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**The Impact of Using Films to Enhance EFL Learners Understanding of Metaphor and Simile**

**The Case of First Year and Second Year EFL Learners at Mohammed Seddik**

**Ben Yahia, University of Jijel**

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didactics of foreign languages

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## Declaration

I hereby declare that the dissertation entitled "The Impact of Using film to Enhance EFL Learners Understanding of Metaphor and Simile," is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

A handwritten signature in blue ink, appearing to be 'A. A. A.', written vertically.A large, stylized handwritten signature in blue ink, appearing to be 'A. A. A.', written horizontally.

Date

12/07/2022

## ***Dedication***

*Before all, Thanks to God who give us the force and courage to make this piece of research, and in this regard, I would like to extend my thanks and gratitude to everyone who helped us to do this*

*First, I would like to thank my precious parents “**MESSAOU**D” and “**DJAOUIDA**” for their endless support throughout the past period and their constant encouragement, which was a dose of hope and strength for me in my career, may Allah protect them.*

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*To my dear soulmate “**IMANE**” who give me support and motivation.*

*To my dear cousin «**MARIA**”.*

*Without forgetting my friends “**AMINA**” and to everyone who is present in my memory and my heart.*

**AIDA**

### ***Dedication***

*Praise be to God almighty, who enabled us to complete this scientific research and who inspired us with health, wellness and determination. I dedicate this humble research for every science student who seeks to gain knowledge and provide his scientific knowledge and cultural balance.*

*To the first that my tongue uttered her name, our hearts beat to the one who gave us the hope we live for, she enlightened the way for us, and for us was the idol, to the one who If we dedicate our lives to, it will not be enough for her to fulfill her right. My mother, then my mother, then my beloved mother “**MEBARKI KARIMA**”, may God protect her for us.*

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## **Abstract**

Metaphor and simile have received great attention from many researchers in different disciplines in recent years. The use of ICT tools has become dominant in different domains especially in the educational settings. In contrast to the previous studies that focused on the production of both metaphor and simile in speech and writing, this comparative study aims to investigate the effectiveness of using films, an audio-visual aid, on enhancing EFL learners' understanding of metaphor and simile. It is here hypothesized that using short films to teach metaphor and simile will enhance EFL learners' understanding of the two tropes. The researchers opted for a quasi-experimental design conducted on one group of participants of first year and second year students at department of English at Mohamed Seddik Ben Yahia University. The data gathered at the end of the experiment revealed a significant difference between the pre-test and the post-test results in which the level of the learners was highly increased and enhanced which proves that the technique adapted is efficient, as well as confirming the posited hypothesis, and showing a marked development in the students' understanding, emphasizing thus the effectiveness of using short film clips to teach metaphor and simile.

**Keywords:** Metaphor, Simile, EFL learners, film, Source domain, Target domain, Information communication technology (ICT)

## **List of Abbreviations**

**CMT:** Cognitive Metaphor Theory.

**EFL:** English as a Foreign Language.

**FF:** Feature Film.

**ICT:** Information Communication Technology.

**SD:** Source Domain.

**TD:** Target Domain.

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## **General Introduction**

The development of Information and Communication Technologies (ICT) has had a great impact on education. It is important to note the constant evolution of technology which has brought in new mediums to share and create knowledge, As a matter of fact, technology is an essential part of the teachers 'profession through which they can use it to facilitate their learners' learning process . Also many researchers believe that the use of ICTs' may enhance learners' different skills and think that the implementation of new equipment in different language activities. Therefore it led students to demand better learning experiences, and teachers to introduce innovation in their method of teaching. Indeed the development of technology has led many EFL teachers and educators to implement different ICTs' in their teaching programs and syllabi, seeking better results and outcomes. It is often argued that the use of ICT will enhance the learners understanding especially in specific fields such as literature. ICT tools help teachers and students access in enhancing their understanding of both metaphor and simile as well as assess their thought and experience with people from all over the world.

### **1. Background of the Study**

#### **1.1 Metaphors and Similes**

Different theories exist in the literature regarding the study of metaphor starting from Aristotle (ca. 350BC) (as cited in Koller, 2011) to the traditional linguistic method followed by the pragmatic approach. All this can be categorized under the "decorative" approach to metaphor. In other words, there is no relationship between metaphor and thoughts and it is only a rhetorical device used mainly in poetic language. The interactive approach rejected the Aristotle's view and paved the ground for an opposed cognitive approach. George Lakoff and Mark Johnson's *Metaphors we live by* (1980) established the metaphorical cognitive

approach. Cognitive metaphor theory is a sub-discipline of cognitive linguistics, which focuses on the cognitive processes behind language representation and particularly on the conceptual motivation behind figurative meaning.

Hart (2009) conducted a study entitled “Composing Metaphors: Metaphors for Writing in the Composition Classroom. His study was a qualitative study of students’ and teachers’ metaphors for writing in eight sections of required writing courses. Through a series of writing and discussion-based activities, students and teachers composed and shared their personal metaphors for writing, discussed metaphor for writing taken from the field of composition, and had several opportunities to revise or change their metaphors for writing. The findings of this research assumed that metaphor study should be included in the composition of curriculum in order to help students develop the “metaphorical literacy” needed for their daily lives.

In the study of “Understanding Figurative Language: Studies on the Comprehension of Metaphors and Similes”, Roncero (2013) exposed for manuscripts that investigated the comprehension of metaphors and similes to better understand this literal-figurative divide. The results of his study suggest metaphors and similes activate a similar set of properties, but that connotative properties might receive increased activation when a metaphor is presented. This additional activation for connotative properties could make metaphors require more processing than similes.

Rabhi and Rafai (2018) conducted a study of “Metaphor Production in EFL Master’s Dissertations”. This study main aim is to find out the frequency of metaphors’ use by literature and linguistics students. It also attempts to unveil the three dominant metaphors produced and check whether the linguistic context influences metaphor production. The results of this investigation show that the basic level metaphors “IDEAS ARE PEOPLE”, “IDEAS ARE

OBJECTS”, ”THEORIES ARE BUILDINGS” are the most produced metaphors in the two disciplines. Furthermore, the findings also indicate that the linguistic context has an influence on the production of metaphors.

## **2.2 Films**

As technology becomes more accessible, it becomes easier for EFL teachers to incorporate films into their classrooms. “Using films in the classroom should serve as a catalyst for subsequent language use” (Stoller, 1988, p.3).

In recent years, the use of films in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, “film is well-liked by both students and teachers” (Hemei, 1997, p. 45). Students like them because films are interesting, challenging, and stimulating to watch. It is obvious that nonnative speakers of a language rely more heavily on visual clues to support their understanding and that film is an obvious medium for helping learners to interpret the visual clues effectively. According to Rusma (2017), language teachers like film because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

A review of the literature on the integration of films in the EFL/ESL classrooms shows that films are greatly effective in the language classroom for a number of reasons. Films as a technique of teaching have been found to be an effective motivator for studying language (Sefero lu, 2008 and Ismaili, 2013). They are not only effective motivators, they have also been found to stimulate the imagination of the students (Kusumarasyati, 2004). Keene (2006) considers films unbeatable in providing contextual information and developing interactional skills.

