

Metaphorical Awareness Among PG Level Students In Relation to Their Academic Achievement

Juthi Mahato* & Mr. Shuvankar Madhu**

*M.Ed. Student, Department of Education, The University of Burdwan, Purba Bardhaman, West Bengal, India. Mail ID- juthimahato23@gmail.com

**Assistant Professor, Department of Education, The University of Burdwan, Purba Bardhaman, West Bengal, India. Mail ID- shuvankarmadhu@gmail.com

Abstract:

Metaphor is not only an important literary device, but also a crucial part of language learning, but in India not a noticeable amount of study has been conducted on metaphor or metaphorical awareness. This paper tries to find out if there is any relation between the Metaphorical Awareness and the Academic Achievement of the Postgraduate students. This study aims to investigate the influence of Metaphorical Awareness on the Academic performance of the PG level students. The sample of the study was collected from the 220 Postgraduate students (120 from regular students & 100 from students of distance learning) of the Department of English of The University of Burdwan who are pursuing their degree in the current session. Since it was purposive sampling, the data was not normally distributed, that is why the researchers have to use non-parametric tests like Mann-Whitney U test, or Kendall's Tau Correlation as Inferential statistics to analyze the collected data. The outcomes of the study clearly showed that there is a positive relation between metaphorical awareness and academic achievement of the students but that is statistically weak, significant at 0.01 level. It also showed that even though there is no such difference between the metaphorical awareness of the PG students with respect to their residential area or mode of PG learning, there is a statistically significant difference with respect to their gender. Therefore, the students as well as the teachers must be aware about the essence of metaphor in learning a language, especially English as a Second Language.

Keywords: Metaphor, Metaphorical Awareness, Postgraduate students, Academic performance, Academic Achievement, Academic Career.

I.INTRODUCTION:

Language, being a structured form of communication, has its own history to be evolved from time to time and those languages which cannot be able to develop with time, have become the obsolete ones, used only in occasional purposes like Sanskrit. Language does not definitely mean the verbal language, there are sign languages as well, for instance various signals or gestures. A study shows that there are almost around 50,000- 70,000 human languages in the world, though the exact number estimation is not possible due to the arbitrary difference between a language and a dialect (Kamusella, 2016). However, as per human language is concerned, metaphor, being a crucial as well as dominant factor of language, has developed a relentless interest among the scholars, linguists and researchers throughout the ages. 'Metaphors are essential to the functioning of language and have been the subject of copious analyses, and sharp disagreements, by rhetoricians, linguists, literary critics, and philosophers of language' observes Abram & Harpham (2012) while defining 'Metaphor' in discussion of figurative language. Metaphor has been defined as a latent or implied comparison between two distinctly dissimilar things (Bhattacharya, 2009), even though it was earlier

misconceptualized as a mere rhetorical ornament to the language or a literary device, only to be used for decoration or embellishment. It was in the twentieth century new critic I.A.Richards (1893-1979) who opined in his 1936 essay on metaphor that ‘metaphor is the omnipresent principle of language can be shown by mere observation’. He further divided this into two parts; tenor and vehicle, whereas tenor refers to the literal meaning, vehicle is the latent underlying concept. Recent studies on metaphor also have figured out a transformation in the use of metaphor in the modern context depicting social, cultural, political complexities, where metaphor is not just a rhetorical device to be used for ornamentation of language, conversely an integral and important aspect of language.

