘motivation’, whereas Boers and Lindstromberg (2008) and Irujo (1993) use the term ‘semantic transparency’ for this notion. When it comes to the precise nature of motivation or semantic transparency, Kövecses (2002) proposes that it arises from the cognitive mechanism, such as metaphor, metonymy and conventional knowledge which link idiomatic meanings to literal ones.

3.1. IDIOMS BASED ON METAPHOR

Although motivation can be traced back to various cognitive mechanisms, the focus of this thesis is the CMT, so we will only highlight the idioms based on conceptual metaphors. It also has to be noted that idioms are only one possible way conceptual metaphors are linguistically realized in a language.

Idioms and phrases are an excellent source for discovering conceptual metaphors conventionalized in the culture of a language thanks to their constancy of form and meaning that allows them to be preserved in the language for generations. As already noted, idioms are fundamental in cognitive semantic analysis, thanks to their metaphorical motivation and expressiveness (Będkowska-Kopczyk 2004: 55).

As seen in the previous chapters, conceptual metaphors connect two domains of knowledge: the more concrete domain is usually used to understand a more abstract one. To illustrate this, Kövecses (2002) takes the earlier examples that link the domain of fire to different abstract domains and shows which conceptual metaphors are at play:

- He was *spitting* fire. *Ves je gorel* od jeze/besa. → ANGER IS FIRE
- The *fire* between them finally went out. *Vnela se je za njega*. → LOVE IS FIRE
- The painting set *fire* to the composer’s imagination. *Novica je razvnela* domišljijo javnosti. → IMAGINATION IS FIRE
- The killing *sparked off* riots in the major cities. *Zanetil je spor* med prijatelji. → CONFLICT IS FIRE
- He was *burning the candle at both ends*. *Izgorela je za svoje otroke*. → ENERGY IS FUEL FOR THE FIRE
- The bank robber *snuffed out* Sam’s life. *V nesreči so ugasnila* tri življenja. → LIFE IS A FLAME

To further illustrate how pervasive these conceptual metaphors are, not only when it comes to idioms, but in general lexicon as well, Kövecses (2002) offers more examples of linguistic expressions arising from the above-mentioned conceptual metaphors (the Slovenian examples are again taken or adapted from *SSKJ* or corpuses *Gigafida* and *Nova beseda*¹):

ANGER IS FIRE

After the row, he *was spitting fire*. [cf. Slovenian 'Bruhal je ogenj in žveplo.']
Smoke *was coming out* of his ears. [cf. Slovenian 'Kadilo se mu je iz ušes (od jeze).']
He is *smoldering* with anger. [cf. Slovenian 'V njej že dolgo tli jeza.']
She was *fuming*. [cf. Slovenian 'Vrela je od jeze.']
Boy, am I *burned up*! [cf. Slovenian 'Ves je gorel od besa.']

LOVE IS FIRE

The *fire* between them finally *went out*. [cf. Slovenian 'Ljubezen med njima je ugasnila.']
I am *burning* with love. [cf. Slovenian 'Vnela se je za njega.']
She *carries a torch* for him.
The *flames are gone* from our relationship. [cf. Slovenian 'Iskra ljubezni je ugasnila.']

IMAGINATION IS FIRE

The painting *set fire* to the composer's imagination. [cf. Slovenian 'Novica je razvnela domišljijo javnosti.']
His imagination *caught fire*.
Her imagination is *on fire*. [cf. Slovenian 'Iskriva domišljija.']
The story *kindled* the boy's imagination.

CONFLICT IS FIRE

The killing *sparked off* the riot. [cf. Slovenian 'Zanetil je spor med prijatelji.']
The flames of war *spread* quickly.
The country was *consumed* by the *inferno* of war.
They extinguished the *last sparks* of the revolution.

ENERGY IS FUEL FOR THE FIRE

Don't *burn the candle at both ends*. [cf. Slovenian 'Umetniki, ki živijo nezdravo, hitro izgorijo.']
I am *burned out*. [cf. Slovenian 'Počutil se je izgorelega.']
I need someone *to stoke my fire*.

(Kövecses 2002: 235)

In Slovenian, Będkowska-Kopczyk (2004) finds that the negative emotions of anger and hate are often connected to the domain of fire, especially as the CMs ANGER IS FIRE and ANGER

¹ As Bratož (2010) points out, the process of searching for conceptual metaphors and their realizations in language can be quite difficult. We can use our own intuition, dictionaries, and corpora, written and spoken texts. While a linguist's intuition can be deceiving, using corpora and dictionaries poses another major obstacle: we can only search for examples of metaphors by predetermined keywords, but many metaphorical mappings are not directly related to specific lexical items. I tried to find the Slovenian equivalents and realizations of the same conceptual metaphors using dictionaries, corpora and the works of other Slovenian authors dealing with CMT by searching for lexis connected to fire. For some English examples Kövecses (2002) provides, I was not able to find Slovenian equivalents.

IS A HOT SUBSTANCE in relation to the CM BODY IS A CONTAINER. We perceive these emotions as a force that causes such a high temperature and blood pressure in the human body that there is an explosion in the body as the container; the container can also ignite and start burning:

- (30) X se kuha od jeze/besa/sovraštva
- (31) v X-u je kri zavrela od jeze, v X-u je vrelo od besa
- (32) X kipi od jeze/besa/sovraštva
- (33) X je ves gorel od jeze/besa, X-u v očeh zagori/vzplamti jeza

(Będkowska-Kopczyk 2004: 75)

Similarly to anger, the emotion of hate in Slovenian is also conceptualized as HATE IS FIRE or HATE IS A HOT SUBSTANCE:

- (83) v X-u je vzplamtelo sovraštvo
- (84) v X-u se je vžgalo sovraštvo
- (85) v X-u/v očeh X-a gori/žari sovraštvo
- (86) v X-ovem srcu tli sovraštvo
- (87) tleče sovraštvo /.../
- (97) sovraštvo je gorelo v X-ovih pogledih

(Będkowska-Kopczyk 2004: 196–197)

Lexis connected to emotions in general is a good source of linguistic realizations of CMs. In Slovenian cognitive linguistics there have been several discussions and publications dealing with the conceptualization of emotions (Jemec 2001, Bedkowska-Kopczyk 2004, Kastelic 2002), most of them leaning on Kövecses's work *Metaphors of Anger, Pride and Love* (1986). While Jemec and Bedkowska-Kopczyk mainly investigate CMs underlying linguistic realizations of negative emotions, Kastelic (2002) focuses on the CMs on love. She highlights the following examples for the CM LOVE IS FIRE she found through her analysis of SSKJ:

med njima je tlela ljubezen;
med njima vzplamti ljubezen;
prižgala mu je plamen v srcu;
vžgati v kom ljubezen; v njem se vžiga ljubezen;
gorel je v ognju ljubezni;
v njem je gorela ljubezen;
v njem je plamenela ljubezen;
ljubezen jo je vso prežarila;
med njima se je razgorela stara ljubezen;
skušal je razpaliti njihovo ljubezen do domovine;
razžarja ga ljubezen do nje;
ljubezen dogori;
neugasel ogenj v očeh;
ljubezen ji plapola v očeh;

goreča ljubezen;
v njenih očeh je zažarela ljubezen;
zažigati v srcih ljubezen;
med njima vzplamti ljubezen;
ugasla ljubezen;
njegova ljubezen do nje je ugasnila;

(Kastelic 2002: 41)

We can see from all the above-mentioned examples that it is the conceptual metaphors that provide semantic motivation for the use of particular words in the idioms, since they link two otherwise unrelated conceptual domains in other linguistic expressions as well. The conception of idioms based on conceptual metaphor is illustrated in the following two figures:

Special idiomatic meaning: 'be very angry'
Cognitive mechanisms: metaphor: ANGER IS FIRE
Conceptual domain(s): FIRE and ANGER
Linguistic forms: spit fire
Meanings of forms: 'spit', 'fire'

(Kövecses 2002: 235)

Special idiomatic meaning: 'silovito napadati z besedami'
Cognitive mechanisms: metaphor: ANGER IS FIRE
Conceptual domain(s): FIRE and ANGER
Linguistic forms: bruhati ogenj in žveplo
Meanings of forms: 'bruhati', 'ogenj', 'in', 'žveplo'

Conceptual metaphors aid us in seeing idioms as conceptually motivated; the meaning of most idioms seems unmotivated unless we consider which conceptual metaphor in the human conceptual system they might have arisen from. We will discuss the pedagogical implications of this in the following chapters.

4. COGNITIVE LINGUISTICS IN SECOND LANGUAGE VOCABULARY TEACHING

According to Tyler (2012), the traditional view of language has inhibited real progress in L2 language research and ELT by not addressing important features of systematicity in language. Despite numerous important advances in linguistics the traditional view has been the basis of descriptive and pedagogical grammars alike for the past fifty years. This view still underlies the majority of current L2 learning research and language teaching materials. Cognitive linguistic approach is no magic wand that would allow learners to quickly become near native speakers,

but it does offer a different perception of the nature and organization of language that might enhance a deeper knowledge of both the L1 and the L2, since it is more precise, revelatory and holistic. In general, the cognitive linguistic approach to pedagogical grammar has not been successfully integrated into second language teaching.

For example, studies show that even the language teachers employing the communicative approach still base their teaching on the traditional view. In theory, the communicative form and task-based language learning that emphasises implicit rather than explicit learning by providing rich input, meaning negotiation and pushed output proposes that most language learning occurs implicitly. But most language teachers and most ELT texts claiming to follow the communicative approach still offer explanations and rules for the grammar, with these rules most often being based on the traditional view, since the communicative approach never put forward a new, revised understanding of the language system. Given that most studies indicate that L2 learners benefit from a combination of explicit presentation and communicative manipulation of the language, it is likely that explicit teaching with presentation of rules is here to stay – so the explicit presentation should be based on a model of language that follows the latest research (Tyler 2012: 4).

Traditionally, language has been perceived as separate from other cognitive processes; as an isolated system best understood as a set of rules and properties that are, in many cases (so called exceptions) random. Following this perception, language has been taught as a decontextualized combination of rules based on the traditional view, vocabulary items and exceptions that for successful language acquisition need to be mastered and memorized. Cognitive linguistic approach sees language radically differently by highlighting that language mirrors general human cognitive structure and processes, the social nature of human species and our interaction with the physical world:

So, for example, in the traditional approach, metaphor is understood as only pertaining to limited aspects of non-literal language and is largely treated as outside the domain of systematic investigation. In contrast, the CL approach treats metaphor (i.e., understanding entities, actions, or events, in one domain, the target domain, in terms of entities actions, or events in another domain, the source domain) as a fundamental aspect of human cognition, which is pervasively reflected in language.

(Tyler 2012: 4–5)

Furthermore, two extremely important aspects of language, the functional and the pragmatic, have only recently been incorporated to traditional pedagogical grammar through

contextualized politeness formulas, speech act formulas and register differences, but only as supplements to already existing teaching practices. Cognitive linguistics sees pragmatic inference as a vital cognitive process not limited to language use alone, but rather as a major tool for interpretation of the world on the whole. Therefore, pragmatic inference is necessary for any interpretation of language, be it semantic or grammatical. The consequence of the traditional view ignoring these findings is the failure to recognize the effect that our day-to-day interactions with the world and our understanding of the world have on language (Tyler 2012: 4).

4.1. RECENT HISTORY OF APPROACHES TO TEACHING VOCABULARY

Boers and Lindstromberg (2008) present a brief review of the position vocabulary has had in the most influential language teaching paradigms of the recent past. When it comes to phraseology and vocabulary teaching in general, there has not been much attention given to efficiently teaching single-word lexis, let alone multi-word expressions (idioms, collocations, and phrases).

The grammar-translation approach focused on syntax and morphology, especially in written texts. Vocabulary was typically presented in the form of text-related glossaries as aids to translation, with little support to help learners memorize and actively use new vocabulary. As scepticism towards the grammar-translation approach eventually grew, a new paradigm, the so-called situational-oral-structural (SOS) teaching became increasingly widespread. Among the new SOS approaches, audiolingualism, which put focus on fluency with accuracy (rather than just accuracy), was most widely promoted. Due to the fact that this approach perceived language learning primarily through behaviourist lens as a habit formation, it emphasised dialogue memorization with prolonged and intensive drilling, assuming that learners would be able to fluently and automatically produce accurate patterns (and mistakes likewise, hence the emphasis on accuracy), if only they repeated them over and over. As such, this approach did not propose any sufficient strategies to successfully address the L2 vocabulary retention, “Indeed, the widely recognised failure of this method has been attributed fundamentally to its reliance on types of oral drill (e.g. substitution drills) which impede consistent association of lexical forms and particular meanings” (Boers and Lindstromberg 2008: 2–3).

By the 1980s the grammar-translation method and the SOS approach were succeeded by another predominant SLT paradigm in the West – communicative language teaching (CLT) which gave priority to genuine communicative use of the L2 in the classroom and minimized the focus on accuracy. CLT devoted special attention to high-frequency functional phrases in spoken language in order to encourage students to adopt communicative strategies that would lead to developing their communicative competence. In the first, controlled stages of learning the phrases, accuracy was important and mistakes were corrected, while in the following free production stage, there was less emphasis on accuracy, since the goal was successful communication in the L2. Because of its focus on functional categories of language (how to convey and elicit information, how to make requests, how to apologize, how to express approval, how to warn somebody, how to establish rapport etc.), CLT turned out to be another approach that discounted the importance of teaching vocabulary. As Michael Swan (1985) pointed out in his critique of CLT, when the students know how to carry out most communicative functions, they still have to learn most of the language, that is – vocabulary:

Students not only have to learn how information is conveyed or elicited, or how requests are made: they also have to learn the words and expressions which are used to refer to the things in the world they want to talk about, ask about or request. /.../ Functions without lexis are no better than structures without lexis. And referential lexis is a vast field – it certainly makes up the bulk of the learning load in any general-purpose language course.

(Swan 1985: 81)

According to Boers and Lindstromberg (2008), the importance of acquiring vocabulary seemed to be acknowledged by the mid-1980s, but unfortunately the importance of explicit vocabulary instruction has not been seriously and extensively addressed. Instead, it has been assumed that learners will pick up vocabulary more or less by themselves the way native speakers do when acquiring L1 – incidentally. Therefore, vocabulary learning and teaching was limited to inferring word meanings from context and from the meaning of constituent morphemes, which is an important part of vocabulary acquisition, but it is most definitely not enough. This method also presumes that the vocabulary items important for vocabulary acquisition are recurring frequently and infrequent lexis is not worth learning, which puts multi-word expressions, such as idioms and phrases, at a serious disadvantage, since they generally have low individual frequency. Moreover, for an advanced level of proficiency, many infrequent lexical items need to be learned as well.

In the 1990s, corpus linguistic investigations shed more light on the importance of vocabulary acquisition, especially multi-word lexis, including idioms. Providing evidence that particular words tend to co-occur with others, corpus linguistics presented another theoretical stumbling block for generative theory. From then on there was a bigger emphasis in FLT on how to help learners acquire a large number of collocations and multi-word expressions:

The principal rationale for this contention has been that a large mental store of idioms, collocations and other (semi-)fixed phrases increases L2 fluency, especially in unplanned, spontaneous interaction where deployment of rule-like knowledge of syntax and morphology proceeds too slowly.