## **2. Statement of the Problem**

In learning English as a foreign language, a very important aspect is often discussed, which

is the fact that learners often show a kind of boredom when studying only with the traditional method this is why a respectively new technique of teaching was established that teachers nowadays use, which is implementing short film clips in EFL classrooms in order to enhance the understanding of the learners where The ability to use and understand metaphors and simile is often not seen as a core ability. A considerable range of literature recognizes the role of metaphor and simile in learning and teaching both as an analytical tool and as a medium for conveying meaning. However, little has been written about the use of metaphor and simile in the context of academic skills learning. A great deal of previous research into metaphor has focused on one perspective which learner's ability to understand and interpret metaphors and similes. To the researchers' knowledge, this is the first study to be conducted on metaphor and simile understanding through films at the Department of English at Jijel University Mohammed Seddik Ben Yahia. It is hoped that this research will contribute to deeper understanding of metaphor and simile in relation to the audio-visual aid which is film.

### **3. Aims of the study**

The present study aims at investigating the following:

Whether the use of short film or movie clips to teach metaphor and simile has an impact on EFL learners' understanding of these figurative devices

### **4. Research Questions**

The present study attempts to answer to the following questions:

1. Does exposing EFL learners to films have a significant impact on enhancing their understanding of metaphor and simile?
2. Are EFL students able to identify and interpret simile and metaphor based on the contextual clues provided by the short films?



## **5. Research Hypothesis**

On the basis of the background of this study discussed above, the current study puts forward the following hypothesis:

If short films are used to teach simile and metaphor to EFL students, their understanding of the two tropes will be enhanced.

## **6. Methodology of the research**

The methodological procedure followed in conducting this research is a quasi-experimental design. In this experiment, the students were given a pre-test and a post-test and were asked to distinguish between metaphor and simile. The experiment upon which our study is based is directed to 15 students chosen randomly from a population of first year and second year Algerian EFL learners at Mohammed Seddik Ben Yahia University and two sessions were programmed to conduct this study. They are chosen in this research because they are supposed to have enhanced their ability to understand metaphors and similes through the use of films.

## **7. Organization of the Dissertation**

This piece of research is divided into two main parts: a theoretical part which includes one chapter about the related literature, and a practical part which consists also of one chapter. Chapter one in two sections, the first section deals with the theory of metaphor and simile as figurative devices in literature. The second section however, focuses on the use of visual-aids in teaching mainly films. The second chapter, on the other hand, is divided into two sections that are devoted mainly to the methodology of research and data analysis and interpretation respectively.

## Chapter One: Theoretical Background

### Introduction

This section deals with the presentation of the theoretical foundations of the metaphor and simile research area together with an overview on the key concepts related to the present work. As matter of fact, the first section discusses some basic definitions of metaphor and simile provided by different scholars, more importantly it sheds the light on the way the mechanism of metaphor acts. Additionally, it highlights the major theories across metaphorical roots. In addition, it outlines the types and the common functions of metaphor along with metaphor understanding as well.

### Section one: Basic Concepts and Theories of Metaphor and Simile

#### 1.1.1. Definition of Metaphor

##### ➤ Metaphor Etymology



The word ‘metaphor’ basically derives from the Middle English *metaphor*, old French *metaphore*, from Latin *metaphora* and it comes from meta-phora for ‘carry across’ (Deutscher, 2005). From Greek metapherein which means ‘to transfer’.

##### ➤ Dictionary Definition

According to the Cambridge dictionary, metaphor is defined as an expression, which describes a person or an object with reference to something that is supposed to have similar characteristics. The word is here defined from a linguistic perspective; The Macmillan dictionary(2007) provides a rather detailed definition from both linguistic and conceptual perspectives. A conceptual metaphor, the dictionary elucidates, provides ways of thinking and

ways of talking about things which become so common, that it becomes almost impossible to talk about a particular topic without using words that are metaphorical. The Oxford dictionary defined metaphor as the use of words to show something different from the literal meaning.

➤ **Conceptual definition**

A metaphor can be briefly defined as “any comparison that cannot be taken literally” (Bartel, 1983, p 3) for example ‘the girl is a rose’. A conceptual metaphor is a cognitive mechanism whereby one experiential domain is partially “mapped”, i.e. projected into a different experiential domain in which one domain can be understood in terms of another. The conceptual domain from which we draw metaphorical expressions to understand another conceptual domain called “source domain», while the conceptual domain that is understood this way is the “target domain”. The target domain is the domain that we try to understand through the use of the source domain, for instance in Lakoff and Johnson’s “Metaphors We Live By” (1980), the expression LIFE IS A JOURNEY, in which life is the target domain while journey is the source domain, has related metaphoric-linguistics expressions such as:

LIFE IS A JOURNEY

-I am where I want to be in life

-He is without direction in life

-I am at a crossroads in my life

-He is never let anyone get his way

**1.1.2. Working Mechanism of Metaphor**

In the mechanism of metaphor, there are five essential elements, namely, metaphor producer, metaphor receiver, source domain, target domain, and the context.

• **Metaphor Producer and Receiver**

Zhang (2009) explained that metaphor producer and receiver is the subject in communication who has cognitive ability and an overall knowledge about the context. The

metaphor is in including background information, cultural factors, and cognitive models in which all these aspects structure the ground where a metaphor can stand. The subject plays a fundamental role in the working process, for their cognitive capacities, the combination of imagination and thinking makes their metaphorical mindset possible, thus they will initiate new metaphors to enrich metaphorical expressions.(p78)

- **Interaction between Source domain (SD) and Target domain (TD)**

Zhang (2009) explained that the interaction between the source domain and the target domain embodies in the mapping process which is a process of projecting features of the target domain onto the source domain. Mapping results, features of the source domain will interact with those of the target domain by which it determines the formation of the focus information. As a result of the interaction between the SD and the TD, the cognitive subject will activate relevant information and process in order to ensure processing efficiency. Both the activating mechanism and checking mechanism of information aids features of SD and TD after mapping to find their equivalent features in each other , therefore the metaphorical meaning will be acquired .(p78)

- **The Context**

Context considers as a fundamental element in recognizing and decoding metaphors. Zhang (2009) stated that there is an interaction between context and subject .In this regard, many scholars propose that metaphors should be approached from perspectives of pragmatics. Zhang (2009) introduced Bartsch's example that illustrate the importance of metaphor's context:

Mary has a teapot and she loves it so much that whoever touches it she will immediately warn him to watch out .One day , when she finished using the bike borrowed from her friend, Mary just put it in the corner without care, which was caught by her friend

and she shouted at her ‘this bike is my teapot

From the example above , it was noticed clearly that Mary’s care and love to her teapot are undiminished project to that of her friend toward his bike .In this case , we can assert that the context can directly affect degree of the metaphorical meaning.(p78)

### **1.1.3. Theories of Metaphor**

The role of metaphor has received a great attention across a number of disciplines in recent years .Two famous schools were concerned with metaphorical studies; traditional metaphor school and modern metaphorical school.