Besides its linguistic significance, metaphor has played a vital role in the history of literature as well. It works as a tool to express the poetic mind, and by captivating readers’ attention, metaphor has a powerful impact in shaping the landscape of literary pieces. It creates a connecting bridge between the abstract and the concrete by transforming the abstract ideas into a concrete thematic visualization. Coming back to its linguistic approach, it was George Lakoff and Mark Johnson(1980) who in their groundbreaking work “*Metaphors We Live By*”, have emphasized the conceptual as well as applied aspect of metaphor, suggesting metaphor is not an additional rhetorical device to be used for beautification, instead it is used in common day-to-day languages that they introduced as Cognitive linguistic approach (Conceptual Metaphor Theory), providing ample space for the researchers for further investigation heightening the status of metaphor study into a new arena. However, metaphorical awareness refers not only to the theoretical knowledge of the students to understand what metaphor is, but also their ability to identify, to comprehend the meaning and to apply it in their conversation. The comprehension skill of the students, which helps them to understand the use of metaphor in a language, develops their communication skill by enriching their vocabulary of lexical items and by enhancing their semantic cognition of understanding the meaning (Tsitoura, 2023; Kweldju, 2005). Metaphorical awareness is also responsible for the development of writing skill as well (Bannett, 2015; Chen et al., 2013), by strengthening the metaphoric competence of the learners. Metaphorical awareness facilitates the learning process by shaping the ability of learners as non-native speakers, hence developing proper metaphorical awareness is not a choice, but a need for the learners, especially for non-native ESL/EFL learners.

II.THE BACKGROUND OF THE STUDY:

Throughout the history of literature and rhetoric, the concept of metaphor has changed over time. Dated back to the ancient era, from the definition of the classical theorists and rhetoricians, and shifting to the observation of modern writers, scholars, researchers at present times, the evolution of metaphor must grab the attention of the scholars, researchers and literary critics. In this paper the researchers have tried to provide a glimpse of the works that have already done on metaphor by predecessors;

Table I: REVIEW OF THE RELATED LITERATURE

| AUTHOR (YEAR of PUBLICATION) | TITLE | FINDINGS |
|------------------------------|--|--|
| Kalay, D. & Kecik, I. (2023) | “Metaphorical Insights: Phrasal Verb Knowledge Gains in the Light of Conceptual Metaphor Theory” | Conceptual metaphor learning enhances the internalization of phrasal verb knowledge which in a way helps in lexical retention as well as semantic cognitive development of the learners. |
| Tsitoura, M. (2023) | “Conceptual Metaphor Theory | Metaphoric awareness helps in the |

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| | in English Language Teaching: Developing EFL Learners' Metaphor Awareness” | development of semantic cognition of the learners or to decode the meaning of the text. |
| Alotaibi, M.A. (2021) | “Exploring the Effectiveness of the Explicit Instructions of Metaphors in EFL classrooms: A Case Study of Kuwaiti Learners in English” | Metaphoric awareness helps to develop sense or meaning making process of the learners so that they comprehend both universal and culture-based metaphors. |
| Zhang, R. & Mogana, D. (2021) | “Metaphor Enriched Medical English Supplement for First Year Students in an Selected Chinese Medical University” | Enriched vocabulary as well as metaphoric competence had a positive impact on the academic performance of first year medical students. |
| Celik, B. (2021) | “The Importance of Using Metaphor in Foreign Language Teaching and Learning” | Metaphoric awareness is important to understand the idioms used in both mother tongue and foreign languages. |
| Colakovic, J.J. (2020) | “Where Culture and Metaphor Meet: Metaphoric Awareness in Comprehension of Culturally-Specific Idioms” | Metaphoric awareness develops a sense of understanding the idioms, even the culture-specific idioms more easily. |
| Zhang, R. & Mogana, D. (2020) | “An Investigation of Metaphoric Cognition of First Year College Students at Xinxiang Medical University” | Inclusion of metaphor in the curriculum of medical students enhances their language proficiency. |
| Krishna, L.P (2019) | “Influence of Metaphor Awareness in English on Creativity and Existential Thinking of Higher Secondary School Students” | Metaphor learning develops creativity and existential thinking of the students, by making them self-aware and thus, facilitates the whole process of language learning. |
| Zhao, H., Li, K., Wong, N. & Yao, T. (2018) | “Polysemy and Conceptual Metaphors: A Cognitive Linguistics Approach to Vocabulary Learning: Answers from Current SLA Research” | Cognitive linguistic approach is beneficial for vocabulary enrichment and developing awareness regarding the use of metaphor and metonymy is needed to teach polysemous words in the classroom. |
| Kartal, G. & Uner, S. (2017) | “The Effects of Conceptual Metaphors on the Acquisition of Phrasal Verbs by Turkish EFL Learners” | Cognitive or Conceptual metaphor approach is effective in teaching phrasal verbs in a language classroom. |
| Veliz, I. (2017) | “Enhancing EFL Learners' Vocabulary Learning of Metaphorically-Used Words” | Metaphoric awareness helps in defining lexical items with more proficiency. |
| Zhang, X. (2016) | “Examining English Language Teachers through Metaphorical | Metaphoric Competence is beneficial for developing the vocabulary as well |