(Boers and Lindstromberg 2008: 9)

The result of these findings was a shift in focus from syntax to vocabulary, namely phrase learning. There was a boom in publication of corpus-based collocation dictionaries, books on formulaic language and conferences on phraseology, as described in Boers and Lindstromberg (2008). Having provided extensive data on the frequency of vocabulary and the revealing insight into the occurrence of common patterns in language, findings in corpus research helped advance lexical-based approaches to language teaching in the early 1990s (Racine 2018: 1). Most notably, these approaches included *The Lexical Syllabus* by Willis (1990) and *The Lexical Approach* by Lewis (1993) and are now collectively referred to as the Lexical Approach. The main principle distinguishing this approach from the traditional ones is the central role of the lexis:

Language is not analyzed in terms of sentence-level grammatical structures and the vocabulary items that are slotted into them (i.e., lexicalized grammar). Within a lexical approach, language is considered to comprise prefabricated expressions and phrases, usually referred to as *lexical units* or *chunks* (grammaticalized lexis).

(Racine 2018: 1)

As Racine (2018) points out, the Lexical Approach offered a new perspective on the importance of vocabulary in relation to grammar and encouraged the development of a more systematic approach to vocabulary teaching, supported by the corpus data. Corpus research had simplified determining the relative usefulness of lexical units for the learners based on the frequency of usage. The Lexical Approach put focus on frequently used multiword items, such as polywords, idioms, similes, proverbs, sentence frames, conventional expressions and collocations, and importantly put forward the notion that language users “have vast numbers of accessible, prefabricated phrases at their disposal during language production” (Racine 2018: 3) and that it is important of language learners to gain this knowledge.

4.2. THE NEED FOR VOCABULARY INSTRUCTION AND THE BENEFITS AND LIMITS OF CMT

CL finding that lexical items are motivated has largely been ignored in FLT even as the consensus on the benefits of explicit vocabulary instruction eventually emerged. Let us first present the findings in support of explicit vocabulary instruction according to Laufer (2005) and then turn to the advantages of using CMT as a valuable tool in explaining motivation in vocabulary teaching.

Laufer (2005), basing her claims on empirical evidence from a review of previous studies, presents various arguments in favour of explicit vocabulary teaching:

- Guessing word meanings from context is not a very efficient method of vocabulary acquisition, since learners tend to overestimate their understanding of the words guessed and most low frequency lexis appears too sporadically to be remembered.
- Knowing only frequently recurring lexis does not help develop high proficiency. Non-frequent lexical items are less likely to be acquired if there is no explicit instruction and consequently elaboration.
- Explicit vocabulary instruction results in better acquaintance with the lexical item (its pronunciation, register, collocations, usage in different contexts), which raises the probability of learners' recall and active usage of the item.
- Explicit vocabulary instruction is of vital importance for the correct and active use of lexis that is hard to learn, otherwise this kind of lexis tends to remain inadequately learned.
- Low frequency lexemes might be remembered and elicited when needed, but without explicit instruction learners are less likely to use them in free production.

CMT is a useful tool in vocabulary instruction for several reasons. First of all, the recognition of metaphorical motivation aids memorization and comprehension, since it provides a pathway for semantic elaboration, especially when it comes to idioms. Secondly, it helps learners to see different sense meanings of a word as connected through the meaning extension principle of metaphor. Directing learners' attention to semantic extensions enables them to see the systematicity and origin of meaning, and its connection to our conventional knowledge and

bodily experience, especially when it comes to the transfer from the literal to the figurative senses of a lexical item (Piquer Piriz 2008; in Boers and Lindstromberg 2008: 220–221).

Beréndi *et al.* (2008) believe that using CMT is beneficial for affective reasons as well. The perceived arbitrariness of idiomatic expressions and the unpredictability of their meaning can be frustrating for learners rather than interesting or motivating. CMT can spark learners' interest and increase their motivation as it can be a useful learning aid for systemizing idioms according to their metaphorical motivation. CMT provides the learners with conceptual connections between seemingly unrelated idiomatic expressions and allows them to perceive idioms as part of a meaningful network.

According to Beréndi *et al.* (*ibid.*) several researchers before them already noted that a cognitive semantic approach appears to be motivating in itself, since it is more intellectually challenging than traditional vocabulary instruction approaches. At the same time, they note that some research suggests the effectiveness of CM approach might be linked to the intellectual capacity of learners and their language proficiency level, owing to the necessary grasp of metalanguage. Other research (*ibid.*) suggests, however, that CMT can be successfully used in vocabulary instruction even without the extensive use of linguistic terminology.

Beréndi *et al.* (2008: 89) also argue that, “cross cultural differences in metaphoric themes and cross-linguistic variety in figurative expressions could be a useful pathway for raising L2-learners' metaphor awareness.” The fact that different languages develop different networks and mappings of meaning might seem like a hindrance as it might lead to negative transfer. Equivalent idiomatic expressions in two languages might be rooted in different CMs and at the same time, one conceptual motivation can be expressed by forms with different literal meanings. Bratož (2010) illustrates this with the CM SEEING IS KNOWING/VIDETI JE VEDETI. The CM is present both in English and in Slovenian and it produces an idiom with the same meaning ‘to be very obvious or easy to see’ in both languages, but the linguistic realizations and the literal meanings are very different; in Slovenian: ‘To še slepec vidi.’ and in English: ‘This sticks out a mile.’ But Beréndi *et al.* (*ibid.*) argue that we could use the possibility of negative transfer to good advantage: to demonstrate the danger of incautious transfer to learners and make them appreciate the relevance of metaphorical instruction.²

² On a personal note, when I was in primary school, I could not understand why in English birds are *in* the tree and in Slovenian they are *on* the tree (*na drevesu*). When the teacher explained that people who speak English

Another convenient use of CMT Beréndi *et al.* (2008: 89–90) highlight are cultural models based on prototypical conceptual structures or schemas, especially in relation to our conceptualization of emotions. Within the CM ANGER IS A HOT FLUID IN A CONTAINER, various idiomatic expressions represent different stages and intensities of anger that we can present as a sequence of events mirroring heating up fluid in a container: *burst out/explode*, *boiling with anger*, *keep smouldering/fuming* and *simmer down*. In their experiments, Beréndi *et al.* (2008) report successfully using a narrative text to meaningfully contextualize target idioms in a developing storyline.

In Slovenian linguistics, Bedkowska-Kopczyk (2004) and Jemec (1999) have dealt with the prototypical scripts that represent different stages of negative emotions, especially anger. Within the CM ANGER IS A HOT FLUID IN A CONTAINER/JEZA JE VROČA TEKOČINA V ZAPRTI POSODI Jemec (1999) recognizes two main stages or rather sub-metaphors that we could similarly use in a narrative text to contextualize idiomatic expressions:

- the fluid is heating up = anger grows: *jezen je, da ga kar kuha*; *v srcu se mu kuha jeza*; *v njem je zakuhalo*;
- the fluid has reached the boiling point = the anger has reached a limit that no longer allows for normal control: *v glavi mu je zavrelo*; *molčal je, čeprav mu je vrela kri v žilah*; *vzkipeti od jeze*.

Bedkowska-Kopczyk (2004) provides some more examples that we think could be used, namely the linguistic realizations of the CMs EMOTIONS ARE FLUIDS (IN A CONTAINER) and THE HUMAN BODY IS THE CONTAINER FOR EMOTIONS:

- (23) *v X-u je zavrelo od jeze besa/sovraštva /.../*
 (24) *izbruh jeze/besa/sovraštva, X-ova ljubosumnost je*
bruhnila na dan kakor lava, X je eksplodiral od jeze
 (25) *X bo počil od jeze, X-a je razneslo od jeze*

(Bedkowska-Kopczyk 2004: 74)

4.3. OVERVIEW OF RESEARCH TO DATE

Since the late 1990s, a lot of research and theoretical work has been produced on the usefulness of CMT in FLT. Various studies have indicated that using CMT in vocabulary instruction,

perceive treetops as a kind of a round room the birds get *in*, while Slovenians focus more on the fact that the birds sit *on* the branches, I remembered it forever.

including idiom instruction, can benefit FL learners. Most of these studies have explored the potential benefits of raising metaphor awareness for vocabulary acquisition.

Gutiérrez Pérez (2016) overviews the body of work that supports the claim that learning about common metaphorical patterns can simplify vocabulary acquisition:

- Publications: Achard and Niemeier (2004); Bérendi (2006); Cameron and Low (1999); Cooper (1999); Kövecses (2001); Low (1988); MacLennan (1994); Macmillan English Dictionary Dictionary for Advanced Learners (2002),
- Empirical studies: Beréndi (2005); Boers (1997, 2000a, 2000b); Boers and Demecheleer (1997, 1998); Csábi (2004); Danesi (1992b); Littlemore (2002, 2004a, 2004b, 2004c).

The body of work showing there are considerable advantages of teaching figurative expressions by explaining their metaphorical motivation, according to Gutiérrez Pérez (2016):

- Bérendi, Csábi and Kövecses (2008); Boers (2000a); Boers and Demecheleer (1998); Charteris-Black (2000); Deignan, Gabrys and Solska (1997); Herrera and White (2000); Kövecses and Szabò (1996); Lazar (1996, 2003); Lindstromberg (1997); Ponterotto (1994); Tyler and Evans (2004).

Ngoc and Thanh (2019) provide a more detailed overview of the studies employing the cognitive approach to teaching English vocabulary, especially idiomatic language. Several studies investigate the possibility of metaphor awareness enhancing idiomatic competence (Kömür and Çimen (2009); Vasiljevic (2011); Doiz and Elizari (2013); Khoshniyat and Dowlatabadi (2014); Kartal and Uner (2017); Pérez (2018); Chen (2019)). Though these studies confirm the benefits of CM-inspired instruction to idiom acquisition, the effect of this teaching method over time is “still a matter for debate” (Ngoc and Thanh 2019: 611).

Unfortunately, Ngoc and Thanh (2019) point out that some of the conclusions from the above-mentioned studies are inconsistent because of problems in research methodology. Some studies did not employ a delayed post-test (Kömür and Çimen (2009); Kartal and Uner (2017); and Chen (2019)), others had no control groups (Kömür and Çimen (2009) and Pérez (2018)), in some the exposure to the CM instruction was inadequate, taking only one or two lessons (Doiz and Elizari (2013) and Chen (2019)).

Given the inadequacies in research methodology resulting in inconsistent conclusions, Ngoc and Thanh (2019) set out to conduct a study with improved research methodology in order to

reach “more valid conclusions about the effect of the cognitive semantic approach over time” (Ngoc and Thanh 2019: 612). Their study included an experimental and a control group learning about idioms in organized groupings over the period of 5 weeks with a total of 69 participants. The knowledge of both groups was tested in an immediate post-test after five weeks of learning and in an unannounced second post-test 5 weeks later:

Unlike the EG [experimental group] which received the CM-inspired instruction, [...] the CG [control group] inferred the meaning of the new idioms by using the contexts given in the reading texts, and then got correction from the instructor. In addition, while the CG had the target idioms organized in alphabetical order in the list of new phrases and was given time to memorize them, the EG learned the idioms in two subsets, categorized by CM and was encouraged to apply CM to interpret and elaborate the meanings of the target expressions.

(Ngoc and Thanh 2019: 613)

Since their study aimed to avoid the methodological problems that led to inconsistent results in previous research, they succeeded in achieving fairly conclusive results that we can use in our CM-based idiom instruction. Overall, their findings confirm that metaphor awareness facilitates “the learner’s comprehension and retention of idiomatic meaning” (Ngoc and Thanh 2019: 617). However, a detailed examination of their results reveals some interesting benefits and limitations that we should take into consideration when using CMT in idiom instruction. So, let us take a closer look at their findings:

- Grouping idioms in general leads to better retention immediately after the instruction, but CM-inspired idiom instruction “showed superior strength in the longer term” (Ngoc and Thanh 2019: 617).
- In order for students to truly benefit from CM-instruction, such instruction should cover a longer time-span to give students enough time to get familiar with the method.
- Teaching idioms organized under CMs allows the students to approach idiom learning in a more systematic way and see idioms as part of a structured network of meaning.
- CM-instruction stimulated dual coding by assisting students to create mental images connected to the form of idiomatic expressions.
- CM-instruction promoted deep-processing by encouraging the students “to activate their prior knowledge about a familiar, concrete or physical concept to understand an unfamiliar and abstract concept” (Ngoc and Thanh 2019: 617) while simultaneously stimulating visualisation of the presented idioms.
- The second post-test, administered five weeks after the first post-test, aimed to assess productive idiom knowledge of both EG and CG. EG who went through CM instruction

achieved better results than the CG and the gap in their knowledge widened in comparison to the immediate post-test. Interestingly though, most of the EG group's errors were "involved in the wrong use of articles, possessive adjectives, and prepositions as well as the wrong addition or omission of the noun plural suffix" (Ngoc and Thanh 2019: 617) while they still recalled more content words than CG. It is likely that the reason for this is the semantic focus of CM-inspired instruction which means that students don't pay as much attention to the exact linguistic form and there should be additional activities to address the lexical make-up of idioms.

- L1 transfer in CM-inspired instruction can become a source of errors in recalling the precise idiomatic form, especially when it comes to idioms that share the same CM in L1 and L2 and differ very slightly in the surface structure. Again, this should be remedied by structural elaboration in addition to the semantic one provided by CMT.

Regarding the issue of the inadequate retention of the exact idiom form, Ngoc and Thanh (2019) argue using phonological motivation as suggested by Boers and Lindstromberg (2008) might be the way to provide additional structural elaboration. Boers and Lindstromberg (ibid.) make the point that many fixed phrases contain alliteration or assonance in their lexical structure. The EG students in Ngoc and Thanh (2019) second post-test (that assessed idiom production), for example, had problems with the idiom 'add fuel to the fire', namely with the word 'fuel', since the Vietnamese equivalent contains the word 'oil' instead of 'fuel'. While most students in CG could not remember the idiom at all, many students in EG used the word 'oil' instead of 'fuel' because of the L1 interference and a lack of structural elaboration, as mentioned above. Phonological motivation can be helpful in cases like this, because it is difficult to explain why the word 'fuel' is used via semantic motivation:

Thus, the teacher can explain that "fuel" was selected rather than "oil" in the idiom *add fuel to the fire* because it alliterates with the word "fire" at the end of the phrase; likewise, in *flip your lid*, "flip" rhymes with "lid" and, therefore, sound pleasant when standing together. Similar cases can be found in several idioms taught in this study: *fan the flames*, *bite the bullet*, *gain ground on*, *set your sights on*, etc. (alliteration); *seventh heaven*, *a dead end*, *down in the mouth*, *a flash in the pan*, etc. (assonance). Hopefully, this technique can help the students better understand the motivation, i.e. both semantic and phonological, behind the target idioms and later effectively recall the precise components in these idioms for production.

(Ngoc and Thanh 2019: 618)³

³ In Slovenian, the idiom contains the word 'olje' (oil) to alliterate with 'ogelj' (fire) – *dolivati olja na ogenj*. The same phonological approach could be used with a number of Slovenian idioms, e.g. *vik in krik*; *hočeš nočeš*; *slej ko prej*; *brez konca in kraja*; *ne tič ne miš*; *žlahta*, *strgana plahta*; *hrušč in trušč*; *dobrota je sirota*; *leta tečejo*, *nič ne rečejo*; *kdor čaka, dočaka*; *na vrat na nos*; *čez in čez*; *čez drn in strn*; *denar je sveta vladar*; *ne reči ne bev ne mev*, etc.

Ngoc and Thanh (2019) provide an insightful overview of studies to date and their results while also successfully using their own study to remedy some of the problematic methods in previous studies that led to inconsistent results. Thanks to their study we will be able to design CM-inspired idiom instruction with greater clarity.

5. TEACHING IDIOMATIC EXPRESSIONS USING THE CMT

Idioms present difficulties for L2 learners because their meaning is usually not transparent, and the choice of constituent words is presented as unsystematic. However, as shown in previous chapters, cognitive linguistics suggest that although the original word meaning in idiomatic expressions is often not retained, idiomatic expressions are semantically motivated. As Kövecses (2002) laid out, we can view idioms as instances of conceptual metaphors which are grounded in embodied experience.