#### **1.1.3.1. Traditional Metaphor School**

- **Aristotle Metaphor**

Aristotle’s methodologies and traditional linguistics approach share different views falling under the umbrella of the traditional metaphor. “ Metaphor consists in giving the thing a name that belongs to something else ; the transference being either from genus to species , or from species to genus , or from species to species , or on grounds of analogy ” ( Lan ,2005 as cited in Zhang ,2009). This definition was given by Aristotle in his well known works poetics (ca.350 BC as cited in Koller, 2011). He considered metaphors as transference names taken from one word to another and as poetic device that only exists in literature.

- **Traditional and Pragmatic Linguistics**

Traditional linguistics stated that metaphor as an aspect of deviant language, which leads to illogical and ambiguous utterances. As a matter of fact, the pragmatic approach considers metaphor as an unusual speech act. The traditional school of metaphor adopts two views:

- ✓ **The substitution view:** Ortony (1997) (as cited in Chelli (2003)) stated that the metaphoric expression is an alternative for a literal expression that has the same meaning. For instance, the expression ‘Sam is a chicken’ replaces the expression ‘Sam is coward’.

- ✓ **The comparison view:** Black (1997) (as cited in Chelli (2003)) argued that metaphorical expressions are equivalent with respect to the presence of analogy. According to this point of view, metaphors are like similes as in 'Sam is a chicken' meaning to say that 'Sam is a coward'.

### **1.1.3.2. Modern School of Metaphor**

As a reaction to the previous theories, the cognitive approach came to change the whole traditional view about metaphor.

- **The Cognitive Approach**

George Lakoff as stated in his book 'The Neural Theory of Metaphor' establishing the metaphorical cognitive approach offering an explanation about conceptual metaphor and how metaphorical inferences work. Lakoff(1981) emphasized on the idea that metaphors are not just linguistic expressions but concepts that play a crucial role in human cognition. Gibbs (2008) stated that the introduction of cognitive metaphor theory (CMT) caused major revolution in the study of metaphor thirty years ago. Cognitive theory claimed that all conventional metaphors are based on human's experience for instance, the metaphor "MORE IS UP" resulted from the experience of people who keep adding water into a glass, and watch the level rise. So, metaphorical expressions that existed in language are a facet manifestation of a huge system of conceptual metaphors.

### **1.1.4. Types of Metaphor**

Researchers classified metaphors according to two levels: language level and thought level (Lopez, 2020).

#### **1.1.4.1. At the level of language**

Metaphors are defined as linguistic expressions that can be classified as direct, indirect or implicit.

## **Direct Metaphor**

In this type, is generally identified when local referent and topic shifts are present for instance, as in Cameroon (2003) Characterized Black, cited in Metaphor Academic discourse published stated that when lexis is' incongruous ' with the rest of the text is the mind is like computer ,with computer being a piece of incongruous in the context of cognitive psychology that can never be successfully integrated means of non literal being a piece “ which means, the link between the TD and SD is expressed directly and can be easily understood, it is like an obvious comparison in context .

## **Indirect Metaphor**

In contrast to the direct type, the relation between the SD and TD is not explicit in the indirect metaphor. For example, 'time goes by' (The relationship between time and a moving object is not explicitly stated).

## **Implicit Metaphor**

This type occurs when there is indirect grammatical or semantic connection between the metaphor vehicles with other metaphorical elements. For example, the word Cyberspace implies a metaphor between the internet and some kind of space. This implicit correspondence follows a common pattern something relatively 'abstract, complex, unfamiliar 'is understood y reference to something 'concrete, simple, familiar ' .

### **1.1.4.2. At the level of thought**

Lopez (2020) as cited in Steen (2011) stated that metaphors can be classified according to their conventionality. A metaphor is conventional when it is repeatedly addressed through figurative language.

### **1.1.5. Functions of Metaphors**

The existing research on metaphor suggests that learners use metaphoric language to express different functions (Goldsmith, Power, and Carmichael, 2007). In the teaching and

learning processes, metaphor is a very important element because it enables learners to understand complex processes after facilitating them in simple terms. Furthermore, it helps to find the appropriate explanation and overcome the wrong as well as enabling learners to determine the problems that may occur and thus solve them. Metaphor plays an essential role in shaping educational concepts and beliefs since it makes abstract and unknown ideas concrete and understandable. In addition, it provides multiple meaning with a minimum number of words and also it is considered as an important partner in the dynamic structuring of language. Metaphor can be described as a communication device, according to (paivio; 1979; p151-152) the metaphor:”fulfills the necessary communicative function of conveying/continuous experiential information, using symbolsystem”.

#### **1.1.6. Definition of Similes**

A simile is a figure of speech that directly compares two things. Similes highlight the similarities between two things using word ‘simile’ which means similar or like .Simile involves the comparison of one thing with another different kind, used to make a vivid description. Generally identified as: ‘a directly expressed comparison between two objects using’ like’, ‘as’ or ‘than’ (Grellet 1996, p177). Undoubtedly, most of the literary works provide the reader with many examples about the use of similes. For instance, F.Scott Fitzgerald (2009) uses simile to depict the beauty of the afternoon:” *the late afternoon sky bloomed in the window for a moment like the bleu honey of the Mediterranean”(pp32). A simile is a figure of speech in which two quite different things are compared because they appear to be similar in at least one characteristic.*

#### **1.1.7. Components of English Simile**

Larsen (2006, p 247) stated that simile consists of two propositions and composed of four parts:

a) **Topic:** the topic of the first proposition, i.e. the thing really being talked about



- b) **Image:** the topic of the second proposition, i.e. what is being compared with
- c) **Point of similarity:** found in the comments of both the proposition involved or the comment of the event proposition which has depict a topic
- d) **Nonfigurative equivalent:** when the proposition containing the topic is an EVENT proposition, the COMMENT is the nonfigurative equivalent. Larsen (2006, p248) exemplifies the correct understanding of any simile requires correct identification of the topic, image, and point of similarity:

The book	is as heavy as	an elephant
Topic	point of similarity	image

### **1.1.8. Metaphor and Similes in Education**

The applied linguistics assumed that metaphors and similes production exists in both language and mind .Both metaphors and similes considered as an integral elements of educational discourse in which educators can activate and deactivate those figurative devices in random step of the educational process .Teachers rely on the use of metaphors and similes to verbalize their experience .Lier (1995) (as cited in Chelli (2003)) said that good teachers have the ability to give examples and to create similes and metaphors in which they use them to facilitate difficult concepts. Lewis (1997) (as cited in Chelli (2003)), on the other hand, believes that a teacher with imagination is seemed as a good dictionary and the idea that metaphors and similes provides a useful lexical principle; in this regard , teachers can create novel classroom material and help learners to those figurative devices as a pattern , since it aids recoding and remembering.

### **1.1.9. The Importance of Metaphor and Simile in Teaching and Learning**

Since research done on the metaphor and similes included other disciplines such as linguistics , philosophy, psychology ,and education ; metaphors and similes function an essential role in the acquisition of new knowledge .Using metaphors and similes as bridges

aids in clarifying the unknown and make it known and transforming the abstract to concrete. McShane (2002) (as cited in Goldsmith and Carmichael (2007)) in his study confirms that academics use explicit metaphor to describe their teaching beliefs, self-concepts, and practices. Metaphors and similes are not just an additional element in the teaching and learning process but they are a basic strategy to provide a better understanding and conceptualization.