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| | Analysis” | as spoken English skill. |
| Qorbanian, H., Safaie-Qalati, M. & Amini, A. (2016) | “The Effect of Conceptual Metaphor Awareness on Learning Phrasal Verbs by Iranian Intermediate EFL Learners” | Metaphoric awareness has a significantly positive impact on phrasal verb learning. |
| Alsadi, H.Z. (2016) | “Metaphors Production and Comprehension by Qatari EFL Learners: A Cognitive Approach” | Socio-cultural dimensions of English Language make students acquainted with the English culture, needed for the better understanding of metaphorical expressions. |
| Zibin, A. (2016) | “The Comprehension of Metaphorical Expressions by Jordanian Learners” | Conceptual metaphor due to its universal nature encourages learners’ ability to conceptualize and to comprehend the meaning metaphorical expressions irrespective of language. |
| Huynh, N.T & Duong, V.T.T (2015) | “The Application of Conceptual Metaphors in Teaching and Learning English Phrasal Verbs - The Case of Vietnamese EFL Students” | Knowledge regarding conceptual metaphor has a positive effect on phrasal verb learning, so teachers should adopt their teaching strategies in that way. |
| Bannett, P. J (2015) | “The Effects of Raising Learners’ Awareness of Metaphorical Vocabulary on Written Production in Content Based Classroom” | Knowledge about metaphoric expressions helped to enhance their writing ability, in a way, is responsible for the development of writing skill as well. |
| Torregrossa, G. & Sanchez-Reyes, S. (2015) | “Raising Metaphor Awareness in English for Law Enforcement” | Metaphorical awareness enriches the vocabulary to understand new words related to crime, and enhances their communication skill as well as reading and writing (translation) skill. |
| Fahim, E. & Mahmuduli, K. (2015) | “The Effect of Explicit Instruction versus Input Enhancement Teaching of Metaphors on Comprehension and Retention” | By adopting cognitive linguistic approach in teaching metaphor, the acquisition and retention of lexical items, metaphors, idioms can be enhanced. |
| Rajeski, J.S., Pourdana, N. et al. (2014) | “Metaphorical Awareness: A New Horizon in Vocabulary Retention by Asian EFL Learners” | Metaphorical awareness has a significant effect on the acquisition and retention of vocabulary items. |
| Chen, Y., Lin, C. et al. (2014) | “EFL Learners Cognitive Style as a Factor in the Development | Field Dependence learners and Field Independence learners performed |

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| | of Metaphoric Competence” | well while receiving Conceptual Metaphor Instructions and Metaphor Mapping respectively, cognitive styles unavoidably have impact on learning metaphor. |
| Mitchell, A. C. (2014) | “The Potential of Metaphor in ESL Pedagogy: A Pilot Case Study” | Metaphoric awareness helps learners not only to improve their performances, but also to make them familiar with cross-cultural communication. |
| Chen, Y.C. & Lai, H.L. (2013) | “Teaching English Idioms as Metaphors through Cognitive Oriented Methods: A Case in an EFL Writing Class” | Conceptual metaphors not only enriched the vocabulary of the students, but also developed their writing skill. |
| Doiz, A. & Elaizari, C. (2013) | “Metaphoric Competence and the Acquisition of Figurative Vocabulary in Foreign Language Learning” | Metaphorical Awareness helps in the acquisition of vocabulary items and thus, in enrichment of vocabulary of the learners. |
| Yagis, O., Zengin, B. et al. (2013) | “Metaphoric Competence of Turkish B.A Students Majoring in ELT” | The learners are more efficient in producing metaphors in their first language in comparison to their second language. |
| Farjami, H. (2012) | “English Learners’ Metaphors and Images of Vocabulary Learning” | The mechanisms of the brain of learners differs, they all have individual strategies for production of metaphor. |
| Samami, E.R. & Hasemian, M. (2012) | “The Effects of Conceptual Metaphors on Learning Idioms by L2 Learners” | Cognitive linguistic approach is more effective since conceptual metaphor learning had significant impact on the learning of idioms especially for the L2 learners. |
| Maibodi, A.H (2011) | “Enhancing Metaphoric Competence through Cognitive Approach” | Metaphoric competence has an impactful influence on the learning of a language. |
| Vasiljevic, Z. (2011) | “Using Conceptual Metaphors and L1 Definitions in Teaching Idioms to Non-native Speakers” | Conceptual metaphor learning enhances the capability of the students to learn the idioms and they are benefited by CM based instructions. |
| Yasuda, S. (2010) | “Learning Phrasal Verbs through Conceptual Metaphors: A Case of Japanese EFL Learners” | Cognitive linguistic approach is beneficial for the improvement of the students in learning phrasal verbs. |