Since metaphorical conceptualization is an inherent part of discourse, it is of great importance that students are fluent in the conceptual (and metaphorical) system of the L2. Danesi (1995) calls this conceptual fluency, an underlying basis of which is metaphorical fluency. Conceptual fluency can roughly be defined as the knowledge of how a certain language reflects or encodes metaphorical concepts. Danesi describes how the lack of conceptual fluency usually manifests in the language of SL learners:

While student-produced discourse texts often manifest a high degree of VF [verbal fluency], they invariably seem to lack the conceptual appropriateness that characterizes the corresponding discourse texts of native speakers. To put it another way, students “speak” with the formal structures of the target language, but they “think” in terms of their native conceptual system: i.e., students typically use target language words and structures as “carriers” of their own native language concepts.

(Danesi 1995: 5)

How can we improve students’ conceptual fluency? CMT proposes raising their awareness of conceptual metaphors underlying the vocabulary they need to learn. This should of course only be an addition to the current methodologies in foreign language instruction – but it’s an addition of vital importance for efficient and fast vocabulary intake. Kövecses (2002) points out that incidental vocabulary acquisition is a slow and unreliable process, but that has been a general consensus since the late 1980s: in order to speed up quality vocabulary acquisition the students need to engage in elaboration. This includes drawing learners’ attention to lexical items and stimulating long-term memorization by promoting mental operations that involve substantial

cognitive effort and a deeper level of processing of the lexical item. This can be done by associating the vocabulary item with a particular context, connecting it to the familiar L2 lexical field, comparing it to similar lexical items in the mother tongue, associating it with a mental picture, etc. (Kövecses 2002: 239).

The type of elaboration where a lexical expression is associated with a mental picture is called dual coding in memory modelling – the mental picture creates a pathway for remembering the lexical item. This can be done successfully by making the students conscious of the conceptual metaphors the lexical items are based on, in other words, by raising the students' metaphor awareness. As suggested by Kövecses (2002), employing conceptual metaphors in teaching vocabulary makes learners aware of the source domains and concrete contexts of the expression's original literal use. This helps them create a mental picture that serves as a memory pathway for recalling the expression. For example, explaining the idiom *show someone the ropes* as originating in the context of sailing where an experienced sailor taught a complete novice how to use different ropes to operate a ship and its sails is an effective way to create a mental picture of the scene in the learner's mind. The same could be applied to the Slovenian idiom *imeti koga na piki* (meaning to subject someone to attacks, accusations or jokes); explaining that this probably once literally meant to have a spear aimed at someone, since the word 'pik' used to mean 'the tip of the spear' (Snoj 2017) helps learners create a vivid mental picture. Later on, this association can help the student recognize the figurative meaning of the expression and increase the chance for active usage of the expression.

As established earlier, idioms frequently arise from conceptual metaphors, which is why raising metaphor awareness is a particularly suitable pedagogical approach to idiom instruction. A large body of research to date has confirmed that native speakers extensively use idioms in natural discourse, while FL learners considerably less so, making their language sound too literal or unnatural. According to Kövecses (2002: 240), the way native speakers combine words into semi-fixed word strings which they are able to use appropriately is what makes them sound 'idiomatic', "The lexical phrases are stored in the native speaker's memory as prefabricated 'chunks' and thus can be quickly retrieved as ready-made utterances, which facilitates fluency" (Kövecses 2002: 240). If we want FL learners' discourse to closely resemble the fluent and idiomatic native speaker discourse, we have to teach them a great number of multiword lexis in addition to single words, which is quite a challenge for the learner's memory. The pedagogical use of CMT can help improve retention by instigating mental elaboration, more specifically dual coding, and raising the metaphor awareness in relation to the expression.

As mentioned earlier, Boers and Lindstromberg (2008) advocate CM methodology for affective reasons too. The apparent arbitrariness of idiomatic expressions may be frustrating for learners and teachers alike. Boers and Lindstromberg report that in one of Cooper's (1999) experiments the learners were well aware of the difficulties of understanding and acquiring L2 idioms and were really eager to get more help in this area, especially a strategy they could employ in dealing with L2 idioms. They go on to suggest that this is "exactly what makes the recognition of metaphorical motivation, and metaphor-related strategies a special learning aid" (Boers and Lindstromberg 2008: 88). Idiom instruction utilizing CMT can help establish a meaningful network of conceptual connections in learners' minds. When it comes to using CMT in idiom instruction, it is not required for learners to develop the ability to provide detailed mappings between source and target domains and employ a thorough linguistic analysis with each and every idiom. Boers and Lindstromberg (*ibid.*) suggest CMT be used as a way to develop a conscious approach to idioms and lexis where metaphor and metaphorical extensions are ubiquitous since, "[h]eightedened language awareness, enhanced by classroom exercises and explicit analysis and instruction in particular domains may be helpful later when encountering new instances" (Boers and Lindstromberg 2008: 88).

We can include the explanations of metaphoric idiom motivation at random, when we encounter such expressions during the learning process, which might seem negligible, but Kövecses (2002) argues it actually has a significant impact on the retention of the phrases in memory. In addition to this, we can also deliberately select, organize and present idioms in a way that improves learners' metaphor awareness and stimulates dual coding. Kövecses (2002) suggests grouping the idioms according to the conceptual metaphor or source domain they have in common, since vocabulary presented in a systematic, organized fashion is easier to learn than random lists. Moreover, grouping idioms according to the conceptual metaphor they stem from has the additional value of stimulating mental imagery and consequently dual coding. Another cognitive advantage of organizing idioms in groups (based on the original conceptual metaphor) is that it facilitates "connecting novel items with already familiar ones in the 'mental lexicon'" (Kövecses 2002: 241). Therefore, he suggests first introducing a new idiomatic group with idioms mainly containing familiar lexical items and just a few novel ones. This can facilitate adding novel expressions to the well-established lexical group by the learners themselves throughout the learning process. Connecting the new vocabulary items with the old ones reduces the risk of mental overcrowding. For example, at the beginning we can group expressions describing anger under the conceptual metaphor ANGER IS HEAT and include

idioms with familiar items (e.g., “She’s *blowing off steam*”, “She *blew up at me*”), which will help students’ acquisition and systematization of new ones they come across throughout the learning process (e.g., “*Simmer down!*”, “She *erupted*,” “He’s *hot under the collar*”). For the Slovenian expressions originating in the CM ANGER IS A HOT FLUID IN A CONTAINER/JEZA JE VROČA TEKOČINA V POSODI we could start with items such as “Nehaj *kuhati jezo*”, “*Ohladi se*”, and then continue with “*Zlil je jezo na papir*”, “*Razneslo jo bo od jeze*”, “*Zavrelo mu je od jeze*”, “*V njem je zakuhalo*”, “*Prekipelo mi je*”. Then we could continue with items containing less familiar lexical items, such as “To mi je *dvignilo pritisk*”, “Kje imaš *ventil za jezo?*”, “Dati moraš *duška svoji jezi*”.⁴ For the conceptual metaphor ANGRY BEHAVIOUR IS DANGEROUS ANIMAL BEHAVIOUR/JEZEN ČLOVEK JE AGRESIVNA ŽIVAL we could first introduce the grouping with idioms such as “*He’ll bite my head off!*” or “She’s beginning *to bare her teeth*”, “*Zatulil je od jeze*”, “*Ima divji pogled*”, “*Podivjal je*” to smooth the way for new idioms such as “He *snapped at me*” and “Don’t *rub him up the wrong way*”, “*Popenil je*”, “*Škripa z zobmi*”, “*Bliska z očmi*”, “*Renči name*”, “*Mršči čelo*”.⁵ Another way of improving idiom retention is to ask the students to categorize freshly learnt idioms according to the presented groupings. Since categorization demands additional cognitive effort, this increases the chances of memorization (Kövecses 2002).

In addition to its potential to speed up efficient vocabulary acquisition, what sets apart raising metaphor awareness from other types of elaboration is its ability to foster in-depth knowledge and comprehension of figurative language, and this, according to Kövecses (2002), has been shown to bring additional benefits. Studies have shown that knowledge and recognition of the source domains or literal origins of figurative phrases helps students appreciate the following:

- (a) The evaluative dimension of these phrases: for example, given the experiential “logic” of breastfeeding, a politician who talks about *weaning an industry off state support* may be assumed to consider state subsidies as a temporary solution at best.
- (b) The usage restrictions of the phrases: for example, given the “turbulence that is part of the experience of being in the wake of a large sailing vessel, it would be odd to say, for instance, *?In the wake of supper we watched TV*.
- (c) The (indirect) links of the phrases with the culture or history of the language community that uses them: for example, the composition of the stock of idioms of a community typically reflects the (past) occupations of that community—a rich seafaring history will generate many sailing idioms, a popular “national” sport may generate “culture-specific” clusters of idioms, and so on.

⁴ Most Slovenian examples are taken from Bratož (2010: 100).

⁵ Slovenian examples for this CM are taken from Bedkowska-Kopczyk (2004: 83).

Following Kövecses (2002), let us provide the some helpful examples to illustrate the advantages of raising awareness of the source domains or literal origins of figurative phrases in Slovenian as well:

- (a) Evaluative dimensions of the phrases: the same metaphor as in Kövecses' example is quite widely used in Slovenian in relation to the state and its stakeholders, e.g. “Nevladne organizacije/državna podjetja/politične stranke so *prisesane na državne jasli*”. The knowledge of the source domain helps learners understand the speaker's perception of the state subsidies to these subjects.
- (b) The usage restriction of the phrases: given the magnitude and the negative impact of a bomb explosion, it would be weird to say, “Vesela novica, da je sprejeta na študij, je v družini *odjeknila kot bomba*.”
- (c) The (indirect) links of the phrases with the culture or history of the language community that uses them: Kržišnik (2008) outlines a few possible sources of culturally specific idioms, such as rituals (e.g. “*Naj te hudič vzame!*”, “*na kolenih prositi*”), proverbs (e.g. “*Kdor molči, desetim odgovori*”), comparative idioms (e.g. “*kot bik močan*” and “*kot bik trmast*”), religious discourse (e.g. “*dati cesarju, kar je cesarjevega, /in bogu, kar je božjega*”), national intellectual property (e.g. “*dolina šentflorjanska*”, “*preštovati kosti*”). Vrbinc and Vrbinc (2019) discuss another interesting source, namely, onomastic idioms, especially onyms, which often denote a person or place that is well known in a given language community or culture (e.g. “*nositi vodo v Savo*”, “*kakor rešeta v Ribnico nositi*”, “*odpeljati koga v Polje*”, “*držati se kot Kurent v pratiki*”, “*kranjski Janez*”, “*mila Jera*”, “*prosto po Prešernu*”, “*matilda je pobrala/vzela/povohala koga*”, “*srečati matildo*”; “*poljubiti matildo*”).

As Kövecses (2002) argues, raising metaphor awareness is specifically beneficial for learners' in-depth comprehension and their retention of the meaning of the figurative language, in this case idioms. Metaphor awareness raising can be an efficient type of semantic elaboration that facilitates retention and accurate language use as long as presented idioms are relatively short and contain familiar lexical items. If the idioms are long or contain unfamiliar lexical items, on the other hand, additional kinds of elaboration have to be employed for the learner to be able to use these idioms accurately and fluently. But as we have said earlier, if we provide an organizing principle in the form of the conceptual metaphor, even unfamiliar idioms are easier

to memorize, because learners are able to connect them with similar expressions originating in the same conceptual metaphor.

Since the focus of this thesis is using the CMT in teaching idioms, we will not explore other cognitive mechanisms that motivate idioms. That is why we only mention that a cognitive linguistic approach to teaching idioms in addition to employing conceptual metaphors often requires a consideration of conventional/encyclopedic knowledge and conceptual metonymies for explaining idiom motivation as well (Kövecses 2002: 242). We also have to note that a specific idiom can be motivated by several cognitive mechanisms and not just the conceptual metaphor alone. Conceptual metaphors, metonymies and conventional knowledge seem to intertwine in semantic motivation of idioms (and other vocabulary).

6. GUIDELINES AND SAMPLE ACTIVITIES UTILIZING CMT IN IDIOM INSTRUCTION

In this section, we present some practical concerns and develop general guidelines for a CMT-inspired idiom instruction. We will address the issues of the needed time investment, learning programme's aims, learners' age, proficiency level, cognitive style and selection of idioms and CMs in CM-inspired idiom instruction.

6.1. SOME PRACTICAL CONCERNS

It is safe to assume the only way most learners will be able to use the CM strategy of learning idioms on their own is if they are familiar with it. As mentioned in the previous chapter, most studies on the benefits of CMT in teaching idioms employed short term intensive instruction with problematic research methodology which lead to conflicting and inconsistent conclusions, especially when it comes to long-term benefits of CMT-based idiom instruction. Ngoc and Thanh (2019) successfully tackled these issues in their study and provided further insight into the practical considerations of using CMT in the classroom. In our activities and guidelines we will follow their findings in addition to some guidelines for CL syllabus design provided by Andreou and Galantomos (2008) and Gutiérrez Pérez (2016) and the practice books by Wright (2002) and Lazar (2003).

Since studies show that the benefits of CMT are best utilized when used over a longer time period (even if sporadically) we will first provide some guidelines on how and when to include CMT-based idiom instruction in a learning process.

Andreou and Galantomos (2008) indicate three basic requirements that should be met before using CL-based instruction. We slightly adapted them to fit CMT-based instruction specifically:

- L2 learners should be explicitly and clearly taught about CMT before being asked to apply and use it,
- L2 learners should be advanced and motivated enough to be ready to learn about the metaphorical concepts in L2,
- CMT should only be a complementary method of idiom instruction.

Their suggestions are in line with the findings of previous studies. Boers (2004) discusses five major practical concerns when it comes to expanding learners' vocabulary through raising metaphor awareness. The first practical concern he presents is how much time should be invested in raising metaphor awareness to achieve long-term results. As later confirmed by Ngoc and Thanh (2019) he tentatively maintains that recurring metaphor-awareness-raising activities do show benefits on long-term memory storage. In accordance to this, we suggest any CM-inspired idiom instruction should be done repeatedly over a longer time span.

Although Andreou and Galantomos (2008) maintain that to truly develop metaphoric and conceptual fluency the CL-based syllabus should include everyday learning activities and daily lessons on metaphors and idioms native speakers use, we suggest such activities only be used regularly in vocabulary and specifically idiom instruction (not necessarily on a daily basis), so that students get used to them and are able to use them on their own. Since we only deal with using CMT in idiom instruction in this thesis, we will not discuss a truly CL-based curriculum or syllabus, since that would include CL-based instruction of all language areas, not just idioms. When it comes to using CMT in idiom instruction, we believe that regular (by which we mostly mean more than just one intense lesson) CM-inspired instruction is an achievable goal for most learning and teaching situations, although it would be very beneficial for further research to design a L2 syllabus that is more holistically CL-oriented.

The second practical concern discussed by Boers (2004) is the aim of CMT-based idiom instruction: is it better to strive just for reception or should learners be able to creatively generate their own figurative language that would still fall under the particular CM? We think that in

most language learning programmes the aim is probably native-like accuracy rather than the production of original or even poetic figurative language, although this might definitely also be a motivating exercise in some learning programmes. Since the topic of our thesis is teaching idioms through CMT-based instruction, we suggest teaching for an accurate understanding and production of figurative language input, which is probably suitable for most language learning programmes.