### **Conclusion**

The process of teaching and learning metaphor and simile in the field of literature was affected by the development of communication technologies (ICT). Several theories done by scholars about metaphor and simile as well as basic definition and concepts related to the work in hand. Additionally, it is important to note the traditional belief that these figurative devices are cohesive linked to language aspect and mainly centered to literature domain, metaphor and simile are now conceptualized as a cognitive mechanism linked to human thought.

## **Section Two: Using Films in EFL Classroom**

### **Introduction**

This section comprises the definition of information and Communication Technology (ICT), a brief history about integrating technology in classrooms, the use of ICT in education, and lists some of the benefits of using ICT in the EFL classroom. In addition, it introduces the definition of film, its types, and the way it is used as a pedagogical tool.

#### **1.2.1. Definition of Information Communication Technology**

ICT's is the acronym for information communication technologies. It is an umbrella term that covers the different kinds of technologies used to gather, transmit, and exchange information. According to Helena Gillespie (2006, p 03), "ICT is term which covers a range of hardware and software." These are the basic kinds of ICT. Hardware refers to the physical parts that can be touched such as computers, tablets, laptops, and others, while software refers applications used by users to conduct different activities, which are internet-based technologies including e-mail, websites, and social networking sites. Accordingly, Toomy And Clarkson 2001 ,mentioned clearly that those technologies used for learning and gathering information including hardware like computers and other tools, made a significant increasing on the learning process based on these multimidia and communication technologies:

Those technologies that are used for accessing, gathering, manipulation and presenting or communicating information  
The technologies could include hardware (e.g. computers and other tools);software application and connectivity(e.g. access to the internet , local networking infrastructure, and video conferencing) The most significant about ICT is the

increasing convergence computer- based multimedia and communication technologies and the rapid rate of change that characterize both the technologies and their use.

(Toomey and Clarkson, 2001, para.3)

### **1.2.2. A Brief History about the Integration of Technology in Classes**

During the colonial years in America, printed lessons named Horn-Books constituted the basic means through which teachers taught their students. After two centuries, in 1870, technology advanced to involve the Magic means by creating a slide projector that projected images printed on glass plates. By the end of World War 1 and through the Chicago public school system, around 8,000 lantern slides were circulating. In 1890, the Chalkboard came around and then followed by the new thing which was the pencil in 1900. Later, students discovered more advanced technological tools in education. Starting from 1920, where Radio appeared as a new sort of learning. Next in 1930, the overhead Projector came as in 1940 the ball point pen followed it and headphone in 1950. Then in 1951, a new technological tool was created, called Video which aids to create a new method of instruction. As far as the photocopier (1959) and hand held calculator (1972) took a part in the classroom next. Finally in 1972, Michael Sokolski has introduced The Scantron system of testing, that gave the chance to teachers to grade tests more rapidly and efficiently outline.

### **1.2.3. The Use of ICT in Education**

In the 21<sup>st</sup> century, the term ICT has grown to become an important tool in several fields including education. ICT in education refers to the use of technology in teaching and learning due to the fact that learners and teachers are familiar with ICT and they learn better:

ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers and technology does not acts as a replacing

tools for quality teachers but instead they are considered as an add-on supplements needed for the better teaching and learning (as cited in Ghavifek and Rosdy W . A. W., 2015, p.176)

In the light of this, the emergence of ICT has motivated many countries to integrate different technological tools into the classroom in order to enhance the quality and efficiency of education. Accordingly, Meenakshi (2013) stated that

” ICT’s use in education, as an augmented tool, exists in teaching methods and in learning which is more important. It is very useful in the educational career and can be the most effective way to increase the student’s knowledge; especially, in education activities and learning process” (p.04).

Using ICT tools in the classroom may pose a challenge for teachers and students alike, a challenge that may urge them to research, analyze, and process information. Furthermore, these tools facilitate students’ delivery of presentations and increase their curiosity for discovery.

#### **1.2.4. Benefits of Using ICT in EFL Classroom**

In the twenty first century, the traditional learning/teaching environment has witnessed a remarkable change in which the learning and teaching processes have become more effective with the implementation of ICT’s. The latter provides many opportunities for EFL students to learn and for teachers to teach effectively in the modern classroom. The integration of ICT’s into the classroom helps students to become more knowledgeable and promotes collaborative learning through the use of different tools such as social networking. The latter require discussion and sharing ideas, which may help learners, communicate and work as a team. In the same line of thoughts, Jamison -Procter et al (2013), emphasized on the effectiveness of

students leaning better with the technology aids especially in the classroom, since technology in education contributes a lot in the pedagogical domain where the application of ICT will lead to the effectiveness of learning regarding the support of ICT elements .Jamison-Procter et al (2013, p.23) stressed on the importance of using ICT's tool in teaching stating that:

“Due to the fact that students are familiar with technology, and they will learn better with the technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and support from ICT elements and components”

ICT has a number of advantages. Welker and Berardo (as cited in McCown, 2010), enables the learners to control their own learning process as well as their own self-motivation and self-disciplined and becoming more organized. Through the internet , having volumes of information and study materials available the learning was more action-oriented Developing technical skills and sophistication.

Anderson (2010) claimed that ICT is of great importance since it helps to create new teaching and learning environment in which learners acquire the target language appropriately.

#### **1.2.5. Definition of Film**

Many materials are used in the English language teaching as a tool to achieve effective language learning. According to Horenby and Cowie (1995), a film is a series of recorded pictures and sounds on TV or at the cinema. Nowadays watching films is not only used for pleasure; it is also used as a new technique in teaching and learning process. Teaching using films lead to both pleasure and learning. In this regard, Tovmasyan (2014 ) stated: “nowadays videos, films and TV are not only part of people's daily activities , but they also have become

an important part in education both inside and outside the classroom”(p.197). Basically, the term “materials “can refer to anything used by teachers or learners to enhance the learning process of a language where there are many types of films that can be used.

### **1.2.6. Types of Films**

Three types of films are worth mentioning here: trailers, feature films and short films.

- **Trailers**

Horenby and Cowie (1995) defined them as the collection of a series of scenes from a movie, a film or a television program usually shown before screening it in order to advertise it. In other words, it, being short, refers to the proclamation for a certain movie or a film which summarizes the essential idea. Trailers offer suspense and create interest and motivation inside the class. The teacher can show his/ her students more than one trailer in a short time and allow them to choose the trailer they like to work on it.