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| Komur, S. & Cimen, S.S. (2009) | “Using Conceptual Metaphors in Teaching Idioms in Foreign Language Context” | Conceptual metaphor learning has a significant impact on teaching and learning of idioms, especially for non-native speakers of the English Language. |
| Kweldju, S. (2005) | “Lexically-Based Language Teaching: Metaphor for Enhancing Learning” | The metaphorical competency enriches learners’ vocabulary as well as develops their comprehension skill vis-a-vis mean-making senses. |
| Boers, F. (2000) | “Enhancing Metaphoric Awareness in Specialised Reading” | The knowledge about etymology of the expressions or the source domain enhances the ability of the learners to understand the perspective of the author. |
| Boers, F. (2000) | “Metaphor Awareness and Vocabulary Retention” | The metaphorical awareness has a positive impact on the development of the learning of phrasal verbs and idioms. |

Recent studies have shown the importance of metaphor in learning a language. It has become an interesting area of study for the researchers at present time. The use of cognitive linguistic approach in metaphor teaching, especially conceptual metaphor learning has been considered more effective in enrichment of vocabulary of the learners as well as in the development of their semantic cognition (Tsitoura, M., 2023; Veliz, I., 2017; Zibon, A., 2016; Alsadi, H.Z., 2016; Fahim, E & Mahmuduli, K., 2015; Rajeski, J.S. et.al, 2014; Farjami, H., 2012; Boers, F., 2000). Conceptual Metaphoric Competence has been proved beneficial for the learning of phrasal verbs, idioms and polysemous words as well. (Kalay, D. et.al., 2023; Zhao, H. et.al., 2018; Kartal, G. et.al., 2017; Qorbanian, H. et.al., 2016; Huynh, N.T. et.al., 2015; Chen, Y.C. et.al., 2013; Samami, E.R. et.al., 2012). Metaphorical awareness is important for the development of creativity and existential thinking of the students, observes Krishna, L.P. (2019). Metaphorical Competence has a positive impact on the development of writing skill (Bannett, P.J., 2015) vis-a-vis spoken English skill (Zhang, X., 2016). Metaphorical awareness is essential in the field of medical science since it helps the medical students to learn Medical English. (Ran, Z. et.al., 2020) Therefore it can be concluded that metaphor is an important aspect of language and one should develop metaphorical awareness to be efficient in using a language, especially for effective learning of English as a Second Language.

III. THE JUSTIFICATION OF THE STUDY:

- a) *Lack of study on metaphor in India:* In India, not a significant number of works have been done by researchers on metaphor or the metaphorical awareness and metaphoric competence of the Indian learners, especially the ESL learners.
- b) *Relevance of the topic:* The learners must have proper metaphorical awareness to achieve proficiency in understanding the underlying semantic meaning as well as to be competent enough to use metaphor in their conversation of English as non-native speakers. That means, metaphorical

awareness in a way shapes their ability to learn the English language. Therefore, it is supposed to have a significant effect on their academic performance as well.