The third practical concern when it comes to CMT-based idiom instruction is the age and the level of proficiency of learners (Boers 2004). It seems that due to its focus on abstract reasoning the CMT-inspired approach is more suited for adult learners who have better “analytic ability, learning capacity and pragmatic skills” (Anderou and Galantomos 2008: 73) in comparison to younger learners. When it comes to the most appropriate proficiency level for this approach, Boers (2004) argues that intermediate students (and up) are more likely to benefit from the CMT approach, since elementary students “often lack the lexical knowledge needed to interpret such expressions in the first place” (Boers 2004: 221).

Another important consideration are the cognitive style variables of learners. Can CMT-inspired idiom instruction accommodate individual learners with the same level of proficiency but different cognitive styles? Boers (2004) and Littlemore and Low (2006) found that students with holistic and imager cognitive styles tend to have higher levels of metaphoric competence and are therefore more likely to reap benefits from CMT-based instruction. This is another argument for using CMT only as a complementary method of instruction in addition to other approaches so as to cater to different individual learning styles as much as possible.

The last practical concern in CMT-based instruction is the selection of idioms or rather metaphorical domains. As regards the selection of idioms, Boers (2004) advises using imageable idioms and expressions with unambiguously identifiable source domains and idioms that are more central instances of CMs. When it comes to the selection of particular CMs, Kövecses (2005: 35) suggests using universal CMs either based on human physiology (i.e. embodied experience) or ones conceptualizing the emotions, the time, the self, and the event structure metaphor (Kövecses 2005: 64). In addition to the universal CMs he suggests using culture-specific CMs as well. “The pedagogical application of this argument is to arrange a conceptual syllabus around universal and culture-specific metaphors/metonymies” (Anderou and Galantomos 2008: 75). Following the findings of the Ngoc and Thanh (2019) study about the need for additional structural elaboration in CM-inspired idiom instruction we advise

including morphosyntactic information about the idioms, while Anderou and Galantomos (2008) recommend including the register and authentic language.

6.2. GENERAL OUTLINE OF CMT-BASED LEARNING ACTIVITIES

In this section we will provide a basic outline of CMT-based idiom instruction, based on materials in the studies of Ngoc and Thanh (2019) and Gutiérrez Pérez (2016), Boers and Lindstromberg (2008) and the practice books of Wright (2002) and Lazar (2003).

We suggest that CMT-based idiom instruction follows these steps (adapted from Ngoc and Thanh (2019) and Wright (2002)):

1 Introducing the category of idioms and their figurative nature

We explain that idioms are fixed expressions that use language in a non-literal – metaphorical way. We provide some simple, well-known examples of idioms and emphasize their metaphorical nature (for example *to break someone's heart*, *to sweep something under the carpet* – Slovenian *zlomiti komu srce*, *pomesti kaj pod preprogo*). Then we introduce the more general notion of idiomatic (metaphorical) expressions in relation to their literal counterparts (for example *I went fishing, but didn't catch a single fish* vs. *I didn't catch what you said* – Slovenian *ujeti (zadnji) vlak* in its literal and idiomatic meaning and their interconnectedness). We complete this stage with an exercise in which the learners have to identify idioms in example sentences.

2 Introduce the notion of CM

We explain that a conceptual metaphor equals understanding one abstract idea/concept in terms of another, more concrete idea or concept. We compare this to the way idioms express abstract ideas in concrete terms (*have you got the time/ujeti zadnji vlak*). We explain that conceptual metaphor maps certain properties of concrete domain onto the abstract domain. We use the CM, for example IDEAS ARE FOOD, to show how properties of something concrete (like food) are mapped onto more abstract concepts (like ideas), which allows us to use expressions such as '*chewing on something*', '*digest the information*', '*stew about something*', '*swallow someone's lies*', or Slovenian '*prežvečena ideja*', '*surova dejstva*', '*požreti marsikatero besedo*', '*težko prebavljati grobe šale*', '*servirati ideje/zamisli/teorije*', '*recept za uspeh*', '*sveža ideja*'.

3 Activate the source domain vocabulary

We take another simple CM, TIME IS MONEY/ČAS JE DENAR (which is an English proverb instantiating this exact CM on its own), in order to show how the mapping from the (concrete) source domain to the (abstract) target domain produces certain idiomatic expressions. In this step we first ask the students to jot down some expressions about money or connected to money, such as *spend, cost, invest, waste, run out of, make, save, be worth the money* (Slovenian *zapravljati, zmanjkati, porabiti, vlagati, prihraniti, izgubljeni, tratiti ...*).

4 Explain the ontological mappings of CMs

We show how these expressions can be used for time as well (*have time, spend time, cost time, invest time, waste time, run out of time, make time, save time, be worth the time* – Slovenian *tratiti/zapravljati čas, krasti čas, porabiti, vlagati, prihraniti, izgubljeni ...*). We explain that this is because of the conceptual metaphor TIME IS MONEY/ČAS JE DENAR. We make sure to emphasise that not all of the expressions connected to money can be used with time.

5 Guide learners to apply CMs to interpret idiom meaning

Choose one to three CMs with idioms that arise from them. Without guessing the meaning first, let the students try to categorize the idioms according to the presented CMs. After categorizing the idioms, ask the learners to try to guess the meaning of idioms. Alternatively, we can also choose to categorize idioms according to their source domains, as suggested by Boers and Lindstromberg (2008), for example the domains of games and sports, transport and travelling, and war and aggression. We could also follow Lazar (2003), who designed her CL inspired idiom practice book around so-called ‘metaphorical sets’ such as weather vocabulary to describe behaviour and relationships and taste vocabulary to describe people’s character and behaviour.

6 Refine or rectify their interpretations

Corroborate or falsify the students’ hypotheses. If need be, provide additional information about the figurative meaning or its origin and literal meaning.

7 Employ different revision exercises and production activities

We will describe some of the possible revision exercises in the following sub-chapter. Make sure to include exercises and activities that promote both semantic and structural elaboration, deep processing, dual coding and positive affect.

8 Employ communicative exercises

In order to help students to actively use newly acquired vocabulary and promote fluency in speaking, engage students in goal-directed, extended, structured, and controlled communicative activities (Yule 1997). When introducing the CM LIFE IS A JOURNEY, for example, Lazar (2003) includes this communicative exercise:

3 Certain adjectives are commonly used with step. Discuss these steps with another student and suggest words for e).

- a** an important step in your life
- b** a big step for you in the future
- c** the first step towards achieving your dreams or ambitions
- d** a positive step towards solving a problem that is worrying you
- e** a(n) _____ step

(Lazar 2003: 25)

Since the CM LIFE IS A JOURNEY/ŽIVLJENJE JE POTOVANJE is one of the basic conceptual metaphors of the Western culture, we can find similar examples with 'step' ('korak') in Slovenian to design a similar communicative exercise:

Za opisovanje svoje poti skozi življenje pogosto uporabljamo besedo 'korak'. O teh korakih v vašem življenju se pogovorite v paru.

- a pomemben korak v vašem življenju*
- b velik korak, ki vas čaka v prihodnosti*
- c prvi korak k doseganju vaših sanj ali ambicij*
- č korak naprej k rešitvi problema, ki vas skrbi*

We could also use other Slovenian idioms originating in the CM LIFE IS A JOURNEY/ŽIVLJENJE JE POTOVANJE for this communicative exercise, as illustrated in the following exercise:

Življenje je potovanje! To je ena glavnih konceptualnih metafor, ki jo uporabljamo, ko govorimo o človeškem življenju. V paru se pogovorite o svoji življenjski poti.

- a Kaj je bil velik korak v vašem življenju?*
- b Kdaj ste se v življenju znašli na razpotju?*
- c Pri čem vam je v življenju spodrsnilo?*

č Kaj ste postavili na stranski tir?

The presentation of the CM LIFE IS A JOURNEY and the idioms instantiated by it in Lazar's (2003) practice book also includes the students sketching their life maps and using the newly acquired vocabulary to discuss their life maps.

6.3. POSSIBLE REVISION EXERCISES AND PRODUCTION ACTIVITIES

Revision exercises and production activities that facilitate dual coding, deep processing and instigate semantic and structural elaboration can include (adapted from Boers and Lindstromberg (2008) and Guitierrez Perrez (2016)):

- gap-filling
- matching
- multiple choice
- completion activities
- metaphoric themes recognition
- making sentences using idioms
- telling stories based on pictures
- retelling and add-on stories
- idiom notebooks and flashcards
- association of idioms with mental images
- hypothesizing and learning the origin of the idioms.
- using idioms dictionaries
- playing idiom games
- replacing marked expressions with idioms
- real life questions
- puzzles
- completing a story or a paragraph

Boers and Lindstromberg (2008) provide a detailed description of six possible activities utilizing CL and CMT while taking into account the findings of the studies in the volume they edited (2008). We will summarize their suggested activities and the rationale for using them.

Activity One: “In the frame”

Activity summary: This activity includes the presentation of three source domains (on the whiteboard) and their corresponding idioms (on flashcards that include a brief context in which the idiom could be used). Instead of the source domains, we could also use three different CMs. We could also use the source domains related to the students’ interests/hobbies/professions. Let us provide some possible domains and idioms:

- The possible three domains: games and sports/igre in šport, weather/vreme, cooking/kuhanje;
- Possible corresponding idioms for sports/šport: *team player, play by the rules, to play the game, igrati se skrivalnice, ležati na lovorikah, dirka s časom*
- Possible corresponding idioms for weather/vreme: *hail (of abuse), a cloud on a horizon, to storm out (of the room), toča (očitkov, vprašanj), črni oblaki se zgrinjajo nad kom/čim, privihрати/odvihрати*
- Possible corresponding idioms for cooking/kuhanje: *in the soup, piece of cake, on a plate, pojesti vročo juho, mala malica, kot na pladnju*

The activity is done in pairs and includes reading the context in which the idiom is used, sticking their cards to the source domains on the board, explaining what they think the origin and the meaning of the idiom is. After checking and correcting the student’s answers, the teacher asks them to try to use the idioms in a new verbal context. The activity can end with dividing the class into two groups and holding a playful quiz on the idioms and their meaning.

The rationale for this activity is that (1) grouping idioms benefits retention, (2) actively working out the meaning of idioms adds to the mnemonic benefits, (3) work in pairs seems to increase the chances of correct interpretation. It is important to note that students need considerable guidance and corrective feedback in order to carry out this kind of activity successfully.

Activity Two: “Zooming In”

Activity summary: Take one of the previous general source domains (e.g. games and sports) and present three of its more specific subdomains (e.g. chess, gambling, ball games and running contests) and proceed as in Activity One.

- Possible idioms originating in chess: *make the right move, pawn, hold/keep someone in check, potegniti pravo potezo, držati koga v šahu, šahirati;*

- Possible idioms originating in gambling: *chip in, play your cards right, roll of the dice, imeti asa v rokavu, postaviti kaj na kocko, kot za stavo*;
- Possible idioms originating in ball games and running contests: *fronrunner, go to bat for someone, jump the gun, biti prva liga, dvigniti letvico, na prvo žogo*.

The rationale for this activity is that more specific source domains enhance eliciting vivid images of concrete scenes (of the origin of the idiom and its original literal use), which heightens the possibility of dual coding resulting in better retention.

Activity Three: “What’s Missing?”

While the previous activities aimed to help students remember the meaning of the idioms, this exercise is meant to help them remember the form. This can be a stand-alone activity with alliterative or rhyming idioms to show the students that many idioms can also be phonologically motivated. It can also be a continuation of the previous one in case you select the idioms presented in the previous two activities that show alliteration or assonance or add new ones from the same source domains. Prepare flashcards with a mini text or sentences to put these idioms into context, but structure them as a gap-fill where the students have to guess keywords missing from the idiom (e.g. *The cost of a big wedding can really _____ the bank* or Slovenian *Dober voditelj mora tudi pod pritiskom znati potegniti _____ potezo*) in pairs. After pair-work we ask the students whether they have noticed anything special about the phrases. Through this exercises we raise the students’ awareness of “catchy sound patterns as a motivation behind the lexical composition of a fair number of fixed phrases” (Boers and Lindstromberg 2008: 383).

The rationale for this activity is that alliteration and rhyme benefit form retention which is a prerequisite for productive knowledge of the idioms. If we use this activity as a continuation of the previous one, the aim of the gap-fill exercise is also the reproduction of the idioms from the previous activities with predicted high success rate that contributes to positive affect.

Activity Four: “Picture This” and “Goes To Show”

In this activity, students mime or draw the idioms utilizing the knowledge of their literal meaning and origin learnt in the previous activities. Idioms such as *šahirati, dvigniti letvico, roll of the dice* and *jump the gun* could easily be mimed, while idioms like *imeti asa v rokavu, fronrunner* and *na prvo žogo* could be drawn, for example. It is best to let students be creative and choose their preferred method of idiom presentation.

The rationale for this activity is that pictorial elucidation and mime aid retention of meaning. Moreover, the cognitive effort required from individual students to draw or mime the idiom is also likely to facilitate retention. The use of pictorial elucidation will also further stimulate dual coding, since the students will be able to create even more specific mental images. The task also requires the retention of the idiom form, which will again be helpful for productive idiom knowledge.

The activities one to four can be used consecutively with idioms belonging to the same source domains or under the same CMs. The remaining two activities can be stand-alone exercises.

Activity Five: “Literal and metaphorical meanings”

This activity is slightly adapted from the one proposed in Boers and Lindstromberg (2008) and follows the activity design from Wright (2002). We suggest taking a particular CM, for example SEEING IS UNDERSTANDING/VIDETI JE VEDETI and first doing exercises with the literal meanings (for example with the lexical items *view, blinkers, short-sighted, sight, wide (open)*), and then doing the exercises with figurative meanings (idioms) (*see past the end of one’s nose, make myself perfectly clear, open your eyes, see through, through my eyes, see reason, eyes wide open, see the point*). This is the exercise Wright (2002) uses to introduce the CM SEEING IS UNDERSTANDING first through literal meanings:

1: Literal meanings

We use the verb *see* in English to mean *with our eyes*, but also to mean *understand*. We say *Seeing is believing* and *I see what you mean*. Complete the following definitions with these words:

view hindsight mud wide blinkers short-sighted eye-opener sight

1. If your eyes are very open they are.....open.
2. Something which is very surprising is often called an.....
- 3is when you understand something in the past because of new things you have learned.
4. To make horses go in a straight line without looking to either side, they are fitted with.....so that they can only see straight ahead.
5. Very wet earth is called.....
6. people cannot see things which are far away.
7. If something disappears along a road, eventually you loseof it.
8. You usually get a good..... of the surrounding countryside from the top of a hill.

(Wright 2002: 16)

In Slovenian, we used the following idiomatic expressions in the example worksheet implementing this exercise: *slepa ulica; odpreti oči; zatiskati oči; zaviti v meglo; to še slepec*

vidi; videti, koliko je ura; priti na dan; pod drobnogledom (see the next chapter for this particular exercise).

The rationale for the activity is that it raises the learners' awareness of the way our concrete life and bodily experience influences the way we conceptualize more abstract notions.

Activity Six: “What comes next?”