- **Feature Film**

Feature-length films (FFS) are films with a period of time long enough to fill a program. Feature films are one of the trendy materials used in teaching and learning a foreign language. Bouzenoun (2018) declared that “one of the most common methods for teaching English as a foreign language worldwide is through the use of feature films” (p.16). Feature films were not, in the past years, used for teaching and learning but for pleasure in the cinema or TV and while learning process need such kind of pleasure, using feature films inside the classroom give learners a kind of motivation contributing in affecting them positively. For this reason, Tomalin (1986) declared that films “help bring outside world into the classroom” (p.9). The use of feature films in teaching and learning a foreign language increases students’ self-confidence and encourages them to interact and participate more in the classroom. According to Tomalin(1990), using English films as a teaching material could assist learners communicate with each other without being afraid of making mistakes and thus learning from

each other (as cited in Bouzenoun, 2018).

- **Short Film**

Using short films in teaching nowadays in the classrooms is an effective tool where several studies proven this claim of the audio-visual materials like short films, in teaching a foreign language. In this regard, Herero and Escobar (2018) stated that “research over the last 15 years into the impact of multimodal audio-visual text on language learning has identified positive benefits” (p.192). Short films are used by teachers nowadays in their classrooms. Several studies have proven the effectiveness of the audio-visual material, like short films, in teaching a foreign language. In this regard, Herrero and Escobar (2018) stated that “research over the last 15 years into the impact of multimodal audio-visual text on language learning has identified positive benefits” (p.192). Short films have a remarkable effect on students’ improvement in learning a foreign language. In addition, Herrero and Escobar (2018) stated that “short films and films can help to improve language skills (For example by building vocabulary, increasing skills in writing and improving the aural and oral competences)” (p.192). Moreover, among all the various types of films, short films are the chosen one. Since selecting short films serves both learners and teachers, in the sense that it is not time consuming where the learners can watch it and do the activities in one session. In contrast to the feature films for example that would take approximately the whole session in watching (sometime one session is not enough). So, it would waste time for both the student and the teacher. Both Chan and Herrero (2011) support this point stating that showing an entire feature film could lead to cognitive overload which is not possible in a given constrained timetable, while a short film can be shown in its entirety easily with one class because it avoids boredom in the classroom and motivates learners.

### **1.2.7. Films as a Pedagogical Tool**

Aristotale : “Nihil in intellectu quod non fuit priusinsensu”



The above quote means that knowledge passes first through senses. Accordingly, language teachers have been using films in their classes for decades and there are number of reasons why films are an excellent teaching and learning tool. Research and media studies (Allan, 1985; Tomalin,1986; Geddes and Steudridge 1988, Rivers, 1994; Baddock,1996) stated that authentic media and video materials such as films are integrated to modern language class to fulfil different skills regarding the careful and appropriate choosing of films. The effectiveness of films as a teaching material is due to different criteria (Kasper & Singer ;2001). The criteria for such effectiveness were listed by (Donaghy, 2014) in what follows:

- Learning from films is motivating and enjoyable: motivation is one of the most important factors in determining successful second language acquisition. Films on TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.
- Films provide authentic and varied language: Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in real situations outside the classroom exposing students to natural expressions and the natural flow of speech.
- Film gives a visual context: the visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. films assist the learner's comprehension by enabling them to listen to language exchanges.
- Variety and flexibility: film can bring variety and flexibility extending the range of teaching techniques and resource, helping students to develop all four communicative skills.

## **Conclusion**

One of the measures by which the quality of education can be gauged is its ability to excite the learners and build their interest in the content. The use of films as a teaching tool for the teaching-learning process is considered as an effective material to enhance the learners' understanding. Thus, showing the students films not only provide them with a new and unique experience but also ease the job of a teacher because students become active learners. In addition, nowadays films are one of the teaching materials most used to develop the learners' performance despite the fact that the use of short films faces many issues in its application. However, the advantages of using films to teach the target language far outweigh the disadvantages. Teaching English as a foreign language is always challenging. Thus, an EFL teacher can be creative as he/she can engage learners through the use of attractive materials such as short films, providing them with the appropriate environment to learn and act. In addition, films as a one of the teaching materials most used nowadays enhance learners' performance despite the fact that the use of short films faces many issues in its application. However, the advantages of using films to teach the target language far outweigh the disadvantages.

## **Chapter Two: Work field**

### **Section One: Research Methodology**

#### **Introduction**

The present research is conducted using a pre-experimental design, where a pre-test and post-test were administered to a group consisting of first year (5 students) and second year (10 students) university students. The two-session experiment was conducted at the University of Mohammed Seddik Ben Yahya in the language laboratory. The purpose of this study was to show the effectiveness of using films to enhance the participants' understanding of metaphor and simile.

### **2.1.1. Data Collection Tools**

In order to collect data for this study, the researchers decided on conducting an experiment as a data gathering aid. The study basically aims to show the effectiveness of using films to enhance EFL learners' understanding of metaphor and simile. The researchers conducted two sessions in the language laboratory of the university to test the reliability of this stand. The selected experiment is a pre-experimental design using a design of a pre-test and a post-test on one single group.

### **2.1.2. Sample**

The sample can be defined as a subset of the study population that is chosen in an appropriate manner and the study then was done on it. In this regard, the researchers selected a mixture of fifteen (15) students of first year and second year license.

### **2.1.3. Description of the Research**

#### **2.1.3.1. Description of the Setting**

This study was conducted at the University of Mohammed Seddik Ben Yahya in the Department of English in the language laboratory.

#### **2.1.3.2. Description of the Lesson Plan**

In the domain of teaching, the process of presenting a lesson is normally the most important procedure for the learners to achieve a complete understanding of information and grasp the knowledge that the teachers seek to achieve. For a good lesson to be presented some

basic steps need to be taken into account. For the study in hand the first step before doing any procedure was to choose the appropriate films to teach with. According to the requirement of the research, the researchers have selected two videos that have been made up from joining several short film clips and presented them ordinary with the session devoted for the course. The following steps illustrate the plan that they had followed through the session course:

- **Objectives**

For this step, the objectives were identified based on the learners' needs and what they will gain at the end of the course. For example, by the end of the lessons they will be able to understand easily both metaphor and simile.

- **Warm up**

The researchers started the lesson by asking questions about the participants' background including mainly metaphor and simile. The researchers asked the participants about how they can distinguish between metaphor and simile in order to check their previous knowledge about these two tropes.

- **Presentation**

It is the second step after the warm up, the students were given a test to investigate their knowledge about metaphor and simile. After that the researchers played a video of similes and metaphors and then started explaining and illustrating the meaning of these devices to the students taking into consideration their participation that plays a fundamental role in understanding the meaning of the literary devices.

- **Assessment**

Assessment is the final step where the researchers provided activities to the asked questions at the beginning of the lesson. The objective of this final step was to test the effectiveness of the lesson based on the learners' evaluation to make sure whether they can answer the questions appropriately which mean the lesson is effective and they achieve the general goal.

### **2.1.3.3. Description of the Test**

According to the pre-experimental method, a research design requires a one group pre-test and post-test design. A test was made y the researchers where the same test was given to the participants at the beginning of the course as a pre-test and at the end as a post-test. The activities that the test consisted of were selected by the researchers.

The first activity was a "Fill in the gaps", in which the researcher gave a full definition of both simile and metaphor and asked a fill in the gap the missing words.

As for the second activity it was about identifying whether each sentence is a simile or a metaphor. The researchers gave the participants nine (9) sentences.