- c) *Inadequate study on this topic*: Metaphor is an integral part of language and therefore, it is essential for one to have proper knowledge about it. But an inadequate number of works have been done on the use of metaphoric expressions in teaching in the language classroom and its impact on the academic performance of the students, particularly the PG level University students. That is why, the researchers have chosen the present study of metaphorical awareness among PG level students.

And after considering the above-mentioned observations, this present paper seeks to investigate the relationship between the metaphorical awareness of the students, PG level students in particular and their academic achievement.

IV. RESEARCH OBJECTIVES:

Objectives of the study are as follows;

- To measure the metaphorical awareness of the PG level students.
- To figure out the relationship between metaphorical awareness of the learners and their academic performance.
- To understand the difference in metaphorical awareness among PG students with respect to their gender, residential area and mode of PG learning.
- To find out the effect of metaphorical awareness in the learning process as well as the academic career of the students.

V. HYPOTHESES OF THE STUDY:

Hypotheses of the study are as mentioned below;

H₀₁: There is no significant difference in the metaphorical awareness of the Post- Graduate students with respect to their gender.

H₀₂: There is no significant difference in metaphorical awareness of the Post-Graduate students with respect to their residential area.

H₀₃: There is no significant difference in metaphorical awareness of the Post- Graduate students with respect to their mode of PG learning.

H₀₄: There is no relation between the metaphorical awareness and the academic achievement of the PG level students.

VI. METHOD:

The present study has aimed to investigate the metaphorical awareness among PG level students in relation to their academic achievement. After a thorough study of the related literature, the descriptive correlational method has been selected to serve the purpose of the study.

VII. POPULATION, SAMPLES AND SAMPLING:

In this present study, the population is the Postgraduate students of the department of English of The University of Burdwan, who are studying in regular mode at Golapbag campus as well as in distance mode at Centre for Distance and Online Education (Vidyasagar Bhaban).

All total 220 students have been chosen as samples of the study, among them 120 are regular students, and 100 are the students of distance education.

In this study the researchers have followed the judgmental or purposive sampling technique due to the demand of the study as well as for some obligations or limitations on the part of the researcher.

VIII. DATA COLLECTION TOOL USED:

In this study, the researchers have chosen the questionnaire as the research tool for collecting data and formed a ‘**Questionnaire on Metaphorical Awareness**’ to test the level of comprehension of the students as well as to check their awareness regarding the use of metaphor in our daily conversation and in the pages of literature.

The reliability of the questionnaire has been tested by using Kuder Richardson 20 scale since the questionnaire was dichotomous, the responses could only be ‘yes’ or ‘no’. After a pilot study with 45 students both from regular and distance, the reliability score showed KR-20 value **0.8895**, which is close to 1.0, so it can be claimed that the test has demonstrated a high level of reliability, suggesting that the items on the test are consistently measuring the construct in the questionnaire.

The questionnaire also has both content and construct validity since the items are chosen through expert opinion and according to their suggestions and by maintaining proper procedure the tool, i.e., the questionnaire has been constructed.

IX. ETHICAL CONSIDERATIONS:

Ethical considerations are integral to the study, ensuring that the research has been conducted with respect and integrity. Concerning the informed consent of the participants, participants have been provided with detailed information about the purpose of the study, procedures, and potential impacts. Written consent has been obtained from all participants before data collection commenced, ensuring they must be fully aware of their involvement and have voluntarily agreed to participate.

As per the confidentiality of the participants is considered, measures have been taken to protect the privacy of participants and the confidentiality of their responses. Personal identifiers have been removed from the data, and all information has been stored securely. Access to the data is restricted to authorized research team members only.

That means the researchers have collected the data by maintaining the ethics of the research and analyzed it by using proper statistical tools.

X. TESTS OF NORMALITY:

Table II: TESTS of NORMALITY

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| SCORE | .159 | 220 | .000 | .945 | 220 | .000 |

From Table II it can be found that in both Kolmogorov-Smirnov and Shapiro-Wilk tests, the p value is .000, for being normally distributed it should be $p > 0.05$, so it is quite evident again that it is not normally distributed.