We prepare or adapt a text with all the idioms we would like to revise. We insert slashes before the final word of every idiomatic expression (e.g. *Once upon a / time, She was so restless the night before the exam, she could not sleep a / wink*). Students work in pairs – each student gets only half of the story printed on their handout. They read their half of the story out loud for their partner, but they pause before every slash, so that the other student has to say the word that comes immediately after the slash (it helps if we use the idioms with euphonic patterning, but it's not obligatory). The reader should give hints by miming or verbally using L2. We prepared an example text with the idioms originating in the CM LIFE IS A JOURNEY, namely *biti na dobri poti, postaviti kaj na stranski tir, slepa ulica, prvi korak, ostati na pol poti, znajti se na razpotju*:

Ko sem bil mlajši me šola res ni zanimala. Komaj sem zdelal dva letnika srednje šole in se nato odločil, da se izpišem. Izobraževanje sem postavil na **stranski / tir** in se odločil poiskati kakršnokoli službo. Takrat žal kar dolgo nisem bil na **najboljši / poti**. Ker me nič ni veselilo, sploh nisem vedel, kakšno službo naj iščem. Preizkusil sem se kot pek, komunalni delavec in natakar, vendar nisem bil nikjer zadovoljen. Po nekaj letih sem ugotovil, da sem se znašel v **slepi / ulici**. Nisem več vedel, kaj si sploh želim od življenja in kaj naj storim. Ugotovil sem, da je **prvi / korak**, ki ga moram narediti, ugotoviti, kaj želim od življenja. Začel sem se ukvarjati z več hobiji in ugotavljati, kaj mi ustreza. Čedalje bolj sem ugotavljal, da mi je žal, da sem z izobraževanjem **ostal na pol / poti**. Ampak pri mojih letih iti nazaj v srednjo šolo? Tudi sodelavci so me prepričevali, da ni vredno. Nisem vedel, ali nadaljevati šolanje ali poiskati drugo službo; **znašel sem se na / razpotju**.

The rationale for this activity is multifarious. Firstly, it encourages students to communicate in L2, secondly, it “involves narrative-contextual prompted recall of the final word (a step on the way to recall of the entire form). This is a kind of ‘rehearsal’ known to entrench memory traces” (Boers and Lindstromberg 2008: 388). Thirdly, the inclusion of idioms with euphonic patterning exploit the mnemonic potential of form-form motivation.

6.4. EXAMPLE CMT-INSPIRED WORKSHEET

We prepared a sample CMT-inspired worksheet for idiom instruction in Slovenian, since there are very few pedagogical resources in Slovenian for this type of instruction as opposed to ESL. We have already mentioned two practice books in English that utilize CL and CMT for idiom instruction, namely Wright (2002) and Lazar (2003). We follow these practice books and the theoretical works mentioned throughout the thesis, including a sample worksheet from Gutiérrez Pérez (2016), in this activity design. The examples are taken or adapted from *SSKJ*, Keber (2015) and the corpus *Gigafida*.

VIDETI JE VEDETI: FRAZEMI

Izraze, povezane z vidom in očmi, pogosto uporabljamo, ko govorimo o razumevanju in vedenju. Zakaj? Logika je taka: če nečesa ne vidimo ali ne moremo videti, tega ne vemo ali ne razumemo.

Naloga 1: Ali razumete spodnje povedi? Pogovorite se v paru.

- 1 Med vožnjo po mestu smo se izgubili in se znašli v slepi ulici.
- 2 Mačji mladiči so po petih dneh odprli oči.
- 3 Med grozljivko me je bilo tako strah, da sem moral zatisniti oči.
- 4 Ljubljana je novembra in decembra pogosto zavita v meglo.
- 5 Ko je zmanjkalo elektrike, smo tipali v temi, kot da smo slepi.
- 6 Brez očal nikakor nisem videla, koliko je ura na peronu.
- 7 Po nekajurnem ogledu rudnika smo končno prišli na dan.

Naloga 2: Ali ste že slišali za slovensko besedo 'drobnogled'? Jo znate uporabiti v povedi? Če ne, bi znali ugotoviti, kaj pomeni?

Naloga 3: VIDETI JE VEDETI. Ali lahko s pomočjo te konceptualne metafore razumete spodnje povedi?

- 1 Po petih letih zakona sta se znašla v *slepi ulici*, zato sta se odločila za obisk v zakonski posvetovalnici.
- 2 Dokumentarni film mi je *odprl oči* za stisko afriških beguncev.
- 3 Ne moremo si več *zatiskati oči* pred podnebnimi spremembami; čas je za aktivno reševanje našega planeta.

4 Še danes ostaja življenje slavnega pisatelja *zavito v meglo*, saj do njegovih pisem in dokumentov nihče nima dostopa.

5 Ko se močno zaljubimo, *smo slepi* za napake svojega partnerja.

6 Ženska naju je premerila od glave do peta. Takoj *sva videla, koliko je ura*. Mislila je, da sva lenuha, brezdelneža, barabi.

7 Ko je resnica o korupciji končno *prišla na dan*, je v javnosti povzročila velik škandal.

Naloga 4: Poveži frazeme z njihovimi pomeni!

1 biti pod drobnogledom (koga)

2 biti slep za nekaj

3 odpreti komu oči

4 zatiskati si oči pred čim

5 slepa ulica

6 biti zavit v meglo

7 videti, koliko je ura

8 priti na dan

A biti zelo popustljiv, prizanesljiv

B ne hoteti spoznati, vedeti, priznati česa

C vse izvedeti, pojasniti

Č vedeti, kakšen je položaj, kako je v resnici

D biti pod natančno in vsestransko preiskavo, pod nadzorom

E omogočiti komu, da zagleda, spozna stvar, kakršna je v resnici

F dobro opaziti, spoznavati, razumeti stvari, pojave okrog sebe

G ne opaziti, dojeti česa

H zelo neprijeten, zapleten položaj, iz katerega na videz ni izhoda

I biti neizrazit, nejasen

Naloga 4: Vstavi ustrezne frazeme iz prejšnje naloge v spodnje dialoge.

1 Najhujša za svetovne gozdove pa je novodobna lesna industrija, ki v gozdu vidi le profit in je _____ lepoto dreves, narave in pragozdov.

2 Zakaj tako rada bereš Agatho Christie?

→ Ker obožujem to skrivnostnost. Do zadnjih strani knjige je vse _____, in ko končno odkrije zločinca, si povsem šokiran!

3 Prav ta mesec bo minilo leto dni od velikega ropa banke. Ali so že odkrili storilce?

→ Ne, policija je pri preiskavi tega primera očitno še vedno v _____.

4 A ni zanimivo, kako se ljudje odločijo za spremembo, ko je že skoraj prepozno?

→ To je normalno. Seveda si je lažje _____ pred resničnostjo, kot pa se spremeniti.

5 Si vedela, da je Judita noseča?

→ Ne, sem pa sumila. Že cel mesec ji je slabo zjutraj, in včeraj na službeni zabavi ni spila niti kapljice alkohola. Takrat sem _____.

6 V čem se je vaša igra spremenila od lanske sezone?

→ Igram bolj napadalno. Številni lanski porazi so mi _____ za svoje napake, ki so vodile v slabe nastope. V tem letu sem se trudila, da jih odpravim.

7 Vrhunski športniki so ponavadi pod velikim pritiskom, saj ne želijo razočarati svojih oboževalcev. Tudi sami to občutite?

→ Seveda občutim, da sem nenehno _____. To zna biti včasih težko, ampak se sčasoma navadiš.

8 Ameriška vlada je dolgo prikrivala, kaj se dogaja v vojni z Vietnamom. Ko so bili leta 1971 objavljeni pentagonski dokumenti, je resnica končno _____.

Naloga 4: Pogovarjajte se v parih.

Ste bili kdaj pod drobnogledom?

Kaj ali kdo vam je nazadnje odprl oči in glede česa?

Ali mislite, da si ljudje pogosto zatiskajo oči pred resnico?

Naloga 6: Delo v parih. Izberite enega od spodnjih frazemov in ga odigrajte pred razredom; lahko odigrate metaforičen ali dobeseden pomen, lahko uporabljate besede ali zgolj kretnje. Sošolci morajo uganiti, za katerega od frazemov gre.

- 1 biti pod drobnogledom (koga)
- 2 biti slep za nekaj
- 3 odpreti komu oči
- 4 zatiskati si oči pred čim
- 5 slepa ulica
- 6 biti zavit v meglo
- 7 videti, koliko je ura
- 8 priti na dan

Naloga 7: Razmislite, ali imate v svojem jeziku kakšne podobne frazeme ali izraze. Primerjajte jih s slovenskimi.⁶

Naloga 8: Razmislite o dogajanju v svetu in družbi. Povejte svojemu sošolcu o dogodku ali dogajanju, kjer:

- je nekaj prišlo na dan
- si je nekdo zatiskal oči pred čim
- je bilo nekaj zavito v meglo
- je bil nekdo pod drobnogledom

⁶ The English equivalents would be: *under the microscope* (being subjected to critical examination or analysis); *to be blind to sth* (to lack perception, awareness, or judgment); *open someone's eyes* (to show someone something, esp. something surprising or shocking that the person had not known about or understood before); *turn a blind eye* (to ignore something that you know is wrong); *blind alley* (a situation or method that is not effective or will not produce results); *to be shrouded in secrecy/mystery* (to be a matter about which very little is known or understood); *see through* (not be deceived by someone or something; detect the true nature of someone or something); *come to light* (to become known publicly).

7. CONCLUSION

The first aim of our thesis was to demonstrate that metaphor is central to language and language use and that foreign language learners really do need to engage with it to develop language proficiency. As shown throughout the thesis, CL really does present a more realistic and holistic view of language than the traditional view, which is still pervasive in most of the FLT materials, especially when it comes to explicit grammar and vocabulary instruction. Although CL has provided important insights into language and revolutionized linguistics, very little of CL findings seem to seep into FLT, in terms of teacher education, learning materials and FL instruction in practice. FLT should aim to integrate the findings of CL into all areas of language teaching in order to provide the students with the up-to-date view of language that might help them see language in a more realistic and systemized way, as an inherent part of a culture, society, nation and human conceptual system. We have shown that language is usage-based and inherently meaningful and metaphorical – even grammar – which is why it is of utmost importance that students understand the metaphorical nature of language and also develop metaphorical fluency in order to become fully proficient in a FL. The knowledge of how a certain language reflects or encodes metaphorical concepts is called conceptual fluency and it is based on metaphorical fluency. The lack of conceptual fluency manifests in the literal language most FL learners use in comparison to their native speaker counterparts who tend to use figurative language prominently.

The second aim of the thesis was to explore how learners might usefully engage with CMT in order to understand, learn and use idioms in FL. Reviewing research to date on using CMT in FLT we encountered a specific problem: most studies were done on a small scale and in a short period of time with intensive CMT-based lessons. Because of that it is very difficult to draw conclusions about the realistic and long-term benefits of CMT-based vocabulary and idiom instruction. Nonetheless, most studies confirmed that CM-inspired idiom instruction has benefits for idiom retention, while studies that employed longer and less intensive CM-inspired instruction also confirmed that this approach surpasses other types of idiom instruction when it comes to retention and production of idioms in the longer term. There are, however, some limitations to the CMT-based approach. Firstly, this approach seems to be more appropriate for adult learners with intermediate or higher proficiency, because of its focus on abstract reasoning and metalanguage. Secondly, since this is more or less a semantic approach, there needs to be additional structural elaboration if we want students to achieve productive idiom knowledge.

Thirdly, this approach should be an addition to other vocabulary instruction approaches in order to cater to different cognitive styles and for the instruction of opaque idioms and idioms that are not metaphor-based.

The third aim of this thesis was to create some sample learning materials and guidelines on idiomatic expressions that will use the conceptual metaphor theory as their basis. We applied the findings discussed in the theoretical part of the thesis to the guidelines for CMT-based instruction and designed a sample worksheet. The worksheet can only be used by teachers familiar with the CMT, so they can provide careful guidance to learners who are not familiar with this approach. We have to emphasize that all research we looked into found that learners do need quite a lot of guidance to apply the CMT approach successfully in the classroom, let alone on their own. This might present teachers with a practical problem, since most teachers are not familiar with CMT and its possible application in instruction. Another practical problem is the lack of teaching materials, especially in Slovene, that they could use. So until this approach becomes more widespread it will demand quite a lot of effort from teachers and students alike.

We have found that although the CMT approach is proven to be beneficial for idiom instruction, the practical issues will probably impede teachers from applying it. We hope that in the future, there will be CL-based textbooks, workbooks and practice books that will make it easier for teachers to successfully apply the CMT-based approach in idiom instruction, since it does seem to be more beneficial than the traditional treatment of idioms in FLT.

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POVZETEK V SLOVENSKEM JEZIKU

1. UVOD

V magistrski nalogi raziskujemo možnosti uporabe kognitivnega jezikoslovja, specifično uporabo teorije konceptualne metafore (TKM) pri poučevanju frazeologije tujih jezikov, in sicer angleščine in slovenščine. Frazeologija je za učeče in za učitelje precej težko področje jezika: niti učenci niti učitelji ne vedo točno, kako se je lotiti. V preteklosti se je frazeologija poučevala predvsem kot del seznamov besedišča ali nalog, ki so predvidevale ugibanje pomena iz konteksta. Kognitivno jezikoslovje in z njim TKM lahko ponudi nekaj dobrih izhodišč za poučevanje frazeologije pri pouku tujih jezikov. V magistrski nalogi preučujemo predvsem uporabo TKM; raziskujemo, kako lahko učencem približamo frazeme skozi konceptualne metafore, iz katerih ti frazemi izhajajo. Dosedanje raziskave, ki so precej omejene, ampak številne (Gutiérrez Pérez (2016); Ngoc and Thanh (2019)), dokazujejo, da lahko učenci dosegajo višjo jezikovno zmožnost, predvsem z vidika figurativnega izrazja, s pomočjo TKM.

Frazeologija je pomemben del vsakega jezika in zanesljiv pokazatelj jezikovne zmožnosti uporabnika jezika. Pri učenju tujega jezika je razumevanje frazeologije zelo pomembno, predvsem zaradi tega, ker frazemi nudijo vpogled v kulturo in družbo tujega jezika, hkrati pa predstavljajo zelo velik del vsakdanje komunikacije v tujem jeziku. Večina učencev tujega jezika uporablja figurativni jezik v manjši meri kot naravni govorniki jezika, predvsem zaradi pomanjkanja t.i. konceptualne zmožnosti, kot jo je definirala Danesi (1994), ki pravi, da je konceptualna zmožnost poznavanje metaforičnega sistema tujega jezika, ki nam omogoča razumevanje in uporabo figurativnega izrazja v tujem jeziku.

Razumevanje metafor je bistveno za razvoj konceptualne zmožnosti, hkrati pa predstavlja neprecenljiv vpogled v določeno kulturo, družbo, jezik in koncepte tega jezika in kulture. Tradicionalni pogled na metaforo je le-to videl kot zgolj pesniško in retorično sredstvo. Ta pogled sta v angloameriškem prostoru revolucionarno prenovila Lakoff in Johnson s svojim delom *Metaphors We Live By* (1980), kjer sta zagovarjala stališče, da metafora ni zgolj pesniško in retorično sredstvo, temveč eden glavnih človeških kognitivnih procesov, ki nam pomaga razumeti, razlagati in opisovati našo realnost. Metafora je človeška konceptualna preslikava: ljudje uporabljamo določene koncepte (t.i. izhodiščna področja ali domene) za razumevanje in sporazumevanje o drugih konceptih (t.i. ciljnih področjih ali domenah). Izhodiščne domene, iz katerih črpamo metaforične izraze, so manj abstraktne kot ciljna področja, ki jih skušamo

razumeti s pomočjo konceptualnih preslikav. To teorijo sta Lakoff in Johnson poimenovala teorija konceptualne metafore ali TKM.

TKM in kognitivno jezikoslovje na splošno sta pomembno prispevala tudi k prenovitvi pogleda na frazeme. Kövecses and Szabó (1996) and Kövecses (2002) so mnenja, da ima tradicionalni pogled na frazeologijo eno glavno pomanjkljivost, in sicer dojemanje leksikalnega pomena kot povsem ločenega od človeškega konceptualnega sistema in njegovega enciklopedičnega znanja (tj. po Bratož (2010: 3) “obsežno skladišče védenja, povezanega z določenim konceptom ali konceptualno domeno”). Dojemanje frazemov kot neodvisnih od človeškega konceptualnega sistema in enega od drugega je bila (in ostaja) ena glavnih ovir za učinkovito razumevanje, poučevanje in učenje frazemov v tujih jezikih. Frazeologija je eno od jezikovnih področij, kjer metafore igrajo zelo pomembno vlogo, saj so frazeološke enote pogosto metaforične. Kövecses (2002) je na podlagi kognitivnega jezikoslovja podrobneje raziskal in opisal razmerje med frazemi in metaforo in njegovo delo bo osnova za naše raziskovanje možnosti uporabe TKM pri poučevanju angleščine in slovenščine kot tujih jezikov.