The third activity as well was about indicating the point of similarity in each sentence among those nine sentences.

### **2.1.4. List of videos**

As we mentioned before the videos that the researchers used to conduct their study were self-selected by joining short film clips from several videos that contains metaphors and similes. The researchers created two main videos; the first one was about similes (2:40 min), while the second one was about metaphors (8:00 min). The following videos are the source videos that the researchers selected from:

1- <https://youtu.be/17eY2MoS-bc>

2- <https://youtu.be/Syv4x-09luY>

3- [https://youtu.be/\\_Yrfao78URU](https://youtu.be/_Yrfao78URU)

4- <https://youtu.be/2qYXoJtuzZg>

5- <https://youtu.be/Oi9gtzslraI>

6- <https://youtu.be/sD6Dk-3dW9s>

## **Section Two: Analysis and Interpretation of Data**

### **Introduction:**

This section represents the final step of this research which is the analysis of the results and their interpretation in order to measure the significance of the study and to reach a suitable conclusion about the provided study. The results of the pre-test and the post-test are presented below in a form of tables. It should be mentioned that the sample of the study was fifteen (15) participants varied between five (5) students from first year and ten (10) students from second year.

### **2.2.1 Results of the Pre-test**

#### **2.2.1.1 Analysis of the First Activity**

**Table 1** Participant's scores of the first activity

Participants	Scores
p1	
P2	
P3	
P4	
P5	
P6	
P7	
P8	

P9	×
P10	
P11	
P12	
P13	
P14	
P15	×

The first activity was about “fill in the gaps” task where the participants were asked to complete the definitions with the missing words for both metaphor and simile. As the table above shows there were 13 out of 15 participants who got the full mark and 2 of them provided wrong answers.

### 2.2.1.2 Analysis of the Second Activity

**Table 2** Participant’s scores of the second activity

Participants	Scores
p1	9
p2	7
p3	9
p4	9
p5	9
p6	8
p7	9
p8	9
p9	6
p10	2

p11	8
p12	9
p13	9
p14	8
p15	8

The objective of this activity was to distinguish between metaphor and simile and identifying what are the two things being compared in each sentence. According to the table presented above 8 out of 15 participants answered correctly and 4 out of 15 answered 8 correct sentences, 1 out of 15 answered 7 correct sentences, 1 out of 15 got 6 correct answers and 1 out of 15 got 2 correct answers.

### 2.2.1.3 Analysis of the Third Activity

**Table 3** Participant's scores in the third activity

Participants	Scores
p1	0
p2	9
p3	2
p4	4
p5	6
p6	7
p7	0
p8	3
p9	0
p10	4
p11	2
p12	9



p13	6
p14	7
p15	2

The final activity was about identifying the points of similarity where the participants were given the same sentences and asked to elicit the hidden meaning. The above table shows that the majority did not answer appropriately all the sentences given while only 2 out of 15 of them who could manage to answer correctly.

## 2.2.2. Results of the Post-test

### 2.2.2.1. Analysis of the First Activity

**Table 4**Participants' Scores of the First Activity

Participants	Scores
P1	
P2	
P3	
P4	
P5	
P6	
P7	
P8	
P9	
P10	
P11	
P12	

P13	
P14	
P15	

The first activity was about “Fill in the gaps” the missing words in the given definitions of metaphors and similes. As the table above shows, all the participants answered correctly; they were able to give the exact missed words successfully with an average of 100%.

### 2.2.2.2 Analysis of the Second Activity

**Table 5** Participants’ Scores of the Second Activity

Participants	Scores
P1	9
P2	9
P3	8
P4	9
P5	9
P6	9
P7	8
P8	9
P9	8
P10	9
P11	8
P12	8
P13	9
P14	9

P15	9
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The second activity was about identifying the literary nature of 9 given sentences whether each sentence is a metaphor or a simile. According to the table presented above, the majority of the participants answered correctly while 5 of them answered 8 out of 9 correct sentences.

### 2.2.2.3 Analysis of the Third Activity

**Table 6** Participants Scores of the Third Activity

Participants	Scores
P1	7
P2	8
P3	7
P4	8
P5	8
P6	8
P7	8
P8	9
P9	9
P10	7
P11	7
P12	9
P13	7
P14	6
P15	9

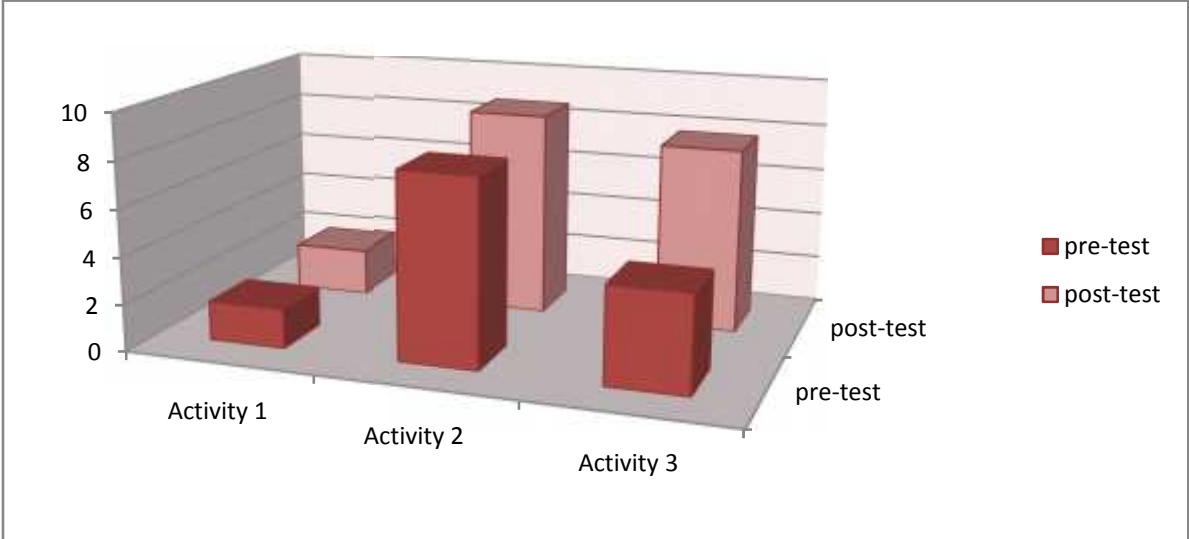
The third activity was about indicating the point of similarity where the participants given

the same sentences and were asked to elicit the hidden meaning in each sentence. As the above table shows, the majority of the participants did not get the full mark because they still have problems in identifying the aim of the task; 4 students got the full mark, 5 participants answered 8/9 correct sentences, 5 participants answered 7/9 correct sentences while 1 answered only 6/9 correct sentences.

**2.2.3 The Comparison of the Tests’ Results**

The procedure of the pre-test and post-test is used in research to give a strong base o the research to check the development of the participants’ understanding before and after the given instruction. For the study in hand, the pre-test showed the level of the participants in understanding metaphors and similes at the beginning of the course and the post-test presented their level after using the audio-visual aid, that is films. The comparison of the pre-test and post-test here will be based on the final marks of the participants in both tests.