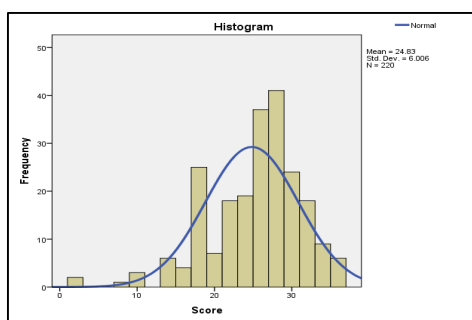


Fig: Graphical Representation (Histogram) of the scores of the PG students regarding Metaphorical Awareness.

From Fig it can be noted that the scores of the Postgraduate students regarding Metaphorical Awareness plotted on the graph in Histogram. (N = 220, Mean = 24.83, SD = 36.077) clearly shows the bars in histogram forms a pattern or distribution that is not similar to the normal distribution which indicates the scores are not normally distributed.

XI.HYPOTHESIS WISE DATA ANALYSIS AND INTERPRETATION:

Mann-Whitney U test which is a non-parametric test has been used as inferential statistics for the analysis of the data.

H₀₁: There is no significant difference in the metaphorical awareness of the post-graduate students with respect to their gender.

Table III: MANN-WHITNEY U TEST WITH RESPECT TO THE GENDER

| GENDER | N | MEAN RANK | SUM of RANKS |
|--------|-----|-----------|--------------|
| Male | 76 | 138.57 | 10,531.00 |
| Female | 144 | 95.69 | 13,779.00 |
| Total | 220 | | |

From Table III, it can be interpreted that in comparison of Mean Ranks, Males have a higher mean rank (138.57) compared to females (95.69).

Table IV: U TEST STATISTICS (GENDER)

| TEST STATISTICS | SCORE |
|------------------------|------------|
| Mann-Whitney U | 3,339.000 |
| Wilcoxon W | 13,779.000 |
| Z | -4.766 |
| Asymp. Sig. (2-tailed) | .000 |

From Table IV, the researcher can draw following interpretations, which are as follows;

- A. *Mann-Whitney U Test*: The value of Mann-Whitney U test is 3,339.000 with a Z score of -4.766.
- B. *Significance*: The p-value (Asymp. Sig.) is .000, which is less than 0.05, indicating that the difference in scores between males and females is statistically significant. Males tend to have higher scores compared to females.

H₀₂: There is no significant difference in metaphorical awareness of the post-graduate students with respect to their residential area.

Table V: MANN-WHITNEY U TEST WITH RESPECT TO RESIDENCE

| RESIDENT | N | MEAN RANK | SUM of RANKS |
|----------|-----|-----------|--------------|
| Rural | 156 | 115.37 | 17,997.00 |
| Urban | 64 | 98.64 | 6,313.00 |
| Total | 220 | | |

From Table V, it can be interpreted that rural students have a higher mean rank (115.37) compared to urban students (98.64).

Table VI: U TEST STATISTICS (RESIDENCE)

| TEST STATISTICS | SCORE |
|------------------------|-----------|
| Mann-Whitney U | 4,233.000 |
| Wilcoxon W | 6,313.000 |
| Z | -1.775 |
| Asymp. Sig. (2-tailed) | .076 |

From Table VI, the researcher can draw the following interpretations, which are as follows;

- A. *Mann-Whitney U Test*: The value of Mann-Whitney U is 4,233.000 with a Z score of -1.775.
- B. *Significance*: The p-value is .076, which is greater than 0.05, suggesting that the difference in scores between rural and urban students is not statistically significant. Therefore, there is no strong evidence to conclude that residential status significantly affects scores.

H₀₃: There is no significant difference in metaphorical awareness of the post-graduate students with respect to their mode of PG learning.

Table VII: MANN-WHITNEY U TEST WITH RESPECT TO THE MODE OF PG LEARNING

| MODE of PG LEARNING | N | MEAN RANK | SUM of RANKS |
|---------------------|-----|-----------|--------------|
| Regular | 120 | 115.88 | 13,906.00 |
| Distance | 100 | 104.04 | 10,404.00 |
| Total | 220 | | |

From Table VII, it can be noted that the Mean Ranks of the students in Regular Mode of PG learning have a higher mean rank (115.88) compared to those in Distance Mode (104.04).