V magistrski nalogi smo sledili naslednjim ciljem:

- Pokazati, da je konceptualna metafora pomemben del jezika in jezikovne rabe in da razumevanje in raba konceptualne metafore dokazuje visoko raven jezikovne zmožnosti.
- Raziskati možnosti uporabe TKM pri poučevanju angleške in slovenske frazeologije za govorce angleščine in slovenščine kot tujih jezikov.
- Ustvariti nekaj vzorčnih učnih materialov in smernic za poučevanje frazeologije s pomočjo TKM.

V drugem poglavju se sprehodimo skozi zgodovino in glavna načela kognitivnega jezikoslovja in TKM ter predstavimo kognitivni pristop v angloameriškem in slovenskem jezikoslovju. V tretjem poglavju predstavimo razliko med kognitivnim in tradicionalnim pristopom k frazeologiji. V četrtem poglavju se ukvarjamo z možnostmi uporabe kognitivnega jezikoslovja oz. TKM pri poučevanju besedišča angleščine in slovenščine kot tujih jezikov. V petem poglavju predstavimo konkretne načine uporabe TKM v poučevanju slovenskih in angleških frazemov za tuje govorce.

2. KOGNITIVNO JEZIKOSLOVJE

Kognitivno jezikoslovje se je začelo razvijati v šestdesetih letih prejšnjega stoletja kot posodobljena slovnično-prevajalska metoda v okviru tvorbo-pretvorbne slovnice Chomskega. Predstavniki tvorbo-pretvorbne slovnice so poudarjali pomen formalistične skladenjske analize in jezik videli kot povsem ločeno entiteto – izoliran sistem, ki se razlikuje in je neodvisen od drugih kognitivnih procesov. Postopoma so nove raziskave na področju kognitivne znanosti dokazale, da se učenje in uporaba jezika ne razlikujeta bistveno od drugih kognitivnih procesov. V osemdesetih letih prejšnjega stoletja je tako kognitivno jezikoslovje pripomoglo k razumevanju jezika kot zgolj enega od orodij človeške kognicije, ki je tesno povezano z drugimi človeškimi kognitivnimi zmožnostmi, kot je pogled na svet, čutno zaznavanje, analiza čutnih zaznav in mentalni procesi, kot so analogija, sinteza, abstrakcija, simbolizem itd. (Będkowska-Kopczyk 2009: 77).

Pomembno je izpostaviti, da kognitivno jezikoslovje ni enotna jezikoslovna teorija, temveč nabor številnih različnih teorij in pristopov, ki pa temeljijo na naslednjih osnovnih predpostavkah:

- samostojna, namenska »naprava za usvajanje jezika«, ki bi bila odgovorna za usvajanje in obdelavo jezika, ne obstaja;
- jezik »temelji na rabi«, saj je plod fizične interakcije s svetom;
- za vsa jezikovna področja je odgovoren en sam sklop kognitivnih procesov, ki ga uporabljamo tudi pri drugih vrstah znanja in učenja;
- besede predstavljajo le en, omejen in nepopoln, del izraznih sredstev;
- jezik poseduje inherenten pomen, čeprav so slovnični pomeni bolj abstraktni kot leksikalni pomeni.

(Littlemore 2009: 1)

2.1. Kognitivni pristop v slovenskem jezikoslovju

V slovenskem prostoru se je kognitivni pristop začel uveljavljati v drugi polovici devetdesetih let, kar je razmeroma pozno. Uveljavili sta se tako kognitivna semantika kot kognitivna slovnica. Kržišnik and Smolič (1999, 2000) se ukvarjata s TKM, medtem ko Kunst Gnamuš (1999, 2000, 2001), Jemec (2000/2001) in Kranjc (1998, 1998/99, 1999, 2003) uporabljajo kognitivni pristop k slovnici. Njihovo delo sta pomembno nadaljevali Będkowska-Kopczyk (2004, 2009, 2013, 2015, 2016, 2018) ter Będkowska-Kopczyk in Jamnik (2004). Będkowska-

Kopczyk je prispevala tudi delo *Podoba negativnih čustev v slovenskem jeziku* (2004), ki je prva obsežna slovenska publikacija, ki razpravlja o slovenskem jeziku s kognitivnega vidika.

2.2. Teorija konceptualne metafore

Tay (2014: 52–53) je glavne predpostavke TKM povzel kot tri argumente: argument konvencionalnosti, argument konceptualne strukture in argument utelešenja:

- argument konvencionalnosti: metafore niso omejene na figurativni jezik, ampak so v vsakdanjem jeziku razširjene v najverjetneje vseh človeških jezikih;
- argument konceptualne strukture: metafora ni zgolj jezikovni pojav, temveč temeljni način organizacije in delovanja našega uma;
- argument utelešenja: izhodiščni koncepti običajno temeljijo na naših konkretnih telesnih izkušnjah, medtem ko so ciljni koncepti pogosto abstraktni in nimajo podlage v neposrednem doživljanju ali zaznavanju. Zato je naša konceptualizacija bistveno odvisna od telesnih izkušenj v našem fizičnem okolju.

Konceptualne metafore zapisujemo v formatu A JE B, npr. IDEJE SO HRANA. V tem primeru se lastnosti hrane preslikajo na ideje, kar se kaže v izrazih, kot so 'prežvečena ideja', 'surova dejstva', 'požreti marsikatero besedo', 'težko prebavljati grobe šale', 'servirati ideje/zamisli/teorije', 'recept za uspeh', 'sveža ideja'.

2.3. Teorija konceptualne metafore v slovenskem jezikoslovju

TKM sta v slovensko jezikoslovje vpeljali Kržišnik in Smolić v svojih člankih *Metafore, v katerih živimo tukaj in zdaj* (1999) in *"Slike" časa v slovenskem jeziku* (2000), ki sta se s teorijo srečali preko proučevanja frazeologije. Kot smo že omenili, je prva obširna publikacija s področja kognitivnega jezikoslovja, ki se osredotoča predvsem na TKM, *Podoba negativnih čustev v slovenskem jeziku* (2004) Będkowske-Kopczyk.

3. KOGNITIVNI PRISTOP K FRAZELOGIJI

Tradicionalno so frazemi definirani kot večbesedni izrazi, pomena katerih ni mogoče razbrati iz posameznih besed, ki jih tvorijo. Različne vrste frazemov tradicionalni pogled opredeljuje po kriteriju predvidljivosti pomena glede na posamezne sestavine frazema. Na splošno je tradicionalni pogled frazeme obravnaval kot jezikoslovno kategorijo, neodvisno od človeškega konceptualnega sistema; kot bolj ali manj nespremenljive jezikovne »koščke« z arbitrarnim in

nepredvidljivim pomenom (Kövecses 2002). Iz tega sledi, da so frazemi individualne enote jezika, med katerimi ni mogoče najti skupne povezave. Zato je bila tradicionalna obravnava odnosov med frazemi omejena predvsem na pomenske odnose, kot so sinonimnost, homonimnost, polisemičnost in antonimija. To so seveda pomembne pomenske povezave, vendar ne predstavljajo dejanskih pomenskih povezav v človeškem konceptualnem sistemu. Posledično je ta pogled zanemaril povezave med jezikoslovnim pomenom, človeškim konceptualnim sistemom in enciklopedičnim znanjem govorcev istega jezika. Kövecses (2002) nakaže te konceptualne povezave med frazemi z nekaj primeri le-teh, ki so povezani s fenomenom ognja (za namene tega povzetka navajamo slovenske primere):

- ‘*Bruhal je ogenj in žveplo.*’
- ‘*Vnela se je za njega.*’
- ‘*Novica je razvnela domišljijo javnosti.*’
- ‘*No, vi kar vprašajte, kar ustrelite.*’
- ‘*Zanetil je spor med prijatelji.*’
- ‘*Izgorela je za svoje otroke.*’
- ‘*V nesreči so ugasnila tri življenja.*’

Ti izrazi odražajo različne aspekte ognja: nevarnost, ki jo predstavlja, njegovo uporabo kot vira energije, začetni ter končni stadij ognja in besedišče, povezano z njim (*ogenj*). S temi primeri je želel Kövecses (2002) pokazati, da frazeološki izrazi izvirajo iz konceptualnih domen, v tem primeru domene ognja, in niso arbitrarni. Iz tega lahko upravičeno izpeljemo, da je veliko frazemov (če ne večina) produkt človeškega konceptualnega sistema; torej da frazemi v svojem bistvu primarno niso produkt jezika, temveč človeškega konceptualnega sistema. To je osnovna predpostavka kognitivnega pogleda na frazeme: to niso zgolj izrazi, ki nimajo očitne pomenske povezave s svojimi sestavinami in med sabo, temveč so produkti našega splošnega znanja o svetu, ki so utelešeni v našem konceptualnem sistemu. Kognitivno jezikoslovje torej frazeme vidi kot jezikovne enote, ki so motivirane; ta motiviranost pa izhaja iz naših kognitivnih mehanizmov (metafora, metonimija, splošno znanje o svetu), ki povezujejo dobesedne pomene s prenesenimi (Kövecses 2002). To pa ne pomeni, da je njihov pomen predvidljiv, saj je motiviranost šibkejši pojem kot predvidljivost.

Kognitivni pristop k frazeologiji je na slovenskem vpeljala Kržišnik (1994), s stališča TKM pa sta jih prvi obravnavali Kržišnik in Smolić (1999).

3. 1. Frazemi, ki izhajajo iz metafor

Čeprav motiviranost frazemov lahko izhaja iz različnih kognitivnih mehanizmov, smo se v tej nalogi osredotočili na TKM, zato bomo izpostavili frazeme, ki izhajajo iz konceptualne metafore.

Kot že omenjeno, konceptualne metafore povezujejo dve domeni znanja; bolj konkretna domena je uporabljena za razumevanje abstraktne domene. Za ilustracijo Kövecses (2002) vzame prejšnje primere iz domene ognja in pokaže, iz katerih konceptualnih metafor izhajajo (ponovno uporabljamo slovenske primere za namene tega povzetka):

JEZA JE OGENJ

Ves je *gorel* od jeze/besa.

Bruhal je *ogenj* in *žveplo*.

Kadilo se mu je iz ušes (od jeze).

V njej že dolgo *tli* jeza.

LJUBEZEN JE OGENJ

Vnela se je za njega.

Ljubezen med njima je *ugasnila*.

Iskra ljubezni je *ugasnila*.

DOMIŠLJIJA JE OGENJ

Novica je *razvnela* domišljijo javnosti.

Iskriva domišljija.

KONFLIKT JE OGENJ

Zanetil je spor med prijatelji.

ENERGIJA JE GORIVO ZA OGENJ

Izgorela je za svoje otroke.

ŽIVLJENJE JE PLAMEN

V nesreči so *ugasnila* tri življenja.

Będkowska-Kopczyk (2004) ugotavlja, da so negativna čustva jeze in sovraštva v slovenščini pogosto povezana z domeno ognja, predvsem kot konceptualni metafori JEZA JE OGENJ in JEZA JE VROČA TEKOČINA v povezavi s konceptualno metaforo TELO JE POSODA:

(30) X se kuha od jeze/besa/sovraštva

(31) v X-u je kri zavrela od jeze, v X-u je vrelo od besa

(32) X kipi od jeze/besa/sovraštva

(33) X je ves gorel od jeze/besa, X-u v očeh zagori/vzplamti jeza

(Będkowska-Kopczyk 2004: 75)

Tudi sovraštvo je konceptualizirano kot SOVRAŠTVO JE OGENJ ali SOVRAŠTVO JE VROČA TEKOČINA:

- (83) v X-u je vzplamtelo sovraštvo
- (84) v X-u se je vžgalo sovraštvo
- (85) v X-u/v očeh X-a gori/žari sovraštvo
- (86) v X-ovem srcu tli sovraštvo
- (87) tleče sovraštvo /.../
- (97) sovraštvo je gorelo v X-ovih pogledih

(Będkowska-Kopczyk 2004: 196–197)

Besedišče, povezano s čustvi na splošno, je dober vir jezikovnih realizacij konceptualnih metafor. V slovenskem kognitivnem jezikoslovju je bilo več razprav in publikacij, ki se ukvarjajo s konceptualizacijo čustev (Jemec 2001, Bedkowska-Kopczyk 2004, Kastelic 2002), večina se naslanja na Kövecsesovo delo *Metaphors of Anger, Pride and Love* (1986). Medtem ko Jemec in Bedkowska-Kopczyk v glavnem preiskujeta konceptualne metafore, na katerih temeljijo jezikovne realizacije negativnih čustev, se Kastelic (2002) osredotoča na konceptualne metafore o ljubezni. Izpostavi naslednje primere za LJUBEZEN JE OGENJ, ki jih je našla med analizo SSKJ:

med njima je tlela ljubezen;
med njima vzplamti ljubezen;
prižgala mu je plamen v srcu;
vžgati v kom ljubezen; v njem se vžiga ljubezen;
gorel je v ognju ljubezni;
v njem je gorela ljubezen;
v njem je plamenela ljubezen;
ljubezen jo je vso prežarila;
med njima se je razgorela stara ljubezen;
skušal je razpaliti njihovo ljubezen do domovine;
razžarja ga ljubezen do nje;
ljubezen dogori;
neugasel ogenj v očeh;
ljubezen ji plapola v očeh;
goreča ljubezen;
v njenih očeh je zažarela ljubezen;
zažigati v srcih ljubezen;
med njima vzplamti ljubezen;
ugasla ljubezen;
njegova ljubezen do nje je ugasnila;

(Kastelic 2002: 41)

Iz vseh zgoraj omenjenih primerov lahko razberemo, da so konceptualne metafore tiste, ki dajejo pomensko motivacijo za uporabo določenih besed v frazemih, saj povezujejo dve sicer

nepovezani konceptualni domeni tudi v drugih jezikovnih izrazih. Konceptualizacijo frazemov, ki temeljijo na konceptualni metafori, lahko prikažemo tako:

Poseben frazeološki pomen: »silovito napadati z besedami«

Kognitivni mehanizmi: metafora: JEZA JE OGENJ

Konceptualni domeni: OGENJ in JEZA

Jezikovne oblike: bruhati ogenj in žveplo

Pomen oblik: »bruhati«, »ogenj«, »in«, »žveplo«

Konceptualne metafore nam pomagajo videti frazeme kot konceptualno motivirane; pomen večine frazemov se sicer zdi nemotiviran.

4. KOGNITIVNO JEZIKOSLOVJE V POUČEVANJU BESEDIŠČA TUJIH JEZIKOV

Tyler (2012) izpostavi, da je tradicionalni pogled na jezik zaviral resničen napredek v poučevanju tujih jezikov, ker ni naslovil sistematičnosti v jeziku. Kljub napredku v jezikoslovju, se le-ta v veliki meri ni prenesel na področje poučevanja tujih jezikov, saj je tradicionalni pristop še vedno osnova večine pedagoških pristopov in gradiv. Zato večina pedagoških gradiv spregleda vpliv naših vsakodnevnih interakcij s svetom in našega razumevanja sveta na jezik.