According to the analysis of the participants results in both the pre and post-tests’ and as the previous tables revealed the score of each activity separately, the figure below shows the difference between the scores of each activity in the pre-test and the post-test.



**Figure 01:** *The difference between the participants’ data of the pre-test and the post-test*

The figure above was done based on calculating the arithmetic mean of the scores of every activity by applying the following formula to find the account:

Arithmetic mean = sum of values/total number ( $m = (x_1 + x_2 + x_3 + \dots + x_n) / n$ )

Where:

m: the arithmetic mean.

x: The value of the data provided.

n: the total number of values.

Example of the first activity: ( $m = (2+2+2+2+2+2+2+2+0+2+2+2+2+2+0) / 15$ )

m=1,7

The same procedure was done with all the data and the results are as shown in the figure.

The difference between the scores of the pre-test and the post-test is significantly clear as the figure demonstrates. For the pre-test results the participants scored the full mark except two, this is because of the previous knowledge about metaphor and simile. The second activity was not that hard for them in the sense of distinguishing between metaphor and simile. As for the third activity was harder for the most of them; where only two of them who could manage to answer correctly. As for the post-test, the participants did excellent at the first activity and all of them got the full mark. As for the two remaining activities they got approximate and very close marks. This is a clear statement that there is a huge improvement in the participants' level and that they had benefited from this method of teaching.

**2.2.3 Comparison of the Test's Results**

**2.2.3.1 Final Marks of the Pre-test**

**Table 7**Participants' Final scores in the pre-test

Participants	Final scores
P1	11
P2	18
P3	13
P4	15

P5	17
P6	17
P7	11
P8	14
P9	6
P10	8
P11	12
P12	20
P13	17
P14	17
P15	10

As the table above shows, the participants' level at the beginning of the course was average. The only things they were able to understand about metaphor and simile was the general components of those figurative devices and they were not able to understand the hidden meaning that is needed to be stated clearly because such devices need to be practiced relatively in order to facilitate and improve the students understanding that would make them familiar with such literary devices.

### 2.2.3.2 Final Mark of the Post-test

**Table 8**Participants' final score in the post-test

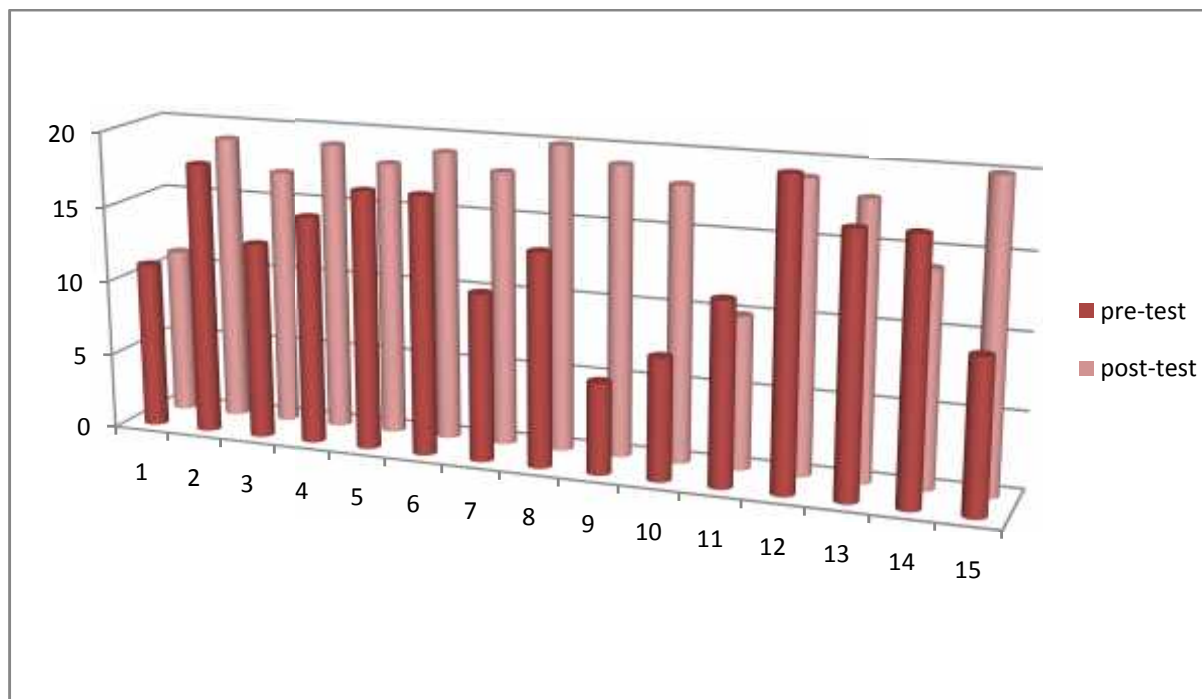
Participants	Final scores
P1	11
P2	19
P3	17
P4	19

P5	18
P6	19
P7	18
P8	20
P9	19
P10	18
P11	10
P12	19
P13	18
P14	14
P15	20

The table above represents the participants' final marks of the post-test. As it is very clear, the level of the participants has increased enormously since the use of the audio-visual aids in facilitating the process of understanding metaphor and simile. Almost all of them got very good marks which means that they have learnt the basics of this figurative devices through the use of films with regards to the context that allow the participants' to identify easily the target domain and source domain and more importantly the hidden meaning behind each figurative expression.

### **2.2.3.3 The Comparison**

As it is clear from the two previous tables that represented the participants' final marks of the pre-test and the post-test, in the latter, the participants' got better marks in the post-test than the ones of the pre-test which indicates that their level in understanding metaphors and simile has indeed improved. The following figure shows the difference between the participants' final marks of the pre-test and post-test.



**Figure 2:** The Differences between the Scores of Pre-Test and Post-Test.

The participants improved very quickly and were able to establish a solid base in enhancing their level of understanding metaphors and similes through the use of short film clips.

#### 2.2.3.4 Overall Discussion of the Main Results

This research was done to examine the efficiency of using short film clips in teaching English figurative devices specifically metaphor and simile for both first and second year university students by conducting two sessions experiment. It aimed to answer the following question:

1. Do films enhance EFL learners understanding of metaphor and simile?
2. Do EFL students able to identify and interpret simile and metaphor based on the contextual clues provided by the short films.

The analysis of the experiment and the scores of the pre-test and the post-test show clearly that there is indeed efficiency in using films in teaching metaphor and simile confirming the claims of previous studies about the effectiveness of using short films in classrooms to enhance the learners understanding of both metaphor and simile. The results of



the pretest conducted at the beginning of the course were approximately low in which they could only answer few questions related some basic definition about their previous knowledge. When comparing those results of the pre-test to the ones obtained from the post-test regarding the presented three activities about metaphor and simile confirming the use of short films as a contextual clues that would help the learner to simply understand the correct meaning of these two figurative languages in each situation where a significant difference is revealed; the scores of the post-test speak for themselves being almost perfect and ensure that the method used in this experiment is effective to enhance the learners understanding of these two entities regarding the use of short films.