Table VIII: U TEST STATISTICS (MODE of PG LEARNING)

| TEST STATISTICS | SCORE |
|------------------------|------------|
| Mann-Whitney U | 5,354.000 |
| Wilcoxon W | 10,404.000 |
| Z | -1.378 |
| Asymp. Sig. (2-tailed) | .168 |

From Table VIII, the following interpretations can be drawn by the researcher, which are as follows;

- A. *Mann-Whitney U Test*: The value of Mann-Whitney U test is 5,354.000 with a Z score of -1.378.
- B. *Significance*: The p-value is .168, which is greater than 0.05, indicating that the difference in scores between the two modes of PG education is not statistically significant. There is no strong evidence to suggest that the mode of PG education significantly influences scores.

● *SUMMARY Of FINDINGS*:

1. *GENDER*: There is a statistically significant difference between males and females in scores, with males scoring higher on average.
2. *RESIDENCE*: There is no statistically significant difference between rural and urban students in terms of scores.
3. *MODE of PG LEARNING*: The mode of PG learning does not have a statistically significant impact on scores.

These results provide scope for further analysis or research on the factors affecting scores, suggesting that gender differences might play a crucial role, while residential status and mode of education might not be as influential in this particular dataset.

H₀₄: There is no relation between the metaphorical awareness and the academic achievement of the PG level students.

To investigate the relationship between the metaphorical awareness and academic achievement of the PG students both Pearson correlation and Kendall's Tau correlation has been used in this study;

Table IX: DESCRIPTIVE STATISTICS:

| VARIABLE | MEAN | Std. Deviation | N |
|-----------------------------------|-------|----------------|-----|
| Score | 24.83 | 6.006 | 220 |
| Academic Achievement (% UG Level) | 52.89 | 35.126 | 220 |

From Table IX, the following interpretations can be drawn by the researcher;

- o The average Score is 24.83 with a standard deviation of 6.006 across 220 participants.
- o The average Academic Achievement is 52.89% with a standard deviation of 35.126 across 220 participants.

Table X: PEARSON CORRELATION

| VARIABLES | SCORE | ACADEMIC ACHIEVEMENT |
|-----------|-------|----------------------|
| Score | 1 | .129 |

| | | |
|-----------------------------------|------|------|
| Sig. (2-tailed) | | .063 |
| N | 220 | 220 |
| Academic Achievement (% UG Level) | .129 | 1 |
| Sig. (2-tailed) | .063 | |
| N | 220 | 220 |

From Table X, the researcher has come to the conclusion that

- o The Pearson correlation coefficient between Score and Academic Achievement is **0.129** with a p-value of **0.063**.
- o This indicates a weak positive correlation that is not statistically significant at the 0.05 level.

Table XI: KENDALL'S TAU CORRELATION:

| VARIABLES | SCORE | ACADEMIC ACHIEVEMENT |
|-----------------------------------|--------|----------------------|
| Score | 1.000 | .159** |
| Sig. (2-tailed) | | .001 |
| N | 220 | 220 |
| Academic Achievement (% UG Level) | .159** | 1.000 |
| Sig. (2-tailed) | .001 | |
| N | 220 | 220 |

From Table XI, the researcher can have the following interpretations, which are as follows;

- o The Kendall's Tau-b correlation coefficient between Score and Academic Achievement is **0.159** with a p-value of **0.001**.
- o This indicates a weak positive correlation that is statistically significant at the 0.01 level.

Therefore, we can conclude that there is a statistically significant, albeit weak, positive relationship between Score and Academic Achievement when the distribution is not normal.

● *SUMMARY Of FINDINGS:*

1. The Pearson correlation suggested a weak, non-significant relationship. (Ref Table X)
2. Kendall's Tau, more appropriate for non-normal distributions, indicated a weak but statistically significant positive relationship between Score and Academic Achievement. This suggests that as metaphorical awareness (as measured by Score) increases, academic achievement tends to increase as well, though the strength of this relationship is weak. (Ref Table XI)

XII. Discussion:

This present study has aimed to investigate the relationship between the two variables, i.e., the Metaphorical Awareness of Postgraduate students and their Academic Achievement. And to find out the relationship, the researchers have collected data from the students of the English Department of the University of Burdwan, from both regular and distance mode of learning.