4.1. Novejši pristopi k poučevanju besedišča

Boers and Lindstromberg (2008) izpostavita, da je bila pomembnost poučevanja besedišča že pripoznana v sredini osemdesetih let, a žal pomembnost eksplicitnega poučevanja besedišča ni bila resno in širše naslovljena. Namesto tega je obstajala domneva, da bodo učenci besedišče bolj kot ne spontano osvojili sami na podoben način kot naravni govorci jezika. Zato je bilo učenje in poučevanje besedišča omejeno na sklepanje o pomenu besed iz konteksta, kar je seveda pomemben del usvajanja besedišča, vendar vsekakor ni dovolj. Ta metoda tudi predvideva, da se pomembno besedišče pogosto ponavlja in se redkega besedišča ne splača učiti, kar postavlja večbesedne izraze, kot so frazemi in stalne besedne zveze, v slabši položaj, saj se na splošno individualno ne pojavljajo pogosto. Poleg tega se je za napredno stopnjo znanja treba naučiti tudi veliko redkih leksikalnih enot. V devetdesetih letih so korpusne jezikoslovne raziskave bolj osvetlile pomen usvajanja besedišča, zlasti večbesedne leksike, vključno s frazemi. Z dokazom, da se določene besede pogosto pojavljajo skupaj z drugimi, je korpusno jezikoslovje izpostavilo še en teoretski problem generativne teorije. Od takrat naprej je bilo v poučevanju TJ več poudarka na tem, kako učencem pomagati pri usvajanju večjega

števíla kolokacij in večbesednih izrazov. Glavna utemeljitev za to je bila, da velika miselna shramba frazemov, kolokacij in drugih ustaljenih fraz povečuje tekočnost v tujem jeziku, zlasti v nenačrtovani, spontani interakciji, kjer apliciranje sintaktičnih in morfoloških pravil poteka prepočasí.

4.2. Potreba po poučevanju besedišča in prednosti ter omejitve TKM

Laufer (2005) na podlagi empiričnih dokazov iz prejšnjih študij predstavi različne argumente v prid eksplicitnega poučevanja besedišča:

- Ugibanje pomenov besed iz konteksta ni zelo učinkovit način usvajanja besedišča, saj učenci po navadi precenjujejo svoje razumevanje besed, hkrati pa se redko pojavljajoče besedišče pojavlja prereditko, da bi si ga lahko zapomnili.
- Če učenci poznajo zgolj besedišče, ki se pogosto pojavlja, jim to ne pomaga razviti visoke jezikovne usposobljenosti. Brez eksplicitnega poučevanja in razlage besedišča je manj verjetno, da bodo učenci usvojili manj pogosto besedišče.
- Eksplicitno poučevanje besedišča vodi do boljše seznanitve z leksikalno enoto (njeno izgovorjavo, registrom, kolokacijami, rabo v različnih okoliščinah), kar povečuje verjetnost pomnjenja in aktivne rabe besedišča.
- Eksplicitno poučevanje besedišča je ključnega pomena za pravilno in aktivno uporabo težjega besedišča, sicer le-to ostaja neustrezno naučeno.
- Besedišče, ki se pojavlja redko, si bodo učenci morda zapomnili in ga po potrebi reproducirali, vendar ga bodo brez eksplicitnega poučevanja redkeje uporabljali v prostem govoru.

TKM je uporabno orodje pri poučevanju besedišča iz več razlogov. Prvič, prepoznavanje metaforične motivacije pomaga pri pomnjenju in razumevanju, saj zagotavlja pot za pomensko obdelavo, zlasti ko gre za frazeme. Drugič, učencem pomaga, da vidijo metaforično povezavo med različnimi pomeni besede. Usmerjanje pozornosti učencev na pomenske povezave jim omogoča, da vidijo sistematičnost in izvor pomena ter njegovo povezavo z našim splošnim znanjem in telesnimi izkušnjami, zlasti ko gre za prenos z dobesednega na figurativni pomen (Piquer Piriz 2008; v Boers in Lindstromberg 2008: 220–221).

Beréndi et al. (2008) menijo, da je uporaba TKM koristna tudi iz afektivnih razlogov. Navidezna arbitrarnost frazeoloških izrazov in nepredvidljivost njihovega pomena lahko za učence prej predstavlja frustracijo kot pa zanimivost ali spodbudo. TKM lahko vzbudi

zanimanje učencev in poveča njihovo motivacijo, saj je lahko koristen učni pripomoček za sistematizacijo frazemov glede na njihovo metaforično motivacijo.

4.3. Pregled dosedanjih raziskav

Na področju uporabe TKM v poučevanju tujih jezikov je bilo izvedenih mnogo raziskav, vendar so zaradi nedoslednosti v raziskovalni metodologiji privedle do raznorodnih zaključkov. Da bi prišla do veljavnih rezultatov o učinku kognitivnega semantičnega pristopa pri poučevanju TJ skozi čas, sta Ngoc in Thanh (2019) izvedla študijo z izboljšano raziskovalno metodologijo; tako eksperimentalna kot kontrolna skupina sta bili deležni postopnega in dlje trajajočega poučevanja frazemov kot v prejšnjih raziskavah. Njuna študija je vključevala eksperimentalno in kontrolno skupino s skupno 69 udeleženci; obe skupini sta se v 5 tednih seznanili s smiselno razporejenimi frazemi; eksperimentalna skupina je bila poučevana s pomočjo TKM, kontrolna pa po tradicionalni metodi. Znanje obeh skupin je bilo po petih tednih učenja najprej preverjeno na prvem testu in ponovno na nenapovedanem drugem testu 5 tednov kasneje. Njune ugotovitve na splošno potrjujejo, da ozaveščenost o konceptualnih metaforah olajša učenčevo razumevanje in pomnenje frazeološkega pomena (Ngoc in Thanh 2019: 617).

5. POUČEVANJE FRAZEOLŠKIH IZRAZOV S POMOČJO TKM

Ker je metaforična konceptualizacija sestavni del diskurza, je zelo pomembno, da učenci razvijejo konceptualno in metaforično zmožnost v TJ (Danesi 1995). Konceptualno zmožnost lahko približno opredelimo kot znanje o tem, kako določen jezik odraža ali kodira metaforične koncepte.

Danesi (1995: 5) izpostavi, da diskurz učencev pogosto kaže visoko stopnjo tekočnosti govora, vendar se zdi, da njihovemu diskurzu pogosto manjka konceptualna ustreznost, ki je značilna za diskurz naravnih govorcev. Povedano drugače, učenci »govorijo« s formalnimi strukturami ciljnega jezika, vendar »razmišljajo« v konceptualnem sistemu svojega maternega jezika: učenci običajno uporabljajo besede in strukture ciljnega jezika kot »nosilce« jezikovnih konceptov maternega jezika.

TKM lahko predstavlja enega od načinov za izboljšanje konceptualne zmožnosti učencev z ozaveščanjem o konceptualnih metaforah, ki so podlaga za besedišče, ki ga morajo učenci usvojiti. Za pospešitev kakovostnega usvajanja besedišča se morajo učenci vključiti v bolj intenzivno obdelavo besedišča. To vključuje opozarjanje učencev na leksikalne elemente ter

spodbujanje dolgotrajnega pomnjenja s spodbujanjem miselnih operacij, ki vključujejo znaten kognitivni napor in globljo stopnjo obdelave leksikalne enote. To lahko dosežemo tako, da besedni zaklad povežemo z določenim kontekstom, z znanim leksikalnim poljem TJ, primerjamo s podobnimi leksikalnimi elementi v maternem jeziku, povežemo z miselno podobo itd. (Kövecses 2002: 239).

Način obdelave, pri katerem je leksikalni izraz povezan z miselno podobo, se imenuje dvojno kodiranje – miselna podoba ustvari pot za zapornitev leksikalne enote. To lahko uspešno storimo tako, da učence ozavešimo o konceptualnih metaforah, na katerih temeljijo leksikalne enote, z drugimi besedami, z metaforičnim ozaveščanjem učencev. Kot predlaga Kövecses (2002), uporaba konceptualnih metafor pri poučevanju besedišča ozavešča učence o izvornih domenah in konkretnih kontekstih prvotne dobesedne uporabe izraza. To jim pomaga ustvariti miselno podobo, ki služi kot spominska pot za priklic izraza. Na primer, razlaga, da je bil včasih dobesedni pomen frazema *imeti nekoga na piki* v nekoga uperiti sulico, saj je beseda pik pomenila »konica sulice«, pri učencih ustvari živo miselno podobo, ki jim bo v pomoč kot asociacija pri priklicu, hkrati pa bo tudi povečala možnost za kasnejšo aktivno rabo izraza.

Za spodbujanje priklica Kövecses (2002) predlaga tudi namerno selekcijo, organizacijo in predstavitev frazemov na način, ki izboljša metaforično ozaveščenost učencev in spodbuja dvojno kodiranje. Lahko jih na primer predstavimo glede na skupno konceptualno metaforo ali izhodiščno domeno, kar olajša tudi povezovanje novega besedišča z že znanim v mentalnem leksikonu. Zato je najbolje, če najprej predstavimo frazeme, ki v glavnem vsebujejo lažje in znane leksikalne enote z le nekaj novimi. Hkrati povezovanje novega besedišča s starim zmanjšuje tveganje za prevelik kognitivni napor. Npr. za konceptualno metaforo JEZA JE VROČA TEKOČINA V POSODI bi lahko začeli z izrazi kot so »Nehaj *kuhati* jezo«, »*Ohladi* se«, in nato nadaljevali z »*Zlil* je jezo na papir«, »*Razneslo* jo bo od jeze«, »*Zavrelo* mu je od jeze«, »V njem je *zakuhalo*«, »*Prekipelo* mi je«. Nazadnje bi dodali »To mi je *dvignilo pritisk*«, »Kje imaš *ventil* za jezo?«, »Dati moraš *duška* svoji jezi«. Za konceptualno metaforo JEZEN ČLOVEK JE AGRESIVNA ŽIVAL bi lahko začeli z »*Zatulil* je od jeze«, »*Ima divji* pogled«, »*Podivjal* je« in nadaljevali s »*Popenil* je«, »*Škripa* z zobmi«, »*Bliska* z očmi«, »*Renči* name«, »*Mršči* čelo«.

Poleg tega, da ozaveščanje o metaforah lahko pospeši učinkovito usvajanje besedišča, se od drugih vrst mentalne obdelave ločuje tudi po tem, da hkrati omogoča poglobljeno znanje in razumevanje figurativnega jezika. To po mnenju Kövecsesa (2002) prinaša dodatne koristi.

Študije so pokazale, da znanje in prepoznavanje izhodiščnih domen ali dobesednega izvora figurativnih izrazov študentom pomaga razumeti naslednje:

- Evalvacijsko razsežnost teh besednih zvez: če npr. politik uporabi izraz, da je neka organizacija ali institucija *prisesana na državne jasli*, izhodiščna domena pomaga učencem razumeti, da gre za začasno stanje, od katerega se mora organizacija/institucija čimprej premakniti naprej in postati samostojna in samozadostna.
- Omejeno možnost rabe izrazov: glede na moč in razsežnost negativnega učinka bombne eksplozije, bi bilo čudno izjaviti »Vesela novica, da je sprejeta na študij, je v družini odjeknila kot bomba.«
- (Posredne) povezave besednih zvez s kulturo ali zgodovino jezikovne skupnosti, ki jih uporablja: Kržišnik (2008) predstavi nekaj možnih virov kulturnospecifičnih frazemov, kot so ritualne oblike (nacionalne) kulture (»*Naj te hudič vzame!*«, »*na kolenih prositi*«), pregovori (»*Kdor molči, desetim odgovori.*«), primerjalni frazemi (»*kot bik močan*« in »*kot bik trmast*«), religiozni diskurzi (»*dati cesarju, kar je cesarjevega, /in bogu, kar je božjega*«), intelektualna lastnina naroda (»*dolina šentflorjanska*«, »*preštovati kosti*«). Vrbinc in Vrbinc (2019) razpravljata o še enem zanimivem viru, in sicer izlastnoimenskih frazemih, ki pogosto vsebujejo ime osebe ali kraja, dobro poznanega v določeni jezikovni skupnosti oz. kulturi (»*nositi vodo v Savo*«, »*kakor rešeta v Ribnico nositi*«, »*odpeljati koga v Polje*«, »*držati se kot Kurent v pratiki*«, »*kranjski Janez*«, »*mila Jera*«, »*prosto po Prešernu*«, »*matilda je pobrala/vzela/povohala koga*«, »*srečati matildo*«; »*poljubiti matildo*«).

6. SMERNICE IN PRIMERI AKTIVNOSTI PRI UPORABI TKM V POUČEVANJU FRAZEMOV

V tem delu naloge predstavimo nekaj praktičnih vidikov uporabe TKM ter splošnih smernic za uporabo TKM pri poučevanju frazemov; naslovimo vprašanje potrebnega časa, ciljev učnega programa, starosti učencev, stopnje jezikovnega znanja, kognitivnega sloga in izbire frazemov in konceptualnih metafor.

6. 1. Praktični vidik

Andreou and Galantomos (2008) navajata tri osnovne pogoje, ki jih je treba izpolniti pred uporabo kognitivnega jezikoslovja pri poučevanju. Nekoliko smo jih prilagodili, da ustrezajo predvsem poučevanju s TKM:

- učence TJ je treba izrecno in jasno poučiti o TKM, preden od njih pričakujemo, da jo začnejo uporabljati,
- učenci TJ naj imajo dovolj visoko raven znanja in motivacije, da bodo pripravljene spoznati metaforične koncepte v TJ,
- TKM naj bo samo dopolnilna metoda poučevanja frazemov.

Boers (2004) predstavi pet glavnih praktičnih dilem pri uporabi TKM. Prvo je vprašanje časa, ki ga moramo posvetiti tej metodi. Kot sta kasneje potrdila Ngoc in Thanh (2019), mora metaforično ozaveščanje za dolgoročni učinek potekati dlje časa z več ponovitvami uporabe pristopa. Drugo je vprašanje namena teh aktivnosti; mislimo, da je za večino programov učenja TJ bolj kot ustvarjalna ali poetična raba figurativnega jezika namen točno razumevanje in raba frazemov. Tretja praktična dilema pri uporabi pristopa s TKM je starost in raven jezikovnega znanja učencev. Zaradi osredotočenosti na abstraktno razmišljanje je ta pristop bolj primeren za odrasle učence, ki imajo že razvito zmožnost abstraktnega mišljenja ter boljše analitično, učno in pragmatično zmožnost (Andreou and Galantomos 2008: 73) ter učence katerih stopnja znanja jezika je višja od osnovne (Boers 2004: 221). Še en pomemben dejavnik pri uporabi TKM je kognitivni stil učencev. Boers (2004) ter Littlemore in Low (2006) so ugotovili, da imajo učenci s holističnim in vizualnim kognitivnim stilom višjo stopnjo metaforične zmožnosti in posledično več koristi od pristopa, ki temelji na TKM. To je še en argument za uporabo TKM le kot dopolnilne metode poučevanja, da poskrbimo tudi za učence z drugimi kognitivnimi stili. Zadnja praktična dilema pri tem pristopu je izbira frazemov oziroma metaforičnih domen. Kar zadeva izbiro frazemov, Boers (2004) svetuje uporabo frazemov z vizualno komponento in tistih z lahko prepoznavnimi izhodiščnimi domenami ter frazeme, ki so bolj osrednji primerki konceptualne metafore. Ko gre za izbor določenih konceptualnih metafor, Kövecses (2005: 35) predlaga uporabo univerzalnih konceptualnih metafor, ki temeljijo na človeški fiziologiji (tj. utelešeni izkušnji) ali tistih, ki konceptualizirajo čustva, čas in metaforo strukture dogodkov (Kövecses 2005 : 64).