#### **2.2.4 Limitation of the Study**

Like every piece of research, the researchers find themselves face to face with some limitations of the study that they have conducted. These limitations are listed below to help and direct future studies:

- The lack of references and previous studies that dealt with the study in hand.
- Because of the pandemic of the Corona Virus, the allocated time for the experiment could not be more than two sessions in regard to the researchers' deadline to submit the research and the university rules.
- Three participants dropped out during the course which led to a change in the study of the pre-test and the post-test.
- The lack of language laboratory classes to organize more than two sessions.
- Time constraint: As the study had to be conducted within a limited period of time, the experiment was only done in two sessions one hour for each.

#### **2.2.5 Pedagogical Recommendations and Suggestions for Future Research:**

At the end of this research, some recommendations and suggestions are given to the researchers in the field when conducting similar studies in the future:

-Teachers are recommended to use films in teaching metaphor and simile to improve the learners understanding

-Teachers are recommended to pay more attention to the learners' needs and level.

-Teachers are recommended to search in-depth the relationship between films and learners.

-Learners are recommended to enhance their understanding of metaphor and simile considering films as an effective technique of learning. It would have been better if the time frame for the treatment period had been longer.

## **Conclusion**

In this chapter, which is the practical part of the research, the data was collected through quasi-experimental design, analyzed and discussed. One can conclude from the findings that learners welcome the idea of using films to teach them figurative language particularly metaphors and similes. They believe that such visual-aid helps them to acquire and understand these literary devices correctly because the context in films helps them to do so and facilitates using them appropriately.

## **General conclusion**

Teaching metaphor and simile to EFL learners using films is considered as a new strategy that can help in acquiring different literary devices particularly metaphor and simile. For this, the main reason behind conducting this piece of research was to investigate the effectiveness of using short film clips in classrooms to enhance EFL learners' understanding of metaphor and simile. In order for this research to be done, it divided into two chapters: the first was the literature review about the study in hand or the so-called theoretical part. The second chapter was practical and it dealt with the description and analysis of an experiment along with the interpretation of the results gathered from it.

The first chapter contained two sections: the first dealt with the basic concepts and theories of metaphor and simile. The second section is devoted to a comprehensive discussion of the impact of using films, as a type of ICT, in teaching in EFL classrooms.

Likewise, the second chapter presents the field work. The first section described the research design that used to collect data. The second section dealt with the analysis and interpretation of the data. This chapter ended up with an overall discussion of the findings along with the problems and limitations faced by the researchers of this study, suggestions and pedagogical recommendations to be considered and followed by other researchers in this field, finishing up with a general conclusion that discussed the research hypothesis.

At the end of this study, the findings obtained from it showed that there is a significant improvement in the learners' level by comparing their scores in the pre-test and the post-test. This comparison was the key factor to show that the research hypothesis goes hand in hand with the data obtained and it is proven to be accepted.

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## Appendices

# Pretest and Post-test

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*Questions for individual written test*

Date:...

Class:.....

Name:...

Pretest:.....

Post-test:.....

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### What are Similes?

Similes are used to compare two things that are different in one important way, the words “.....” Or “.....” are used to compare two things. (Fill in the gaps)

### What are metaphors?

1) Fill the gaps

Metaphors are used to compare two things that are different in most ways that are the Same in one important way without using the words “.....” Or “.....” (Fill in the gaps)

2) Identify whether each sentence of the following is a simile (S), or a metaphor (M) and

3) Define the point of similarity (PS) in each sentence.

1- His wife was an open book. (.....)

-What two things are being compared?

.....and .....

PS:

2- My love is like a red, red rose (.....)

-what two things are being compared?

.....and.....

PS:

3-Her temper was as explosive as a bomb (.....)

-What two things are being compared?

.....and.....

PS:

4- Ideas are wings (.....)

-What two things are being compared?

.....and.....

PS:

5- The sky was black as ink (.....)

-What two things are being compared?

.....and.....

PS:

6- Small as a peanut, big as an elephant (.....)

-What two things are being compared?

.....and.....

PS:

7-Their mom was the rock of the family. (.....)

- What two things are being compared?

.....and.....

PS:

8- My thoughts fluttered from subject to subject like a butterfly visiting flowers in a field.

(.....)

-What two things are being compared?

.....and.....

PS:

9- The room was as a tomb. (.....)

-What two things are being compared?

.....and.....

PS:

## Résumé

La métaphore et la comparaison ont reçu une grande attention de la part de nombreux chercheurs de différentes disciplines ces dernières années. Contrairement aux études précédentes qui se concentraient sur la production de métaphores et de comparaisons dans la parole et l'écriture, cette étude comparative vise à étudier l'efficacité de l'utilisation de films, une aide audiovisuelle, pour améliorer la compréhension des métaphores et des comparaisons par les apprenants EFL. Il est ici supposé que l'utilisation de courts métrages pour enseigner la métaphore et la comparaison améliorera la compréhension des apprenants EFL des deux tropes. Les chercheurs ont opté pour un devis quasi-expérimental mené sur un groupe de participants d'étudiants de première et deuxième année du département d'anglais de l'Université Mohamed Seddik Ben Yahia. Les données recueillies à la fin de l'expérience ont révélé une différence significative entre les résultats du pré-test et du post-test, confirmant l'hypothèse posée, et montrant un développement marqué dans la compréhension des étudiants, soulignant ainsi l'efficacité de l'utilisation de courts extraits de films. Enseigner la métaphore et la comparaison.

**Mots-clés :** Métaphore, Comparaison, Apprenants EFL, film, Domaine source, Domaine cible, Technologies de l'information et de la communication (TIC)

حظيت الاستعارة والتشبيه باهتمام كبير من العديد من الباحثين في مختلف التخصصات في السنوات الأخيرة. عكس الدراسات السابقة التي ركزت على إنتاج كل من الاستعارة والتشبيه في الكلام والكتابة، تهدف هذه الدراسة المقارنة إلى التحقق من فعالية استخدام الأفلام، كواحدة من المساعدات السمعية والبصرية، في تعزيز فهم متعلمي اللغة الإنجليزية كلغة أجنبية للمجاز والتشبيه. من المفترض هنا أن استخدام الأفلام القصيرة لتعليم الاستعارة والتشبيه سيعزز فهم متعلمي اللغة الإنجليزية كلغة أجنبية لهاذين العنصرين الأدبيين. تصميمًا شبه تجريبي تم إجراؤه على مجموعة واحدة من طلاب السنة الأولى والثانية في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. كشفت البيانات التي تم جمعها في نهاية التجربة عن اختلاف كبير بين نتائج الاختبار القبلي والنهائي، مما يؤكد الفرضية المفترضة، ويظهر تطورًا ملحوظًا في فهم الطلاب، مما يؤكد فاعلية استخدام مقاطع الأفلام القصيرة لتعليم الاستعارة والتشبيه.

**الكلمات الرئيسية:** الاستعارة، التشبيه، متعلمي اللغة الإنجليزية كلغة أجنبية، الفيلم، المجال المصدر، المجال الهدف،

تكنولوجيا اتصالات المعلومات (ICT)