- After analyzing those data by using proper statistical tools, it has been found that there is a weak but statistically significant positive relation between the metaphorical awareness of the students and their academic scores. (Ref. Table XI). That suggests the fact that if the metaphorical awareness of the students increases, the academic scores will increase as well.

This again indicates that metaphorical awareness helps the students to develop their skills, such as communication skills as well as reading and writing skills (Torregrossa, G et.al., 2015; Barnett, P. J, 2015). That is why, being non-native speakers, the students can learn the language more efficiently

with the help of metaphorical awareness. (Maibodi, A.H., 2011). Since the learners are not familiar with the cultures of those who are native English speakers, so it sometimes becomes difficult for them to understand the meaning of each and every word, but it helps to develop their comprehension level or semantic cognitive or meaning making sense (Tsitoura, M., 2023; Alotabi, M.A., 2021; Zibon, A., 2016, Kweldju, S., 2005). And most importantly, the metaphorical awareness enriches the vocabulary of the students, which has been supported by many scholars (Kalay, D. et.al., 2023; Zhang, R et.al., 2021; Zhao, H et.al., 2018; Veliz, I, 2017; Fahim, E et.al., 2015; Rajeski, J.S et.al., 2014; Doiz, A et.al., 2013). And it is quite evident that enriched vocabulary helps the students to express their thoughts and feelings in a more proficient manner, in this way the students can write their notes with an expertise that again helps the students to score well in their academic performance. But it should also be mentioned here that the influence of metaphorical awareness on academic performance of the students is almost negligible.

- This study further has informed that there is significant difference in metaphorical awareness of the Postgraduate students with respect to their gender, it is statistically shown by analyzing the collected data that male students are more aware about the use of metaphors or the comprehension level of male students regarding the metaphorical expressions is greater in comparison to that of female students. (Ref Table IV)
- Although the other two variables, residence and mode of PG learning, do not have statistically significant differences as per the metaphorical awareness of the Postgraduate students are concerned. (Ref Table VI & Table VIII)

XIII. Conclusion:

Language is the medium of communication and metaphor is a crucial part of language learning. Since one can express the ideas, thoughts, feelings with the help of language, especially verbal language, the metaphorical awareness plays a significant role in language learning especially for the non-native speakers or ESL students. From this study it can be concluded that metaphor influences the learning of a language and that is why, after analyzing the data collected from the Postgraduate students who are pursuing their study from the Department of English of the University of Burdwan, it is found that the metaphorical awareness of the students and their academic achievement has statistically significant positive relationship, though that relation is very weak, almost negligible; but the earlier studies also shows that the metaphorical awareness of students elevates the language learning since it helps the students to develop not only their vocabulary, but also their skills, their semantic cognition or meaning making sense as well. Therefore, it can be concluded that all these more or less have an impact on the academic performance of the students.

XIV. EDUCATIONAL IMPLICATIONS OF THE STUDY:

1. The present study makes the students as well as teachers more conscious about the importance of learning metaphors in the language classroom, by making them aware about the essence of using metaphor in a language.
2. Since the metaphorical awareness has a positive relationship with the academic achievement of the students, the students should study more about the metaphor, which in a way also helps to improve their academic performance.
3. The female students should be more conscious about the effectiveness as well as importance of metaphor in learning a language.

XV. Suggestions For Further Research:

1. The researcher has done the research on the metaphorical awareness of the Postgraduate students. The future research can be conducted on the Undergraduate students as well.
2. The researcher has collected samples only from the students of The University of Burdwan due to the lack of time, the future research can be conducted on the students at various other universities.
3. Further research can be conducted by collecting data from the school students as well, metaphorical awareness may also have a significant impact on their academic performance.
4. It is found in this study that there are significant differences in metaphorical awareness of students with respect to their gender, males are better in comparison to females. There is scope for further research to explore more about the impact of metaphorical awareness with respect to the gender of the participants on the various other aspects of language learning.

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