6.2. Splošni oris aktivnosti, ki temeljijo na TKM

V tem poglavju podamo osnovni oris aktivnosti za poučevanje frazemov s pomočjo TKM na podlagi gradiv iz študij Ngoca in Thanha (2019), Gutiérrez Péreza (2016), Boersa in Lindstromberga (2008) ter iz vadnic Wrighta (2002) in Lazarjeve (2003).

Predlagamo, da pouk sledi tem korakom (prilagojeno po Ngoc in Thanh (2019) in Wright (2002)):

1 Predstavitev kategorije frazemov in njihove figurativne narave

Razložimo, da so frazemi ustaljene besedne zveze, ki so največkrat metaforične po naravi, kar prikažemo z nekaj znanimi frazemi (*zlomiti komu srce, pomesti kaj pod preprogo*). Potem predstavimo metaforično povezavo med dobesednim in prenesenim pomenom besednih zvez (npr. *ujeti (zadnji) vlak* kot prosta besedna zveza in frazem).

2 Predstavimo TKM

Razložimo, da konceptualna metafora pomeni, da abstraktno idejo ali koncept razumemo s pomočjo konkretne ideje/koncepta in kako tudi frazemi delujejo na ta način (*ujeti zadnji vlak*). Razložimo, da konceptualna metafora preslika lastnosti konkretne domene na abstraktno. Za ponazoritev uporabimo konceptualno metaforo IDEJE SO HRANA in njene jezikovne realizacije (*prežvečena ideja, surova dejstva, požreti marsikatero besedo, težko prebavljati grobe šale, servirati ideje/zamisli/teorije, recept za uspeh, sveža ideja*).

3 Aktiviramo besedišče izhodiščne domene

V povezavi s še eno osnovno konceptualno metaforo ČAS JE DENAR pokažemo, kako preslikava z izhodiščne na ciljno domeno proizvede določene frazeološke izraze. V tem koraku učence prosimo, da najdejo nekaj izrazov (kolokacij) o denarju ali povezanih z denarjem (npr. *zapravljati, zmanjkati, porabiti, vlagati, prihraniti, izgubljati, tratiti ...*).

4 Razložimo ontološke preslikave konceptualnih metafor

Pokažemo, kako se besedišče iz prejšnje naloge lahko uporabi tudi za čas (*tratiti/zapravljati čas, krasti čas, porabiti, vlagati, prihraniti, izgubljati ...*). Razložimo, da je to mogoče zaradi konceptualne metafore ČAS JE DENAR. Hkrati poudarimo, da ne moremo vseh izrazov, povezanih z denarjem, uporabljati tudi za čas.

5 Učence vodimo pri interpretaciji pomena frazemov s pomočjo konceptualne metafore

Izberemo eno do tri konceptualne metafore s pripadajočimi frazemi. Najprej učence prosimo, da uvrstijo frazeme pod ustrezne konceptualne metafore, ne da bi ugibali o samem pomenu posameznih frazemov. Po uvrščanju jih prosimo, da poskušajo ugotoviti pomen frazemov.

7 Vpeljemo različne vaje za utrjevanje in prosto produkcijo

Vključimo vaje in dejavnosti, ki spodbujajo semantično in strukturno obdelavo, globinsko obravnavo, dvojno kodiranje in pozitivni afekt.

8 Vpeljemo komunikativne vaje

Da bi študentom pomagali pri aktivni rabi novo pridobljenega besedišča in spodbudili tekoči govor, učence vključimo v ciljno usmerjene, razširjene, strukturirane in nadzorovane komunikativne dejavnosti (Yule 1997). Naslednja vaja je prirejena po Lazar (2003) v povezavi s konceptualno metaforo ŽIVLJENJE JE POTOVANJE:

Za opisovanje *svoje poti skozi življenje* pogosto uporabljamo besedo 'korak'. O teh korakih v vašem življenju se pogovorite v paru.

- a *pomemben korak* v vašem življenju
- b *velik korak*, ki vas čaka v prihodnosti
- c *prvi korak* k doseganju vaših sanj ali ambicij
- č *korak naprej* k rešitvi problema, ki vas skrbi

Ali pa:

Življenje je potovanje! To je ena glavnih konceptualnih metafor, ki jo uporabljamo, ko govorimo o človeškem življenju. V paru se pogovorite o svoji življenjski poti.

- a Kaj je bil velik korak v vašem življenju?
- b Kdaj ste se v življenju znašli na razpotju?
- c Pri čem vam je v življenju spodrsnilo?
- č Kaj ste postavili na stranski tir?

6.3. Vaje za utrjevanje in rabo besedišča

Boers in Lindstromberg (2008) podata podroben opis šestih možnih dejavnosti, ki temeljijo na kognitivnem jezikoslovju in TKM, ob upoštevanju ugotovitev študij v publikaciji, ki sta jo uredila (2008). Povzeli bomo predlagane dejavnosti in utemeljitev za njihovo uporabo.

Aktivnost 1: »V okvirju«

Povzetek: na tabli predstavimo tri izhodiščne domene in njihove pripadajoče frazeme (na karticah, ki vključujejo kratek kontekst rabe). Lahko uporabimo tudi tri različne konceptualne metafore ali izhodiščne domene, povezane s konjički, zanimanji ali poklici učencev.

- Možne domene: igre in šport, vreme, kuhanje
- Možni frazemi: *igrati se skrivalnice*, *ležati na lovorikah*, *dirka s časom* (igre in šport), *toča* (očitkov, vprašanj), *črni oblaki se zgrinjajo nad kom/čim*, *privihрати/odvihрати* (vreme), *pojesti vročo juho*, *mala malica*, *kot na pladnju* (kuhanje)

Aktivnost izvedemo v parih. Začnemo s prebiranjem konteksta, umeščanjem v ustrezno izhodišno domeno/konceptualno metaforo in uporabo v novem kontekstu. Aktivnost lahko zaključimo s kvizom.

Utemeljitev aktivnosti: (1) razvrščanje frazemov pomaga pri pomnjenju, (2) aktivno ugotavljanje pomena frazemov ima dodatne mnemonične prednosti, (3) zdi se, da delo v paru povečuje možnosti za pravilno razlago.

Aktivnost 2: »Osredotočanje«

Vzamemo eno od prejšnjih izhodiščnih domen, npr. igre in šport, ali konceptualnih metafor in predstavimo tri poddomene in izvedemo aktivnost na enak način kot v aktivnosti 1.

- Možni frazemi: *potegniti pravo potezo*, *držati koga v šahu*, *šahirati* (šah), *imeti asa v rokavu*, *postaviti kaj na kocko*, *kot za stavo* (igre na srečo), *biti prva liga*, *dvigniti letvico*, *na prvo žogo* (igre z žogo in tek).

Utemeljitev aktivnosti: bolj specifične izhodiščne domene izboljšajo vizualizacijo konkretnih prizorov (izvora frazema in njegove prvotne dobesedne uporabe), kar povečuje možnost dvojnega kodiranja, kar ima za posledico boljše pomnjenje.

Aktivnost 3: »Kaj manjka?«

Prejšnja aktivnost se je osredotočala na pomen frazemov, namen tretje aktivnosti pa je pomoč pri pomnjenju oblike. To je lahko samostojna aktivnost s frazemi, ki vsebujejo aliteracijo ali rimo, da učencem pokažemo, da so lahko frazemi tudi fonološko motivirani. Pripravite kartice s kratkim besedilom ali povedmi, da boste te frazeme postavili v kontekst, vendar jih strukturirajte kot vnašanje manjkajočih besed, kjer bodo učenci morali uganiti ključne besede, ki manjkajo v frazemu (*Dober voditelj mora tudi pod pritiskom znati potegniti _____ potezo*).

Utemeljitev aktivnosti: aliteracija in rima sta učencem v pomoč pri pomnjenju oblike frazemov.

Aktivnost 4: »Pantomima in risanje«

Učenci s pomočjo pantomime ali risanja (po lastni izbiri) prikažejo frazeme, ki so se jih naučili v prejšnjih aktivnostih. Frazema, kot so *šahirati*, *dvigniti letvico* se zlahka prikažeta s pantomimo, *imeti asa v rokavu* in *na prvo žogo* pa z risanjem.

Utemeljitev aktivnosti: vizualizacija in pantomima sami po sebi povečata verjetnost pomnjenja frazemov, hkrati pa k temu pripomore tudi dodaten kognitivni napor.

Aktivnost 5: »Dobesedni in metaforični pomen«

Osredotočimo se na eno konceptualno metaforo, npr. VIDETI JE VEDETI, in najprej pripravimo vaje z dobesednimi pomeni, nato pa z metaforičnimi. Na primeru delovnega lista v zadnjem delu naloge (poglavje 6.4.) smo uporabili naslednje frazeme: *slepa ulica; odpreti oči; zatiskati oči; zaviti v meglo; to še slepec vidi; videti, koliko je ura; priti na dan; pod drobnogledom*. Aktivnost je prirejena po Boers and Lindstromberg (2008) in Wright (2002).

Utemeljitev aktivnosti: učenci ozaveštujejo, kako naša konkretna življenja in telesne izkušnje vplivajo na način, kako konceptualiziramo bolj abstraktne pojme.

Aktivnost 6: »Kaj sledi?«

Pripravimo ali prilagodimo besedilo z vsemi frazemi, ki bi jih radi utrdili. Pred zadnjo sestavino posameznega frazema vstavimo poševnico (npr. *Izobraževanje sem postavil na stranski / tir*). Učenci delajo v parih, vsak v paru na listu dobi eno polovico besedila. Zgodbo naglas preberejo svojemu partnerju, vendar pred vsako poševnico naredijo premor in počakajo, da partner ugotovi oz. pove zadnjo sestavino frazema. Lahko mu pomagajo z verbalnimi namigi v TJ ali pantomimo. Primer besedila za konceptualno metaforo ŽIVLJENJE JE POTOVANJE in pripadajoče frazeme *biti na dobri poti, postaviti kaj na stranski tir, slepa ulica, prvi korak, ostati na pol poti, znajti se na razpotju*:

Ko sem bil mlajši me šola res ni zanimala. Komaj sem zdelal dva letnika srednje šole in se nato odločil, da se izpišem. Izobraževanje sem postavil na **stranski / tir** in se odločil poiskati kakršnokoli službo. Takrat žal kar dolgo nisem bil na **najboljši / poti**. Ker me nič ni veselilo, sploh nisem vedel, kakšno službo naj iščem. Preizkusil sem se kot pek, komunalni delavec in natak, vendar nisem bil nikjer zadovoljen. Po nekaj letih sem ugotovil, da sem se znašel v **slepi / ulici**. Nisem več vedel, kaj si sploh želim od življenja in kaj naj storim. Ugotovil sem, da je **prvi / korak**, ki ga moram narediti, ugotoviti, kaj želim od življenja. Začel sem se ukvarjati z več hobiji in ugotavljati, kaj mi ustreza. Čedalje bolj sem ugotavljal, da mi je žal, da sem z izobraževanjem **ostal na pol / poti**. Ampak pri mojih letih iti nazaj v srednjo šolo? Tudi sodelavci so me prepričevali, da ni vredno. Nisem vedel, ali nadaljevati šolanje ali poiskati drugo službo; **znašel sem se na / razpotju**.

Utemeljitev aktivnosti: prvič, spodbuja komunikacijo v TJ, drugič, omogoča priklic zadnje besede s pomočjo narativnega konteksta, kar je korak na poti k priklicu celotnega frazema. Tretjič, če vključimo frazeme z rimo ali aliteracijo, pripomoremo k pomnjenju s pomočjo fonološke motiviranosti.

6.4. Primer delovnega lista, ki temelji na TKM

Delovni list je na voljo v slovenskem jeziku v poglavju 6.4.

7. ZAKLJUČEK

Prvi cilj magistrske naloge je bil pokazati, da je konceptualna metafora pomemben del jezika in jezikovne rabe in da je zelo pomembno, da jo govorniki tujih jezikov razumejo in uporabljajo, da bi dosegli jezikovno znanje na visoki ravni. V nalogi smo ugotovili, da kognitivno jezikoslovje ponuja bolj realističen in holističen pogled na jezik kot pa tradicionalni pogled, ki je še vedno močno prisoten v gradivih za poučevanje tujega jezika, še posebej ko gre za eksplicitno poučevanje slovnice in besedišča. Pokazali smo, da jezik temelji na rabi in sam po sebi vsebuje pomen ter je metaforičen – vključno s slovnico – zato je izjemno pomembno, da učenci razumejo metaforično naravo jezika in razvijejo metaforično zmožnost, da lahko v celoti obvladajo TJ. Znanju o tem, kako določen jezik odraža ali kodira metaforične koncepte, pravimo konceptualna zmožnost; le-ta temelji na metaforični zmožnosti. Pomanjkanje konceptualne zmožnosti se kaže v dobesednem jeziku, ki ga večina učencev TJ uporablja, v primerjavi z naravnimi govorniki, ki ponavadi v večji meri uporabljajo figurativni jezik.

Drugi cilj naloge je bil raziskati možnosti uporabe TKM pri poučevanju angleške in slovenske frazeologije za govorce angleščine in slovenščine kot tujih jezikov. Večina študij potrjuje, da je poučevanje frazeologije s pomočjo TKM koristno za pomnjenje frazemov; študije so tudi potrdile, da če poučevanje traja dalj časa in je manj intenzivno ta pristop presega druge vrste poučevanja frazemov, ko gre za dolgoročno pomnjenje in rabo frazemov. Vendar obstajajo nekatere omejitve pristopa, ki temelji na TKM. Prvič, pristop je primernejši za odrasle učence nad osnovno stopnjo jezikovnega znanja. Drugič, ker gre za bolj ali manj semantični pristop, je treba dodatno pozornost nameniti sami obliki frazemov. Tretjič, ta pristop mora biti dopolnilo drugim pristopom k poučevanju besedišča, da bi ustregel različnim kognitivnim stilom učencev.

Tretji cilj naloge je bil ustvariti nekaj vzorčnih učnih materialov in smernic za poučevanje frazeologije s pomočjo TKM. Ugotovitve, obravnavane v teoretičnem delu naloge, smo uporabili v smernicah za poučevanje s pomočjo TKM in oblikovali vzorčni delovni list. Delovni list lahko uporabljajo samo učitelji, ki poznajo TKM, da lahko učence, ki tega pristopa ne poznajo, primerno usmerjajo. Poudariti moramo, da so vse raziskave, ki smo jih preučevali, pokazale, da učenci potrebujejo precej usmerjanja za uspešno uporabo TKM. To za učitelje predstavlja praktični problem, saj večina učiteljev ne pozna TKM pristopa za poučevanje besedišča. Druga praktična težava je pomanjkanje učnih gradiv, zlasti v slovenščini. Torej, dokler se ta pristop ne bo bolj razširil, bo zahteval kar precej truda tako s strani učiteljev kot učencev.

Čeprav je dokazano, da je pristop, ki temelji na TKM, koristen pri poučevanju frazemov, za učitelje lahko predstavlja kar nekaj praktičnih zagat. Upamo, da bodo v prihodnosti obstajali učbeniki, delovni zvezki in vadnice na osnovi kognitivnega jezikoslovja, ki bodo učiteljem olajšali uspešno uporabo tega pristopa pri poučevanju frazeologije, saj se zdi bolj koristen kot tradicionalna obravnava frazemov v TJ.

Declaration of authorship

I hereby confirm that I am the sole author of this Master's thesis and that all sources used are listed in the bibliography and identified as references. No other person's work has been used without due acknowledgement in this thesis.

Vila Nova de Gaia, 14. 2. 2021

Urška Fišter

Izjava o avtorstvu

Izjavljam, da je magistrsko delo v celoti moje avtorsko delo ter da so uporabljeni viri in literatura navedeni v skladu s strokovnimi standardi in veljavno zakonodajo.

Vila Nova de Gaia, 14. 2. 2021

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